



College of Education
Department of Teaching, Learning & Professional Development

**Orientation for Teacher Interview Process
TUESDAY, OCTOBER 18, 2011
3PM TO 4:30PM – ROOM TBA**

**TEACHER EDUCATION INTERVIEW
ANNOUNCEMENT**

Completed Teacher Education Interview Packets are to be placed in a manila envelope and returned to the PRAXIS Lab (CLT238) by 12 pm, Friday, November 11, 2011.

Sign up for an interview date and time on the WHITE BOARD INSIDE THE PRAXIS Lab (CLT238) by 12 pm, Friday, November 11, 2011.

Interview Dates:

Tuesday, November 15, 2011

Thursday, Thursday, November 17, 2011

All interviews will be held in CLT, Rooms 256 or 273

IMPORTANT REMINDER!

****Students who have PASSED Praxis 1 but have not interviewed need to *COMPLETE A TEACHER INTERVIEW PACKET AND SIGN UP FOR AN INTERVIEW BY 12PM, November 11, 2011.***

*****If you are planning to take Methods Courses in the Spring Semester 2011, and have NOT INTERVIEWED, you need to *COMPLETE A TEACHER INTERVIEW PACKET AND SIGN UP FOR AN INTERVIEW BY 12PM, November 11, 2011.***

*****If you have previously submitted a Teacher Interview Packet but have NOT INTERVIEWED, you must sign up for *AN INTERVIEW BY 12PM, November 11, 2011.***

BOWIE STATE UNIVERSITY
College of Education
Department of Teaching, Learning & Professional Development
(TLPD)

APPLICATION for FORMAL Teacher Education Interview

Name: _____ Date: _____

ID#: _____ Contact #: _____

Major: _____ Email Address: _____

Advisor: _____
TLPD Content Advisor (For secondary only)

REQUIREMENTS

Circle: Yes or No Grade of "C" or better for English 101 and English 102

Circle: Yes or No Grade of "C" or better for EDUC 101 Introduction to Education

Circle: Yes or No Grade of "C" or better for EDUC 201 Human Growth & Development

Date taken _____ **Praxis I: Circle: Passed or Did Not Pass**

In lieu of the Praxis I, the college will accept the following options:

- SAT taken from 1995 to present, math and verbal (or critical reading) composite score of 1100;
- SAT taken prior to 1995, math and verbal composite score of 1000;
- ACT score of 24;
- GRE math and verbal composite score of 1000.

The SAT composite score is the sum of the math and verbal scores. Both tests must have been taken before April 1995 (score of 1100).

The ACT composite score is the average of 4 tests with scores that range from 1-36: English, Mathematics, Reading and Science Reasoning (not writing).

The following are acceptable forms of documentation and should be submitted to Professor Amy Glass or Dr. Bruce Crim:

- Photocopy of the examinee's score report; or
- Official transcript (college or high school) which includes scores; or
- Scores sent from the respective testing vendor(s).

Alternative Option: _____ Score: _____ Date taken: _____

Date taken _____ **English Proficiency Exam: Circle: Passed or Did Not Pass**
Have Taken English Proficiency Exam.

Number of credit hours _____ GPA _____ Minimum of 32 semester hours with **2.5 GPA**

College of Education
Department of Teaching, Learning & Professional Development

Name _____

Student ID _____

Circle: Yes or No

Autobiographical Sketch

- a. Your philosophy of education
- b. Examples of direct work experience with children
- c. Work experiences
- d. Special interests
- e. Out-of-state experience related to education
- f. Membership in department clubs, activities, etc.

***A RESUME IS NOT ACCEPTABLE. YOUR AUTOBIOGRAPHICAL SKETCH MUST BE A NARRATIVE INCLUDING THE ABOVE ITEMS.**

Circle: Yes or No

Submission of two (2) Faculty Evaluations Forms. (One of which should be from TLPD)

Circle: Yes or No

Completed APPLICATION for TEACHER EDUCATION INTERVIEW

Circle: Yes or No

Completed TEACHER EDUCATION INTERVIEW PACKET

Circle: Yes or No

Copy of Unofficial Transcripts

Candidate's Signature _____

BOWIE STATE UNIVERSITY
 College of Education
 Department of Teaching, Learning & Professional Development

ADMISSION TO TEACHER EDUCATION DEPARTMENT

FACULTY RECOMMENDATION FORM

TWO FORMS ARE REQUIRED AS FOLLOWS:

1. One completed by a member of the Education Department
2. One completed by a non-departmental faculty member. This person must be a current or previous instructor.

STUDENT: _____ MAJOR: _____

EXPECTED GRADUATION DATE: _____

FACULTY MEMBER: _____ DEPT: _____

TITLE: _____ DATE: _____

I. Basis for knowing student: _____

II. Performance Factors:

	Outstanding	Above Average	Average	Poor
Ability to work with others				
Energy, initiative, industry				
Attitude (cooperative)				
Written communication				
Oral communication				
Organizing ability				
Job completion				
Attendance				
Achievement in your class				
Subject knowledge				

III. Additional Information or comments: _____

(This recommendation is confidential and is not to be shown to the student. The document is needed as part of the interview process and acceptance into the teacher education department.)

PLEASE RETURN TO STUDENT IN A SEALED ENVELOPE THAT IS PROVIDED BY STUDENT.

ADMISSION TO TEACHER EDUCATION DEPARTMENT

FACULTY RECOMMENDATION FORM

TWO FORMS ARE REQUIRED AS FOLLOWS:

3. One completed by a member of the Education Department
4. One completed by a non-departmental faculty member. This person must be a current or previous instructor.

STUDENT: _____

MAJOR: _____

EXPECTED GRADUATION DATE: _____

FACULTY MEMBER: _____

DEPT: _____

TITLE: _____

DATE: _____

I. Basis for knowing student: _____

II. Performance Factors:

	Outstanding	Above Average	Average	Poor
Ability to work with others				
Energy, initiative, industry				
Attitude (cooperative)				
Written communication				
Oral communication				
Organizing ability				
Job completion				
Attendance				
Achievement in your class				
Subject knowledge				

III. Additional Information or comments: _____

(This recommendation is confidential and is not to be shown to the student. The document is needed as part of the interview process and acceptance into the teacher education department.)

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THE TEACHER EDUCATION INTERVIEW WILL BE BASED ON THE FOLLOWING QUESTIONS:

1. Describe what you hope to accomplish for your students and the community as a future teacher.
2. What personal and professional assets do you see yourself bringing to fulfill this vision? Be specific!
3. From your studies and experience so far, what have you learned that has had the strongest impact on your preparation as a teacher?
4. Public school education is the subject of intense national interest. Discuss the current issues that you judge to be of greatest significance?
5. What is the role of technology in education?
6. What strategies will you use to address diversity in the classroom?
7. Discuss the issue of "inclusion" in the classroom.
8. Having had Introduction of Education and Human Growth and Development, identify one major component or area that you feel will have an impact upon you as an effective teacher.
9. Are you a member of any departmental organizations or clubs? If so, which club, organization or departmental activities have you participated in? If not, what professional memberships are you affiliated with?
10. Discuss the experiences you have had or are currently involved in with children who are within the age range of your program major.

Undergraduate Entrance Interview with Writing

	Unacceptable 1	Needs Improvement 2	Meet Standards 3	Exceeds Standards 4
<p>Academic Scholar</p> <p>This outcome measures candidates subject knowledge, as well their knowledge of students and society (ACEI: 2.1 – 2.7)</p>	Candidate responses indicate a limited level of knowledge of the subject matter content required to effectively teach students	Candidate responses indicate fair knowledge of the subject matter content required to effectively teach students	Candidate responses indicate a good level of knowledge of the subject matter content required to effectively teach students	Candidate responses indicate an excellent level of knowledge of the subject matter content required to effectively teach students
<p>Academic Scholar</p> <p>This outcome measures candidates theoretical and pedagogical knowledge</p>	Candidate responses indicate a limited knowledge base of educational principles, theory, pedagogy, including the use of technology and assessment	Candidate responses indicate fair knowledge base of educational principles, theory, pedagogy, including the use of technology and assessment	Candidate responses indicate a good knowledge base of educational principles, theory, pedagogy, including the use of technology and assessment	Candidate responses indicate an excellent knowledge base of educational principles, theory, pedagogy, including the use of technology and assessment
<p>Academic Scholar</p> <p>This outcome measures candidates knowledge of diversity and individual instruction</p>	Candidate responses suggest a limited understanding of issues of diversity and its importance to instruction and student progress	Candidate responses suggest a fair understanding of issues of diversity and its importance to instruction and student progress	Candidate responses suggest a good understanding of issues of diversity and its importance to instruction and student progress	Candidate responses suggest an excellent understanding of issues of diversity and its importance to instruction and student progress

	Unacceptable 1	Needs Improvement 2	Meet Standards 3	Exceeds Standards 4
<p>Reflective Practitioner</p> <p>This outcome measures candidates understanding of effective teaching strategies and critical thinking skills (ACEI: 3.2)</p>	Candidate responses indicate a limited understanding of best practices and the impact of research on effective teaching practices, and can use critical thinking skills to accommodate all learners	Candidate responses indicate a fair understanding of best practices and the impact of research on effective teaching practices, and can use critical thinking skills to accommodate all learners	Candidate responses indicate a good understanding of best practices and the impact of research on effective teaching practices, and can use critical thinking skills to accommodate all learners	Candidate responses indicate an excellent understanding of best practices and the impact of research on effective teaching practices, and can use critical thinking skills to accommodate all learners
<p>Reflective Practitioner</p> <p>This outcome measures candidates understanding of the impact that social dynamics can have on learning</p>	Candidate responses indicate that the candidate have a limited understanding of the ethical, social, and civic concerns in the learning environment	Candidate responses indicate that the candidate have a fair understanding of the ethical, social, and civic concerns in the learning environment	Candidate responses indicate that the candidate have a good understanding of the ethical, social, and civic concerns in the learning environment	Candidate responses indicate that the candidate have an excellent understanding of the ethical, social, and civic concerns in the learning environment
<p>Reflective Practitioner</p> <p>This outcome measures candidates understanding of general classroom practices</p>	Candidate responses indicate a limited understanding of classroom management concepts and that the candidate is prepared to apply this knowledge	Candidate responses indicate a fair understanding of classroom management concepts and that the candidate is prepared to apply this knowledge	Candidate responses indicate a good understanding of classroom management concepts and that the candidate is prepared to apply this knowledge	Candidate responses indicate an excellent understanding of classroom management concepts and that the candidate is prepared to apply this knowledge

	Unacceptable 1	Needs Improvement 2	Meet Standards 3	Exceeds Standards 4
<p>Collaborative Educator</p> <p>This measures candidates understanding of working with colleagues, diverse student populations, and technology to improve student learning (ACEI: 5.1, 5.3, 5.4;)</p>	Candidate responses indicates a limited understanding of the importance of collegial, family, and community collaboration to address the individualized instruction needs of students	Candidate responses indicates a fair understanding of the importance of collegial, family, and community collaboration to address the individualized instruction needs of students	Candidate responses indicates a good understanding of the importance of collegial, family, and community collaboration to address the individualized instruction needs of students	Candidate responses indicates an excellent understanding of the importance of collegial, family, and community collaboration to address the individualized instruction needs of students
<p>Collaborative Educator</p> <p>This outcome measures candidates understanding of culture and learning.</p>	Candidate responses indicate a limited understanding the relationship between culture and learning how infusing multimedia components can help to support that relationship	Candidate responses indicate a fair understanding the relationship between culture and learning how infusing multimedia components can help to support that relationship	Candidate responses indicate a good understanding the relationship between culture and learning how infusing multimedia components can help to support that relationship	Candidate responses indicate an excellent understanding the relationship between culture and learning how infusing multimedia components can help to support that relationship
<p>Professional Dispositions</p> <p>This measures candidates knowledge of professionalism, values, and commitment required to become effective educators (ACEI: 5.2)</p>	Candidate responses and presence indicate a limited understanding of the attitude of effective and productive education professionals	Candidate responses and presence indicate a fair understanding of the attitude of effective and productive education professionals	Candidate responses and presence indicate a good understanding of the attitude of effective and productive education professionals	Candidate responses and presence indicate an excellent understanding of the attitude of effective and productive education professionals

	Unacceptable 1	Needs Improvement 2	Meet Standards 3	Exceeds Standards 4
<p>Written Expression Conventions</p> <p>This outcome measures candidates ability to write using the appropriate writing conventions (ACEI: 2.1)</p>	Candidate written responses indicate limited use of proper punctuation, spelling, grammar, and sentence structure	Candidate written responses indicate fair use of proper punctuation, spelling, grammar, and sentence structure	Candidate written responses indicate good use of proper punctuation, spelling, grammar, and sentence structure	Candidate written responses indicate excellent use of proper punctuation, spelling, grammar, and sentence structure
<p>Organization</p> <p>This outcome measures candidates ability to compose an essay in a logically</p>	Candidate written responses reflects a limited understanding of essay writing and reflects a logical sequence of events using transitional words	Candidate written responses reflects a fair understanding of essay writing and reflects a logical sequence of events using transitional words	Candidate written responses reflects a good understanding of essay writing and reflects a logical sequence of events using transitional words	Candidate written responses reflects an excellent understanding of essay writing and reflects a logical sequence of events using transitional words
<p>Clarity</p> <p>The outcome measures candidates ability to clearly articulate relevant information on a given topic (ACEI: 2.1)</p>	Candidate written responses reflect limited clarity of thought on the topic with supporting detail to extend and/or enhance ideas	Candidate written responses reflect fair clarity of thought on the topic with supporting detail to extend and/or enhance ideas	Candidate written responses reflect good clarity of thought on the topic with supporting detail to extend and/or enhance ideas	Candidate written responses reflect excellent clarity of thought on the topic with supporting detail to extend and/or enhance ideas
<p>Vocabulary</p> <p>This outcome measures candidates use of relevant professional language where appropriate, as well as the accuracy, variety and quality of vocabulary (ACEI: 2.1)</p>	Candidate written responses reflect a limited command of vocabulary in general, as well as an understanding professional language, such as individualized instruction, pedagogy, scaffolding, etc.	Candidate written responses reflect fair command of vocabulary in general, as well as an understanding professional language, such as individualized instruction, pedagogy, scaffolding, etc.	Candidate written responses reflect a good command of vocabulary in general, as well as an understanding professional language, such as individualized instruction, pedagogy, scaffolding, etc.	Candidate written responses reflect an excellent command of vocabulary in general, as well as an understanding professional language, such as individualized instruction, pedagogy, scaffolding, etc.

	Unacceptable 1	Needs Improvement 2	Meet Standards 3	Exceeds Standards 4
<p>Verbal Communications Fluency</p> <p>This outcome measures the ease with which candidates deliver the message (ACEI: 2.1)</p>	Candidate responses are of limited quality with fair clarity of thought and processing	Candidate responses are of fair quality with good clarity of thought and processing	Candidate responses are of good quality with good clarity of thought and processing	Candidate responses are of excellent quality with great clarity of thought and processing
<p>Grammar</p> <p>This outcome measure candidates use and accuracy of basic grammar structure while speaking (ACEI: 2.1)</p>	Candidate responses reflect limited use of grammar and sentence structure and adds little to the understanding of responses	Candidate responses reflect fair use of grammar and sentence structure and adds little to the understanding of responses	Candidate responses reflect good use of grammar and sentence structure and adds to the understanding of responses	Candidate responses reflect excellent use of grammar and sentence structure and adds to the understanding of responses
<p>Tone</p> <p>This outcome measures candidates tone as one that reflect the profession</p>	Candidate requires extensive work on developing an appropriate professional tone and show little passion and professional competence	Candidate tone is inconsistent reflecting either a passive or aggressive tone or one that is otherwise professionally inappropriate showing little passion and professional competence	Candidate tone is consistent and professionally appropriate for the setting and topic showing relative passion and professional competence	Candidate tone is consistent and professionally appropriate for the setting and topic showing great passion and professional competence
<p>Non Verbal</p> <p>This outcome measures the degree to which candidates demonstrate both verbal and non verbal speaking skills (ACEI: 2.1)</p>	Candidate disposition during the interview reflects limited confidence with consistent eye contact	Candidate disposition during the interview reflects fair confidence with consistent eye contact	Candidate disposition during the interview reflects good confidence with consistent eye contact	Candidate's disposition during the interview reflects great confidence with consistent eye contact

	Unacceptable 1	Needs Improvement 2	Meet Standards 3	Exceeds Standards 4
Pronunciation This outcome measures how candidates pronunciation and enunciation while speaking (ACEI: 2.1)	Candidate needs development with speaking to clearly articulate thoughts logically	Candidate speaks well making but needs to work on clearly articulating thoughts logically	Candidate speaks extremely well making but needs to work on clearly articulating thoughts logically	Candidate speaks extremely well making certain to articulate thoughts clearly and logically