

TEP Interview Assessment Updated Su 07

by ASU COE

TEP Interview

Context

The interview for admission into a Teacher Education Program at Athens State University is a major benchmark in the Assessment Plan for the Unit. The interview represents the time when each candidate articulates a sincere commitment to do whatever it takes to be a dedicated professional.

Purpose

The purpose of the interview is to identify a candidate's strengths and weaknesses at the beginning milestone in Teacher Education. The candidate's use of professional oral communication skills will be part of this assessment.

Assessor

A panel of education faculty will conduct a 20-30 minute interview with the candidate. The interview will consist of a series of questions about the Conceptual Framework of the College of Education and the candidate's choice of teaching as a profession.

Minimum Requirements for TEP Admission

A candidate must attain an Acceptable rating or better on the Portfolio component and an Acceptable or better rating on the 3 Interview Questions.

TEP Interview Rubric

	TEP Interview Rubric		
	Target (2 pts)	Acceptable (1 pt)	Unacceptable
1. Explain at	Targeted	Acceptable	Unacceptable

<p>least 3 roles of a teacher. (1, 33%) INTASC-1.A</p>	<p>performance is evidenced by an explanation of at least 6 different roles of a teacher.</p>	<p>performance is evidenced by an explanation of 3 different roles of a teacher.</p>	<p>performance is evidenced by an explanation of less than 3 different roles of a teacher.</p>
<p>2. Explain why you are a good candidate for teacher education. Include some personal characteristics and dispositions that you possess. (1, 33%) INTASC-1.F NCATE-1.D</p>	<p>Targeted performance is evidenced by an explanation of why the candidate would be a good teacher that would include at least 5 different personal characteristics and/or dispositions.</p>	<p>Acceptable performance is evidenced by an explanation of why the candidate would be a good teacher that would include at least 3 different personal characteristics and/or dispositions.</p>	<p>Unacceptable performance is evidenced by an explanation of why the candidate would be a good teacher that does not include at least 3 different personal characteristics and/or dispositions.</p>
<p>3. The components of the Conceptual Framework include the theme, program goals, outcomes and professional dispositions. Explain the theme, goals, and outcomes. (1, 33%) NCATE-1</p>	<p>Targeted performance is evidenced by an explanation of the theme, all goals and outcomes of the Unit.</p>	<p>Acceptable performance is evidenced by an explanation of the theme, 2 goals, and 2 outcomes.</p>	<p>Unacceptable performance is evidenced by an explanation that does not include all of the following: the theme, 2 goals, and 2 outcomes.</p>

Recommendation

Interview Outcome (1, 100%)	Recommendation	
	Recommend for Admission	Not Recommended for Admission

Standards

- INTASC.1.A K: The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.
- INTASC.1.F D: The teacher has enthusiasm for the discipline(s) s/he teaches and sees connections to everyday life.
- NCATE.1 Candidate Knowledge -- Candidate Knowledge, Skills, and Dispositions: Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.
- NCATE.1.D > Dispositions: Candidates are familiar with the dispositions expected of professionals. Their work with students, families, and communities reflects the dispositions delineated in professional, state, and institutional standards. [Acceptable]
- NCATE.2 Candidate Knowledge -- Assessment System and Unit Evaluation: The unit has an assessment system that collects and analyzes data on the applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.