Teacher Education Program Admission Interview for Interdisciplinary Studies-Teacher Preparation with Licensure in Special Education, General Curriculum K-12

Teacher Education Admission Interview

One of the requirements for admission to the Bachelor of Science Degree in Interdisciplinary Studies-Teacher Preparation with Licensure in Special Education, General Curriculum K-12 is an interview. The purpose of the interview is to allow faculty members to get to know you better and to prompt you to consider the types of dispositions, or attitudes, that teachers should exhibit. The admission interview is focused on essential professional dispositions for public school teachers. This interview must be successfully completed before admission to any practicum courses. The decision to admit an individual is based on written information supplied in advance by the applicant and on information supplied by the applicant during an interview.

When you have completed the minimal admission requirements (see page 3), with the exception of the interview, you should complete the Interview Application for Admission into an Approved Undergraduate Teacher Education Program and submit it to Teacher Education Services, 152 Education Building. At that time, you will be able to sign up for your preferred interview date and time available. Interview times are 4:00-6:15 p.m. and will be scheduled during a three-week period in the fall and spring semesters. Please make every effort to be punctual; a late or missed interview may be difficult to reschedule and could delay your formal admission to the Teacher Education Program.

The Typical Structure of the Teacher Education Admission Interview

- Total time of interview is usually 20-30 minutes
- Usually three members comprise the Teacher Education Admissions Interview Panel
- You will be asked a series of questions
- You will be asked to make some closing remarks
- You will be given an evaluation sheet to complete when the interview is concluded
- The interviewees will evaluate your interview using a rubric

Preparing for the Interview

The list below represents the dispositions considered important to successful teaching. Review the list and think about why each disposition might be important for a teacher to possess. Also, decide to what degree you already possess some of these dispositions. Be prepared to discuss these dispositions during your interview. The interview is not a test; it is simply a conversation designed to raise your awareness of what it takes to be a good teacher.

Faculty and staff look forward to meeting you and talking with you about the profession and any questions or concerns you might have with regard to your career decision or the Teacher Education Program.

DEADLINE: Submit the Interview Application for Admission to an Approved Undergraduate Teacher Education Program for a FALL semester interview by September 30, and for a SPRING semester interview by February 8.

Rev. 8-26-12
Old Dominion University
Darden College of Education

Teacher Education degree and licensure candidates at Old Dominion University are expected to demonstrate behaviors that are indicative of the following dispositions which are characteristic of effective teachers. (Examples of behaviors showing each disposition can be found at the following web site: http://education.odu.edu/education/about/Teacher_Dispositions_ODU.pdf)

The candidate shows a disposition toward and commitment to each of the following:

1. Attends functions when required (punctual)
2. Maintains a professional appearance
3. Solicits feedback from others
4. Adjusts my behavior based on professional feedback
5. Communicates effectively orally (articulate, animated, few grammatical errors)
6. Communicates effectively in writing (clear organization of ideas, few misspelling and grammatical errors)
7. Sensitive to others’ feelings and opinions- (e.g., diplomatic)
8. Participates with others in a collaborative manner
9. Treats others with respect
10. Provides information to all constituents in a professional and timely manner
11. Demonstrates a commitment to remain current in knowledge of subject area content
12. Demonstrates knowledge about my teaching subject area
13. Becomes a member of the professional organization that represents subject area currently or in the near future
14. Enjoys working with diverse (i.e., special education, gifted, at-risk, minority, etc.) PreK-12 learners.
15. Displays excitement about teaching my subject area
The Teacher Education Application Process for the Bachelor of Science Degree in Interdisciplinary Studies-Teacher Preparation with Licensure in Special Education, General Curriculum K-12

Step 1: Initial Admission Process- Application for the Teacher Education Program

All applicants must complete the Application for Interview Form and submit it to the Teacher Education Services, 152 Education Building.

Minimal admission requirements for interview include, but are not limited to:

A) Have a 2.80 grade point average overall, in the major, in the major content, and in the professional education core courses
B) Earn at least a C grade in all courses required by the program
C) Complete the Professional Attributes Self-Reflection Scale
D) Complete a written statement described on page 4

Step 2: Interview with the Teacher Education Admission Interview Board

At the time all required admission materials are submitted to the Teacher Education Services, an interview time will be reserved for each applicant on a first-come, first-served basis. Interview times are 4:00 p.m. until 6:15 p.m. and will be scheduled over a two week period during each fall and spring semesters. **You will need to arrive at least 20 minutes prior to the scheduled time of your interview. You will need to complete a written response to a question that will be provided at the time of your arrival.**

The interviews will be scheduled in October for Fall Semester and in March for Spring Semester.

All applicants who complete the interviewing process will receive feedback during a post-interview appointment scheduled with the academic program advisor.
**Written Statement Options Supplied in Advance**

You must complete **one** of the following written statements with 500 words or less. Your written statement needs to be typed with one inch margins on all sides, 12 point font, and double-spaced.

1. **Philosophy Statement**- Provide a brief statement describing your current beliefs about education and explain how you see the purposes of school and the roles and relationships of teachers and students in a diverse democratic society.

2. **Experience Statement**- Provide a brief reflection on an experience from your life and discuss how that experience might influence your work with diverse populations of students.

3. **Write a letter to parents introducing oneself as a new teacher and what they should expect their children to learn.**

4. **Describe a teacher who made the greatest impact on your life (either positive or negative) and discuss why this teacher made such an impact.**

**Teacher Interview Evaluation Scale and Rubric**

Each candidate for admission to the Bachelor of Science Degree in Interdisciplinary Studies-Teacher Preparation with Licensure in Special Education, General Curriculum K-12 is evaluated according to the scale shown below. The following pages contain the rubric from which the ratings are derived.

1. Communicates effectively orally (articulate, animated, few grammatical errors)
2. Communicates effectively in writing (clear organization of ideas, few misspelling and grammatical errors)
3. Demonstrates sensitivity to others’ feelings and opinions (e.g., diplomatic)
4. Treats others with respect
5. Enjoys working with diverse (i.e., special education, gifted, at-risk, minority, etc.) PreK-12 learners.
6. Displays excitement about teaching subject area
7. Maintains a professional appearance and presentation
8. Demonstrates effective decision-making and problem solving skills
# Rubric for Teacher Interview

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Does not meet expectations</th>
<th>Meets expectations</th>
<th>Exceeds expectations</th>
</tr>
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<tbody>
<tr>
<td><strong>Communicates effectively orally</strong></td>
<td>Candidate has poor oral communication skills, both verbal and non-verbal. This is reflected in his/her speech quality, eye contact, energy level, degree of participation in the conversation, ability to ask and answer questions, and/or listening skills.</td>
<td>Candidate has acceptable oral communication skills, both verbal and non-verbal. This is reflected in his/her speech quality, eye contact, energy level, degree of participation in the conversation, ability to ask and answer questions, and listening skills. Overall, questions and answers are relevant and logical.</td>
<td>Candidate has exceptional oral communication skills, both verbal and non-verbal. This is reflected in his/her speech quality, eye contact, energy level, degree of participation in the conversation, ability to ask and answer questions, and listening skills. Questions and answers are consistently relevant and logical.</td>
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<tr>
<td><strong>Communicates effectively in writing</strong></td>
<td>Candidate has weak written communication skills. Problems with the writing include: not focusing on the question or writing prompt, lack of specific and valid support for arguments, unclear or inappropriate organization of the essays, and unclear transitions. The writing does not show sufficient depth of thought. It is not grammatically correct or neatly presented.</td>
<td>Candidate has solid written communication skills. S/he focuses on the question or writing prompt, provides specific and valid support for arguments, organizes the essays clearly and appropriately, and uses clear transitions. The writing shows sufficient depth of thought. It is grammatically correct and neatly presented.</td>
<td>Candidate has exceptional written communication skills. S/he focuses directly on the question or writing prompt, provides specific and valid support for arguments, organizes the essays clearly and appropriately, uses clear transitions and sophisticated transitions, and writes in a mature style. The writing shows exceptional depth of thought and is grammatically correct and neatly presented.</td>
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<td><strong>Demonstrates sensitivity to others’ feelings and opinions</strong></td>
<td>Candidate shows little sensitivity to others’ feelings and opinions. S/he appears not to appreciate the basic worth of each individual and cultural group. S/he may make stereotypical comments or unsupported generalization about groups.</td>
<td>Candidate shows sensitivity to others’ feelings and opinions and appreciation for the basic worth of each individual and cultural group. S/he may need more experience with and knowledge of people from diverse backgrounds.</td>
<td>Candidate shows a deep sensitivity to others’ feelings and opinions and deep appreciation for the basic worth of each individual and cultural group. S/he has had considerable exposure to people from diverse backgrounds.</td>
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<td><strong>Treats others with respect</strong></td>
<td>Candidate shows little respect for individual and cultural differences. S/he appears not to appreciate the basic worth of each individual and cultural group and the ideal of fairness.</td>
<td>Candidate shows respect for individual and cultural differences, and appreciation for the basic worth of each individual and cultural group and the ideal of fairness.</td>
<td>Candidate shows a deep respect for individual and cultural differences, and deep appreciation for the basic worth of each individual and cultural group and the ideal of fairness.</td>
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<tr>
<td><strong>Enjoys working with diverse PreK-12 learners.</strong></td>
<td>Candidate appears not to be committed to education for all students. S/he appears not to believe that all children can learn, or that children bring varied talents, strengths, and perspectives to learning.</td>
<td>Candidate is committed to education for all students. For the most part, s/he appears to believe that all children can learn, and that children bring varied talents, strengths, and perspectives to learning.</td>
<td>Candidate is deeply committed to education for all students. S/her communicates a strong and clear belief that all students can learn, and that students bring varied talents, strengths, and perspectives to learning.</td>
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<tr>
<td>** Displays excitement about teaching subject area**</td>
<td>There is little or no evidence that the candidate is sincerely excited and dedicated to becoming a teacher.</td>
<td>The candidate appears to be excited and dedicated to becoming a teacher.</td>
<td>The candidate communicates a strong dedication and commitment to becoming a teacher.</td>
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<td><strong>Maintains a professional appearance and presentation</strong></td>
<td>Candidate dresses inappropriately and/or exhibits inappropriate and/or unprofessional behavior. S/he uses verbal communication that does not foster interaction. Attendance, punctuality, and/or preparation are problematic.</td>
<td>Candidate dresses and conducts self appropriately. S/he communicates effectively with others and meets scheduled time/hour commitment and is prepared.</td>
<td>Candidate models professional dress and conduct. S/he uses verbal communication that enhances interactions with others and meets or exceeds scheduled time/hour commitment, arrives promptly and is well prepared.</td>
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<td><strong>Demonstrates effective decision-making and problem solving skills</strong></td>
<td>Candidate displays poor decision-making and problem-solving skills. S/he appears not to make reasoned decisions with supporting evidence. S/he does not make appropriate adjustments nor responds appropriately to actions and reactions of others.</td>
<td>Candidate shows acceptable decision-making and problem-solving skills. This is reflected in his/her ability to make reasoned decisions with supporting evidence. S/he responds appropriately to actions and reactions of others and makes appropriate adjustments.</td>
<td>Candidate shows excellent decision-making and problem-solving skills. This is reflected in his/her ability to make reasoned decisions with supporting evidence. S/he consistently responds appropriately to actions and reactions of others and consistently makes appropriate adjustments.</td>
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