



**PHASE II OF APPLICATION TO TEACHER EDUCATION  
INTERVIEW**

Voice, Value. Vision

Directions:

- Candidates will create a written document with each question (***diversity, instruction, instruction content*** for your major only -see the bottom of the document, ***technology***, and ***assessment***) and answer and submit the document on their Livetext Student Worklist with their TED application.
- During the interview, candidates will be asked follow-up questions by the TED interview committee members based on their written response to all questions submitted to Livetext in advance of the meeting. ***If student fails to submit the document on Livetext OR bring 5 copies to interview, he/she will be unable to interview and will have to wait until next semester to apply again.***
- Each member of the committee will ask one question and will assign a grade on all criteria on the rubric based on the student's responses and their professionalism. The rubric will be scored as follows:

Total points available = 24    Passing = 17 and above

Candidate Name \_\_\_\_\_ Score: \_\_\_\_\_

Question/Criteria	3 Target Met	2 Needs Improvement	1 Unacceptable
<b><i>Diversity:</i></b> What characteristics do you believe you possess that will allow you to teach students who are culturally different than you and think differently than you?	Demonstrates independently and competently the ability to identify students that are different and apply knowledge of differentiation process - ELA, Poverty, EC, Gifted, Behavior Students, etc.	Needs assistance to demonstrate the ability to identify students that are different and apply some knowledge of differentiation process in at least one category - ELA, Poverty, EC, Gifted, Behavior Students, etc.	Does not demonstrate the ability to identify students that are different and/or unable to apply any knowledge of differentiation process for any category - ELA, Poverty, EC, Gifted, Behavior Students, etc.

<p><b>Instruction:</b> What are the essential components for a quality lesson and implementation of that lesson?</p>	<p>Demonstrates independently and competently the ability to identify and elaborate on specific/essential traits (more than 5) associated with quality teaching i.e. standards, pacing, essential questions, assessment, BME, transitions, student-centered, technology, integration, differentiation, scaffolding/grouping, reflection (student and teacher)</p>	<p>Needs assistance to demonstrate the ability to identify and elaborate on specific/essential traits (more than 3) associated with quality teaching i.e. standards, pacing, essential questions, assessment, BME, transitions, student-centered, technology, integration, differentiation, scaffolding/grouping, reflection (student and teacher)</p>	<p>Does not demonstrate the ability to identify and elaborate on specific/essential traits (at least 2) associated with quality teaching i.e. standards, pacing, essential questions, assessment, BME, transitions, student-centered, technology, integration, differentiation, scaffolding/grouping, reflection (student and teacher)</p>
<p><b>Special Education Laws: (SED300/500 all majors)</b> Introduction to Exceptional Learners Question: Federal Laws were passed to help students with disabilities. What do these laws require /or how have they helped? What was the intent of these laws?</p>	<p>Demonstrates independently and competently the ability to provide examples of the passed laws and the intent of those laws in relation to benefits for the students.</p>	<p>Needs assistance to demonstrate the ability to provide examples of the passed laws and the intent of those laws in relation to benefits for the students.</p>	<p>Does not demonstrate the ability to provide examples of the passed laws and the intent of those laws in relation to benefits for the students.</p>
<p><b>Instruction Content:</b> Candidates will be provided with one question prepared by faculty for their identified majors from</p>	<p>Demonstrates independently and competently the ability to confidently describe a concept learned in his/her</p>	<p>Needs assistance to demonstrate the ability to give a description of a concept learned in his/her content area and provide some</p>	<p>Does not demonstrate the ability to describe a concept learned in his/her content area and/or has difficulty relating the concept to</p>

<p>the list below:  <b>Early Childhood,</b>  <b>Elementary Majors</b>  <b>Middle/Secondary</b>  <b>Majors</b>  <b>Art Majors</b>  <b>Music Education:</b></p>	<p>content area and elaborate upon the concept and how it would be applied appropriately in the classroom. (Answers provided by program professors - see below)</p>	<p>details regarding the concept and how it would be applied appropriately in the classroom. (Answers provided by program professors - see below)</p>	<p>application in the classroom. (Answers provided by program professors - see below)</p>
<p><b>Technology:</b> In what ways do you believe the use of technology can enhance student learning?</p>	<p>Demonstrates independently and competently the ability to describe technology as a vital tool in the classroom that engages student interaction and collaboration, demands higher order thinking skills and problem-solving and is a provision for differentiated learning.</p>	<p>Needs assistance to demonstrate the ability to describe technology as a vital tool in the classroom that engages student interaction and collaboration, demands higher order thinking skills and problem-solving and is a provision for differentiated learning.</p>	<p>Does not demonstrate the ability to describe technology as a vital tool in the classroom that engages student interaction and collaboration, demands higher order thinking skills and problem-solving and is a provision for differentiated learning.</p>
<p><b>Assessment:</b>  Describe ways that you believe teachers should assess students' learning.</p>	<p>Demonstrates independently and competently the ability to provide examples of how teachers should use both formative and summative assessment to analyze the student's performance in the classroom.</p>	<p>Needs assistance to demonstrate the ability to provide examples of how teachers should use both formative and summative assessment to analyze the student's performance in the classroom.</p>	<p>Does not demonstrate the ability to provide examples of how teachers should use both formative and summative assessment to analyze the student's performance in the classroom.</p>
<p><b>Professionalism:</b>  Ability to express thoughts (tone, clarity, and organization)</p>	<p>Demonstrates independently and competently the ability to provide relevant responses and to speak clearly</p>	<p>Needs assistance to demonstrate the ability to provide relevant responses and to speak clearly with the appropriate tone and</p>	<p>Does not demonstrate the ability to provide relevant responses and/or to speak clearly with the appropriate tone and organization</p>

	with the appropriate tone and organization of thoughts.	organization of thoughts.	of thoughts.
<b>Professionalism:</b> Personal appearance/Conduct	Demonstrates independently and competently the ability to dress professionally (no leggings, tight clothing, inappropriate tops-cleavage, etc.) and to conduct him/herself in a manner conducive to that of a future educator.	Needs assistance to demonstrate the ability to dress professionally (no leggings, tight clothing, inappropriate tops-cleavage, etc.) and to conduct him/herself in a manner conducive to that of a future educator.	Does not demonstrate the ability to dress professionally (no leggings, tight clothing, inappropriate tops-cleavage, etc.) and/or to conduct him/herself in a manner conducive to that of a future educator.

Candidate Approved: \_\_\_\_ Candidate Needs Intervention \_\_\_\_ Candidate Denied \_\_\_\_

**Committee Signatures:**

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**ECE: Question/Response**

What are some characteristics of preoperational thought? In other words, what are some of Piaget's thoughts on the cognition of preoperational children?

**ELEMENTARY: Question/Response**

Based on your experience in your Clinical I Reading course, identify and elaborate on informal reading inventory assessments and the purpose of early identification of reading behaviors.

**ML/Secondary - Question/Response**

Methods Question: Preparing students to live and work in the 21st Century requires students be competent in the 4Cs: Critical Thinking, Communication, Collaboration, and

Creativity. How do you propose to incorporate the “21st Century Critical Competencies” in a content driven / standards driven classroom?

**SPED - Question/Response**

SED 300/500 Introduction to Exceptional Learners Question: Federal Laws were passed to help students with disabilities. What do these laws require /or how have they helped? What was the intent of these laws?

**ART - Question/Response**

How will you integrate the design process into your classroom?

**MUSIC - Question/Response**

What is the purpose of assessment in the ensemble class? What are some ways you can do a valid assessment of what students have learned without making other students sit and wait for long periods of time?