

Admission to Teacher Education Interview All Programs

One of the requirements for entry into the Teacher Education program in the College of Education is an interview. An upper division education major, usually a senior, and a member of the teacher education faculty interview students desiring to become teacher candidates. The applicant is asked a series of questions related to coursework, field experiences, dispositions and related professional topics. The following rubric is utilized in rating the responses of the applicant to the interview questions.

0 = Below Basic	1 = Basic	2 = Proficient	3 = Distinguished
The student does not appear to understand the concepts underlying the question. The student is unable to answer the question.	The student appears to understand the concepts underlying the component and attempts to integrate elements in the response. But integration is sporadic, intermittent, or otherwise not entirely successful. Additional reading, discussion, reflection, and field experience will enable the student to become proficient in this area.	The student understands the key concepts underlying the question and adequately integrates them in the response. Demonstrates a satisfactory ability to connect theory to practice.	The student at this level answers the question in an exemplary manner and is able to integrate key concepts in the response. Student's response is well thought out and articulated, demonstrates maturity and poise, and connects theory to practice.

Data reflective of each interview question follows. A short discussion narrative is included after each data table.

Sub-Score	Semester	Number of Evaluations	0 Below Basic	1 Basic	2 Proficient	3 Distinguished
1. In EDFN 338 Foundations of American Education, you studied the teaching profession and the reasons for choosing such a profession. Why do you want to be a teacher?	2012-2013	119	0.00%	0.00%	42.02%	57.98%
	2013-2014	128	0.00%	0.00%	27.34%	72.66%
	2014-2015	131	1.53%	4.58%	38.17%	55.73%

Discussion: The motivation for choosing teaching as a profession is the focus of this question. EDFN 338-Foundations of American Education includes a substantial amount of information regarding education in the United States and explores the challenges and opportunities that exist in the profession. The course description follows:

A survey of goals, history, organization, and philosophy of pre-K–12 American education with emphasis on teaching as a profession; contemporary issues and practices, legal and ethical responsibilities, and attributes of effective teachers. Level I field experience required.

The development of an understanding of the teaching profession (Standard 1.2) begins with the foundations course and expands throughout the curriculum.

Sub-Score	Semester	Number of Evaluations	0 Below Basic	1 Basic	2 Proficient	3 Distinguished
2. In SPED 100, you studied the Individuals with Disability Education Act (IDEA). Explain key principles of IDEA. How might these principles impact your classroom and teaching?	2012-2013	119	6.72%	9.24%	40.34%	43.70%
	2013-2014	128	7.03%	19.53%	42.19%	31.25%
	2014-2015	131	5.34%	12.98%	46.56%	35.11%

Discussion: SPED (Special Education) 100: *Introduction to Persons with Exceptionalities* is required of all teacher candidates, regardless of major. During the course, a broad discussion addressing individual differences among students takes place with a focus on the implications these differences might have on classroom instruction, particularly as related to federal law – IDEA. Additionally, however, the course addresses issues of diversity, as noted in the following course objective: 6) Demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals and their families. This attention to, and discussion of, diversity is an important aspect of preparing program completers for an increasingly diverse society.

Sub-Score	Semester	Number of Evaluations	0 Below Basic	1 Basic	2 Proficient	3 Distinguished
3. In EPSY 302 Educational Psychology, you studied learning theories and theorists. Discuss the learning theory which best describes your belief about how students learn? How could you demonstrate this in your classroom?	2012-2013	119	1.68%	3.36%	47.06%	47.90%
	2013-2014	128	0.78%	4.69%	53.13%	41.41%
	2014-2015	131	2.29%	9.16%	51.91%	36.64%

Discussion: Interview question 3 addresses content knowledge and the impact that adherence to selected learning theory has on pedagogical practice. This course provides the theoretical foundation implied in standard 1.1 and in INTASC standards related to instructional practice (7 & 8).

Sub-Score	Semester	Number of Evaluations	0 Below Basic	1 Basic	2 Proficient	3 Distinguished
4. What did you do to fulfill the Community Service requirement? During your Community Service experience, what did you learn about yourself and how it relates to your becoming a teacher?	2012-2013	119	0.00%	1.68%	54.62%	43.70%
	2013-2014	128	0.00%	3.13%	32.81%	64.06%
	2014-2015	131	3.05%	0.00%	26.72%	70.23%

Discussion: The Community Service requirement provides a clinical experience that precedes the structured Level I, II, III and Student Teaching fieldwork placements. The Community Service requirement is informal in nature, but it provides confirmation to the teacher candidate that they are making a career choice that compliments their interests and skills. Related to CAEP Standard 2.3, the Community Service project initiates a continuum of clinical experiences that become progressively more lengthy and diverse.

Sub-Score	Semester	Number of Evaluations	0 Below Basic	1 Basic	2 Proficient	3 Distinguished
5. What does it mean to be a professional educator? What steps do you need to take in becoming a professional educator?	2012-2013	119	2.52%	5.88%	58.82%	32.77%
	2013-2014	128	0.00%	3.91%	57.81%	38.28%
	2014-2015	131	0.00%	1.53%	56.49%	41.98%

Discussion: This question requires reflection on both coursework and clinical experiences to determine a response that reaffirms the commitment to lifelong learning, including active participation in professional development, conference attendance and membership in professional organizations.

Sub-Score	Semester	Number of Evaluations	0 Below Basic	1 Basic	2 Proficient	3 Distinguished
6. Each education course syllabus displays DSU's conceptual framework, Teaching: A Journey Worth Taking and its six components. Briefly describe the six components and their role in your preparation as a teacher.	2012-2013	119	5.04%	2.52%	36.97%	55.46%
	2013-2014	128	3.13%	7.03%	31.25%	58.59%
	2014-2015	131	9.16%	3.82%	31.30%	55.73%

Discussion: This question requires the teacher candidate to recite the components of the conceptual framework, and in doing so, to explain elements of the InTASC standards that are aligned with the framework (CAEP Standard 1.1).

Sub-Score	Semester	Number of Evaluations	0 Below Basic	1 Basic	2 Proficient	3 Distinguished
7. During GS 100 University Experience and SPED 100, you were introduced to the dispositions deemed necessary by the DSU teacher education faculty to be an effective teacher. The three categories include “interacting with students”, “interacting with peers, staff, parents”, and “intrapersonal skills”. Discuss your strengths and weaknesses for each category.	2012-2013	119	1.68%	7.56%	49.58%	41.18%
	2013-2014	128	0.00%	6.25%	49.22%	44.53%
	2014-2015	131	0.00%	3.05%	57.25%	39.69%

Discussion: These reflections on the affective domain allude to the critical attributes that are essential to good teaching. While knowledge of content and application of solid pedagogical practice are important to becoming an exceptional teacher, having strong, positive dispositions when interacting with others and in reflecting on one’s own intrapersonal skills can differentiate between a good teacher and a great teacher.

Sub-Score	Semester	Number of Evaluations	0 Below Basic	1 Basic	2 Proficient	3 Distinguished
8. Dressed Professionally	2012-2013	119	0.00%	0.84%	26.89%	72.27%
	2013-2014	128	1.56%	0.78%	17.97%	79.69%
	2014-2015	131	1.53%	1.53%	22.14%	74.81%
9. Demonstrated proper English usage and grammar	2012-2013	119	0.00%	0.00%	40.34%	59.66%
	2013-2014	128	0.78%	0.00%	33.59%	65.63%
	2014-2015	131	0.00%	0.00%	34.35%	65.65%
10. Demonstrated poise and confidence	2012-2013	119	0.00%	0.84%	48.74%	50.42%
	2013-2014	128	0.78%	1.56%	45.31%	52.34%
	2014-2015	131	0.00%	1.53%	48.09%	50.38%

Summary

A number of elements related to CAEP Standard 1 are reflected in the questions on the interview. Content knowledge is assessed by such questions are that related to IDEA and the request to describe and apply learning theory. The InTASC standards are aligned with the College of Education conceptual framework; thus responses to this interview question reflect knowledge of the standards and their role in teacher preparation. A pre-admission requirement of Community Service as a clinical experience (2.3) is the first in a series of clinical placements. The interview also addresses CAEP standard 3.3 by utilizing an additional assessment of content knowledge, a reflection on dispositions, the ability to articulate how application of given content impacts instruction, as well the interviewee’s poise, confidence, communication skills and professional appearance.