

Education Studies Department

Application to the Teacher Education Program (TEP)

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Education Studies Department

Knapp Hall

CPO 2195

Berea, KY 40404

December 2019

Dear Teacher Education Program Applicant,

The Education Studies Department invites you to formally apply to the Teacher Education Program (TEP). All communities need excellent teachers who are committed to the wellbeing of students and their families. Applying to the TEP is an important first step in your journey to becoming a certified teacher. Please read the instructions contained in this document carefully, and if you have questions, contact your academic advisor.

The primary goal of the Education Studies Department is to help you achieve your goal of becoming a teacher. There are many careers that work with children, youth, and families to improve their opportunities for success, but teaching is one of the most time-honored and sacred of those vocations because teachers serve as cornerstones of democratic and equitable societies. As you embark on this journey at Berea College, we are dedicated to seeing you reach your highest potential.

As you prepare to write your *Purpose of Teaching* essay and assemble your application materials, please reflect and revisit what you are learning about the field of Education, big “E.” Although you may have spent 13+ years in a formal school environment (public, private, parochial, homeschool, etc.) you were looking toward the teacher. Now you are in the process of becoming the teacher looking out toward students. As you prepare to become a certified teacher of record of a classroom of your own, you will necessarily develop new perspectives on formal and informal schooling by deconstructing what you “know” to be true about education. We will walk this path with you. We won’t tell you what to believe, but we will help facilitate enriching experiences and together we will consider new ideas.

As faculty in an Educator Preparation Program, teaching is very near and dear to our hearts. We have all walked a similar path in our desire to teach. Teaching is not a destination; it is a journey. We are here to support you and we look forward to reading your essay and learning more about you and what you believe about teaching and learning.

Sincerely,



Nicholas D. Hartlep, Ph.D.

Education Studies Department Chair

Robert Charles Billings Chair in Education****

# **The *Purpose of Teaching* Essay**

**Purpose:**

Teacher Education Program (TEP) applicants are required to submit *a* *Purpose of Teaching* essay. The purpose of the essay is for prospective pre-service teachers to explain their thoughts on the purpose of teaching and draw on their learnings in EDS 150 as well as their personal experiences with teaching and learning. Successful candidates will demonstrate critical thinking skills, written communication skills, and their foundational knowledge in the field of education.

**Expectations:**

The *Purpose of Teaching* essay is comprised of two sections. The first section, the personal narrative, provides a space for you to share your thinking about teaching. You will support your ideas with your own K–12 educational experiences and your clinical field experiences. The second section of the essay should be more of a formal academic paper that communicates your professional understandings of education. You will want to follow basic guidelines for formal academic writing. In this section, you will support your ideas with references from course readings, texts, and/or scholarly sources.

**Writing and Mechanics:**

Your *Purpose of Teaching* essay should include a title page, an introduction, and two clearly indicated subsections: (1) Personal Narrative on Teaching, and (2) Professional Understandings of the field of Education, as well as a Conclusion, and a References list. The essay needs to conform to the follow formatting and conventions:

* Be word-processed and saved in Word.doc or Word.docx format.
* Be in Times New Roman 12-font.
* Be double-spaced with 1-inch margins.

As [APA (7th Edition)](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html) is the style format for the field of education, you will use the format in preparing this essay. As you write, you will need to draw upon the academic writing skills learned in GSTR 110 and GSTR 210. If necessary, review your writing text on how to paraphrase, summarize, and quote properly.

Please proofread your essay to ensure that you are clearly communicating your ideas and that you are demonstrating your knowledge base. If you struggle with writing, it is important that you do your work early enough to ensure you have adequate time to obtain feedback. In addition, you may visit the [Berea College Writing Resources Center](https://www.berea.edu/ctl/for-students/writing-resources/). Obtaining constructive feedback from the Writing Resources Center and/or other peers is not against the rules and will improve your essay.

**NOTE:** Pleaserefer to the *Purpose of Teaching* rubric to better understand how your essay will be evaluated. *The* *Purpose of Teaching* essay is a key assessment, meaning that you must receive at least a “2” or “Passing” in all areas in order to pass the assessment. In the event you do receive a lower than a “2” or “Passing,” the department does allow applicants to revise their essay and resubmit, in which case it will be re-read and re-scored.

**Content:**

**Section I:**

**Personal Narrative on Teaching**

In reading your personal narrative, readers will learn about you and your beliefs as they relate to teaching and learning. In this first section, you are encouraged to use first-person pronouns and share personal experiences as examples. These experiences may come from your own educational experiences, clinical fieldwork in courses, and/or your growing awareness of the importance of diversity, inclusion, and equity. This section should demonstrate a thoughtful consideration of pursuing a career as a teacher. Your individual (“I”) voice should be clear and confident. Reflect upon and share some of your individual experiences and thoughts as they relate to teaching. Please use **Personal Narrative on Teaching** as the subheadingto identify this section of your paper. In this section, please address each of the following four themes:

1. **Qualities That Will Make You a Successful Teacher**

Identify and discuss personal qualities you possess that will support your growth as a successful teacher. Use personal experiences and other evidence to support and illustrate your thinking. You may also wish to identify and discuss in-depth at least one quality you acknowledge that needs strengthening.

1. **Teacher-Student Relationship**

Discuss why the teacher/student relationship is important in the student learning process. What examples from your own P–12 educational experiences can you share to illustrate and support your ideas? What experiences can you share from your clinical field experiences as examples of positive teacher-student interactions?

1. **Role of Inclusion in Your Classroom**

Equity, diversity, and inclusion are issues of social justice. Describe how your future classroom environment will be inclusive and welcoming to all students. What examples from your own educational or clinical field experiences can you share that illustrate your vision of how classrooms can be inclusive? You may want to define, discuss, and clarify the concepts of equity, equality, diversity, and inclusion as foundational knowledge upon which you can begin to develop your own thoughts.

1. **Believing that *All* Students Can Learn**

An often-repeated mantra in education is that “All children can learn.” This idea calls attention to a supposed “achievement gap.” To close the gap, we must espouse a belief that it is not the child who fails to learn, but rather, it is the educational system that fails the child. Do you believe that *all* students can learn? How will your beliefs be reflected in how you teach? What examples from your own educational or clinical field experiences can you share that illustrate your thoughts and ideas that *all* students can learn?

**Section II:**

**Professional Understandings of the field of Education**

This section of the *Purpose of Teaching* essay is the more formal and academic part of the essay, and will be drawn from what you learned in [EDS 150: Introduction to Education: Thinking about Learning and Teaching](http://catalog.berea.edu/en/Current/Catalog/Course-Descriptions/EDS-Education-Studies/100/EDS-150). In EDS 150, you were introduced to some of the foundational ideas, issues, and beliefs—historical, political, economic, philosophical, sociological, psychological, cultural, and social—that impact the current educational condition. Your EDS 150 coursework was designed to help you explore essential questions, such as the following:

* *What does it mean to learn?*
* *What does it mean to teach well?*
* *What are schools for?*
* *What knowledge, dispositions, and skills are needed in order to teach well?*
* *How does diversity affect teaching, learning, and schooling?*

Think critically about what you learned in EDS 150 as a course and how it has shaped your understanding of (in)formal education. Use references when discussing theories and concepts. You may consider revisiting the syllabus for the course and learning outcomes. Please use **Professional Understandings of the field of Education** as the subheadingto identify this section of your paper. In this section, please address each of the following three themes:

1. **Critical Thought and Application are Central to the Purpose of Education**

Why is teaching critical thinking skills and application of those skills important? How does critical thinking development shift responsibility for learning from the teacher to the student? What curricular barriers exist to teaching critical thinking, and how can we overcome them? How do you intend to bring instruction on critical thinking into your classrooms? How will you plan instruction to focus on critical thinking?

1. **Impact of the Educational System on Individuals and Groups**

Education plays a major role in society. Schooling is one of only a few institutions that touches the vast majority of individuals. One primary function of public education is in the passing on our American culture and values. As our society has become more racially and ethnically diverse, schools are found at the intersection of conflict between old ways of thinking and new ways of thinking in terms of a pluralistic society.

1. **Good Teaching is Student-Centered**

What does student-centered learning mean? What would a student-centered classroom look like? How does student-centered teaching support a quality education for students? How does this ideology affect teaching and learning in the classroom? What are the challenges inherent in this approach? How does this approach shape and influence assessment?

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| **Section I: Personal Narrative on Teaching** | | | | |
| **Themes** | **Exemplary (4)** | **Target (3)** | **Passing (2)** | **Insufficient Evidence (1)** |
| **1. Qualities**  **That Will Make**  **You A Successful Teacher**  **(InTASC 9)** | Identifies and discusses in-depth multiple qualities that support  AND challenge growth and development to a teacher.  Supporting examples and evidence illustrate self-awareness. | Identifies multiple qualities AND provides a thoughtful and insightful discussion.    Includes relevant supporting examples and evidence. | Identifies predictable (i.e. patience) qualities with some superficial or generic discussion.  Includes general examples and evidence. | Identifies few or no qualities with little to no discussion.  Includes no examples and evidence, or they are irrelevant. |
| **2. Teacher-Student Relationship**  **(InTASC 3)** | Expresses the idea that teachers should create dynamic learning environments AND environments which honor student voice and choice.  Supporting examples and evidence illustrate the importance of interpersonal relationships. | Expresses the idea that teachers should create learning environments in which students are actively engaged.  Includes relevant supporting examples and evidence. | Expresses the idea that teachers should engage students in learning.  Includes general examples and evidence. | Expresses teaching as a teacher-centered approach to deliver instruction.  Includes no examples and evidence, or they are irrelevant. |
| **3. Role of Inclusion**  **in Your Classroom**  **(InTASC 2)** | Describes a sophisticated vision for an inclusive classroom AND illustrates the importance of culturally relevant instruction.    Supporting examples and evidence illustrate the importance of openness. | Describes a classroom that is inclusive in multiple ways AND illustrates awareness of diversity and inclusion as a social justice issue.  Includes relevant supporting examples and evidence. | Describes a classroom that does illustrate awareness of some important aspects of diversity and inclusion.  Includes general examples and evidence. | Describes a classroom that does not illustrate awareness and the importance of diversity and inclusion.  Includes no examples and evidence, or they are irrelevant. |
| **4. Believing that *All* Students Can Learn**  **(InTASC 1)** | Expresses the belief that all students are capable of learning,  AND discusses the importance of holding high standards.  Supporting examples and evidence illustrate the importance of teacher expectations. | Expresses the belief that all students are capable of learning and that an individualized learning program works well.  Includes relevant supporting examples and evidence. | Expresses the belief that all students are capable of learning, but discussion lacks awareness of support strategies.  Includes general examples and evidence. | Expresses the belief that students learn based on natural ability or motivation.  Includes no examples and evidence, or they are irrelevant. |

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| **Section II: Professional Understandings of the field of Education** | | | | |
| **Themes** | **Exemplary (4)** | **Target (3)** | **Passing (2)** | **Insufficient Evidence (1)** |
| **1. Critical Thought and Application**  **are Central to the Purpose of Education**  **(InTASC 7)** | Meets all the criteria of the Target level AND provides arguments about the role the teacher has engaging students in the development of their critical thinking and application skills.  Includes research-based in-text citations to provide evidence for claims. | Meets all the criteria of the Passing level AND provides arguments about the role the teacher has teaching critical thinking.  Includes current news media in-text citations to provide evidence for claims. | Provides arguments about the purpose of education, AND the role of the teacher in ensuring that students learn content knowledge and application skills.  Includes only course text-based in-text citations to provide evidence for claims. | Provides contradictory arguments about the purpose of education and the teaching of content knowledge and application skills.  No in-text citations are included to provide evidence for claims. |
| **2. Impact of the Educational System on Individuals and Groups**  **(InTASC 10)** | Provides multiple specific examples about how the education system is beneficial to individuals,  AND how the education system can disadvantage particular groups of students.  ALSO, proposes ideas about how negative impacts could be addressed.  Includes research-based in-text citations to provide evidence for claims. | Provides a few specific examples of how the education system is beneficial to individuals.  Provides a few specific examples of how the system of education can disadvantage particular groups of students.  Includes current news media in-text citations to provide evidence for claims. | Provides generic examples of how the education system is beneficial to individuals.  Provides generic examples of how the system of education can disadvantage particular groups of students.  Includes only course text-based in-text citations to provide evidence for claims. | Provides examples that are irrelevant to understanding how the educational system impacts groups of students.  No in-text citations are included to provide evidence for claims. |
| **3. Good Teaching is Student-Centered**  **(InTASC 6)** | Describes effective instruction as student-centered AND describes multiple roles of the teacher.  ALSO, explains how the roles of teacher and learner complement one another in order to maximize student learning.  Includes research-based in-text citations to provide evidence for claims. | Describes effective instruction is student-centered, AND  Describes the different roles of the teacher and student.  Includes current news media in-text citations to provide evidence for claims. | Describes effective instruction as student-centered, BUT  Does not describe the different roles of teacher and student.  Includes only course text-based in-text citations to provide evidence for claims. | Describes effective instruction as teacher-centered.  No in-text citations are included to provide evidence for claims. |

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| **Writing and Mechanics** | | | | |
| **Criteria** | **Exemplary (4)** | **Target (3)** | **Passing (2)** | **Insufficient Evidence (1)** |
| **Writing** | Writing is confident, clearly focused, and engaging; communicates a nuanced understanding of the field of education.  Writer has a distinct and unique voice/point of view.  Each theme addressed AND at times, multiple sources of evidence used to support claims.  Logical sequencing of essay with well-defined introduction, body and conclusion. | Writing is focused, and interesting; communicates an understanding of the field of education.  Writer has a strong voice/point of view.  Each theme addressed AND claims supported with detailed information.  Essay had an introduction, body and conclusion. | Writing adequately communicates knowledge about the field of education.  Writer uses voice/point of view.  All themes are addressed, some, but not all claims were supported.  Organizational structure was evident but used inconsistently.  There was an introduction, but the paper abruptly ended without a conclusion. | Writing does not effectively communicate knowledge about the field of education.  Vague sense of the writer’s voice/point of view.  Does not address all themes and/or does not support all claims.  The writing is disorganized, lacks an introduction and conclusion. |
| **Mechanics** | The essay uses grammar, punctuation and spelling correctly.  There are very few, if any, errors found.  Essay had few, if any, errors in the use of the APA format.  A few, if any, errors in using APA in-text citations.  Title and References pages were included, both were correct in the APA format. | The essay has few sporadic errors in grammar, punctuation or spelling.  Errors do not take away from the expression of ideas or understanding of information.  Essay had a few errors in the APA format usage.  A few errors in using APA in-text citations.  Title and References pages were included, only one was correct in the APA format. | The essay has a few errors in grammar, punctuation and spelling.  Errors in some places hindered understanding.  Essay had multiple errors in the use of the APA format.  Multiple errors in using APA in-text citations.  Title and References pages were included, but neither were correct in the APA format. | The essay has multiple and repeated errors in usage, grammar, punctuation, and capitalization.  Errors distract the reader and impeded understanding.  Essay was not written using the APA format.  Specifically, did not use in-text citations.  No Title or References pages were included. |

# **Faculty Recommendations**

Applying to the TEP requires applicants to secure two faculty references. The purpose of these recommendations is to gather information about your abilities and behaviors in the classroom that speak to your potential as a future educator. The two faculty members who agree to serve as references must be outside the Education Studies Department and will need to respond to the following questions in the Faculty Recommendation Qualtrics survey.

**Faculty Recommendation Qualtrics Survey**

A student applying to the Teacher Education Program has listed you as a reference. Please complete the form below. Should you have any questions, please contact Lisa Rosenbarker via email: [rosenbarkerl@berea.edu](mailto:rosenbarkerl@berea.edu)

Some information about you

* Your name:
* Name of student you are providing a reference for:

Students are required to ask for you to be a reference before giving your name to the Teacher Education Program. Has this student asked you to complete this form, and have you said yes?

* Yes, I have previously agreed to complete this recommendation form for this student.
* No, I have not previously agreed to complete this recommendation form for this student.

Are you willing to complete a recommendation form for this student?

* Yes, take me to the recommendation form.
* No, I am not able to complete this recommendation form.
  + If you answered no to the following question, please provide more details.

Below you will see a number of dispositions identified as important to teacher candidates. You may note some overlap between indicators for certain items. Please check the circle that most closely describes the student in question. If you are not able to comment on a particular disposition, check “Not Observed.”

1. The applicant demonstrates a commitment to working with others.

* Demonstrates a high level of engagement when working in community. When appropriate, leads peer groups in successful collaboration. Displays care and concern for everyone’s work.
* Demonstrates a high level of engagement when working in community. Displays care and concern for everyone’s work.
* Willing to work with others on assignments and varied tasks. Engagement with others is evident.
* Declines invitations to collaborate with others on tasks in varied settings.
* Not Observed

1. The applicant exhibits thoughtful and responsive listening during class.

* Responses to peers validate and uplift their ideas and promote thoughtful and productive work.
* Is responsive in class toward peers and professors; is attentive during class discussions.
* Is responsive in class when prompted, but rarely takes initiative to respond.
* Is inattentive in class discussions; is unable and/or declines responses to peers’ ideas.
* Not Observed

1. The applicant demonstrates respect for others as individuals with differing perspective.

* Works to foster a learning community where differing perspectives are celebrated as a natural part of learning.
* Contributes to civil interactions with others. Genuinely validates the differing perspectives of others.
* Tolerates others’ differing perspectives; is apathetic toward others’ beliefs and viewpoints.
* Is unwelcoming of differing opinions.
* Not Observed

1. The applicant demonstrates commitment to deepening world-view.

* Written work and other expressions reflect an advanced understanding of diversity (race, gender, culture, exceptionalities). Actively seeks a variety of perspectives in exploring issues around diversity.
* Demonstrates thought around issues of diversity. Is open to a variety of perspectives and is able to comprehend their meaning.
* Displays a surface level understanding of diversity. Connections to diversity and self are missing. Is open to a variety of perspectives.
* Demonstrates a disrespect for varied perspectives. Opposes engagement with issues of diversity.
* Not Observed

1. The applicant demonstrates the ability to identify potential personal biases.

* Demonstrates the ability to identify personal biases and confront those biases through readings, discussion, and personal exploration. Possesses the ability to articulate how one’s socialization is linked to personal biases.
* Demonstrates the ability to identify personal biases and confront those biases through readings, discussion, and personal exploration.
* Demonstrates an openness to exploring differences in others and self, but also expresses a reluctance toward being vulnerable in settings where differences are-discussed. Understands biases as personal and not socially constructed.
* Demonstrates an unwillingness to explore personal biases and how they develop as a result of structural inequity and socialization. Biases are recognized as truth and not as socially constructed.
* Not Observed

1. The applicant sees him/herself as a learner, continuously seeking opportunities to learn.

* Actively seeks out constructive feedback and eagerly improves based on such feedback.
* Open to accepting constructive feedback and can effectively improve based on such feedback.
* Is receptive to constructive feedback but is not always capable of improving from it.
* Opposes constructive feedback. Displays no growth upon receiving such feedback.
* Not Observed

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1. The applicant demonstrates the ability to defend his/her own positions and opinions.

* Demonstrates a willingness to act independently and voice his/her own opinions. Supports opinions with relevant information (i.e. research, theory, discussions, and experiences).
* Demonstrates ability willingness to voice his/her own opinions. Rationale for opinions is offered, but not supported.
* Demonstrates the ability to voice his/her own opinions but does not do so unless prompted. Rationale for opinions is be offered, but not supported.
* Demonstrates an unwillingness to voice opinions.
* Not Observed

1. The applicant displays creativity.

* Demonstrates the ability to come up with unique or novel ideas or solutions; thinks outside the box.
* Can come up with unique solutions to problems.
* Demonstrates the ability to come up with ideas or solutions individually yet tends to follow the lead of others.
* Demonstrates a tendency to follow the ideas or solutions that others generate. Rarely generates ideas on his/her own.
* Not Observed

1. The applicant creatively incorporates new ideas to solve problems.

* Draws on and synthesizes sources of information from varied fields and resources and is willing to experiment with new ideas.
* Can draw on multiple sources of information in coherent ways; experiments with new ideas
* Draws upon multiple sources of information; experiments with new ideas
* Rarely, if ever comes up with new ideas or solutions.
* Not Observed

Thank you for agreeing to provide a reference for one of our applicants to the Teacher Education Program. We value your feedback about this individual’s potential to be a K–12 educator and will consider your comments seriously. Part of our evaluation of the candidate will also entail the process of how they asked you for a recommendation, as this act is a small demonstration of professionalism. When you return the evaluation if you could kindly fill out the short survey below, we would be most appreciative.

1. Did the candidate request that you complete this recommendation on them either via email, telephone, or by talking to you in person?
2. Did the candidate provide you ample time (at least two weeks) to provide this reference?  Please explain as necessary.
3. Did the candidate explain the purpose of this recommendation?
4. Was the request professional (e.g., asked rather than ordered you to complete the recommendation)?

**Group Interview**

As part of the TEP application process you will be required to participate in a group interview. The purpose of this interview is to inquire about your “dispositions,” or qualities that describe how you interact with others and the world around you. In addition to “knowledge” and “skills,” it is essential that certified teachers are equipped with “dispositions” that allow them to successfully navigate the complexities of the education profession. The dispositions selected for the interview are qualities that the Education Studies Department firmly believes are necessary for future educators.

**Interview Format:**

You will be completing this interview with a small group of fellow applicants. Your group will be interviewed by a panel of 2–3 members from the Teacher Preparation Accountability Committee (TPAC). The panel will present various hypothetical scenarios, and you will be asked about how you would respond in each situation. Typically, the interview lasts approximately 30 minutes.  
  
The TPAC members will be evaluating your dispositions based on your responses to the scenarios. The feedback from the interview will used for developmental purposes to guide your growth as an educator. With this in mind, please do not think of your fellow applicants in the interview group as your competition. It is okay if your responses are similar to someone else’s. Be yourself and answer the questions honestly.

**NOTE:** The same set of scenarios will be used in each interview, so it is of utmost importance that you practice confidentiality. Please do not share the scenarios or any responses to the scenarios (either your own and/or other applicants’). Keeping this information confidential creates equitable interview conditions for all applicants.

**Interview Tips:**

* Arrive on time (or even a bit early). It is customary to arrive at least 10–15 minutes before an interview is scheduled to begin.
* When invited into the interview room, greet the interviewers in a friendly and professional manner. Take your cues from the interviewer regarding shaking hands as well as when and where to sit. You may be given a nametag to wear as well.
* Answer honestly. If you find a question or comment to be unclear, ask the interviewer to repeat or clarify it. Do not make up an answer; it is appropriate to say “I don’t know, but I imagine that I would...”
* In a group interview situation, demonstrate good listening skills when you are waiting your turn to answer a question.
* Turn off your cell phone and other electronic devices.
* Be professional in appearance. Appearance includes cleanliness, neatness, your sense of composure, your ease in conversation, as well as attire. Aim for Business Casual attire.
* Tops (collared shirts like polos or button-downs; blouses; sweaters; etc.)
* Bottoms (khakis; dress pants; skirts)
* Shoes (Dress shoes, flats, other closed-toe shoes; etc.)
* Remember to have an appropriate fit (keep it comfortable – not too loose, not too tight), and be mindful of how much skin is showing.

| **Group Interview** | | | | |
| --- | --- | --- | --- | --- |
| **Dispositions** | **Exemplary (4)** | **Target (3)** | **Target (3)** | **Insufficient Evidence (1)** |
| ***Actively listens to other applicants during the interview.*** | Listens attentively, takes turns when other applicants are speaking, and encourages other applicants to respond. | Listens attentively and appears interested in what other applicants are saying. | Appears distracted and/or uninterested when other applicants are speaking. | Actively seeks other stimulus when other applicants are speaking (e.g., using phone). |
| ***Interacts with other applicants in ways that communicate respect.*** | Interactions with other applicants are consistently respectful and courteous. | With a few exceptions, interactions with other applicants are respectful and courteous. | Interactions with other applicants are at times self-centered. | Interactions with other applicants are at times demeaning, sarcastic, or combative. |
| ***Is clearly aware of personal biases and seeks to understand a wide variety of backgrounds and identities in order to limit or eliminate misconceptions of others.*** | Is self-aware of personal biases and the implications of those biases on individuals who come from varied backgrounds and/or possess varied identities. | Is aware of personal biases and demonstrates a mild interest to understand a wide variety of backgrounds and identities. | Somewhat aware of personal biases but does not demonstrate an interest to understand a wide variety of backgrounds and identities. | Seems unaware of personal biases toward others and/or demonstrates apathy toward those who are from different backgrounds and/or identities. |
| ***Appreciates a diverse set of perspectives that may differ from personal beliefs.*** | Accepts the varied views that other applicants bring to the discussion. | Is open to the perspectives that other applicants bring to the discussion. | Is somewhat dismissive of perspectives other applicants bring to the discussion. | Is completely dismissive of perspectives and values that differ from personal beliefs. |
| ***Follows ethical guidelines regarding confidentiality.*** | Aware and knowledgeable of ethical guidelines and maintaining confidentiality of student information. | Aware of ethical guidelines and maintaining confidentiality of student information. | Lacks awareness of confidentiality that should be maintained regarding student information. | Demonstrates a lack of concern or thought around confidentiality of student information. |
| ***Demonstrates the ability to defend and support personal opinions in a constructive and respectful manner.*** | Demonstrates a willingness to act independently and voice his/her own opinions with relevant information. | Demonstrates a willingness to voice his/her own opinions. Rationale for opinions is offered but not supported. | Demonstrates the lack of ability to voice his/her own opinions. | Demonstrates an unwillingness and/or inability to defend positions. |
| ***Displays creativity in responses to scenarios.*** | Consistently generates unique or original ways to respond to the scenarios. | With a few exceptions, responses to the scenarios are unique or original. | Generates some original responses to the scenarios but tends to use other applicants’ responses as a starting point. | Consistently copies the ideas of other applicants. Does not generate any original responses. |

**Professional Presentation Items**

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| **Did the applicant . . .** | **Answer** | |
| Dress professionally? (at least business casual) | Yes | No |
| Use appropriate volume and elocution for the group interview setting? | Yes | No |
| Maintain good eye contact, posture, and composure? | Yes | No |
| Arrive at least 10 minutes before the interview was scheduled to begin? | Yes | No |

**InTASC Model Core Teaching Standards[[1]](#footnote-1)**

**The Learner and Learning**

**Standard #1: Learner Development**

The teacher understands how leaners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard #2: Learning Differences**

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard #3: Learning Environments**

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

**Content Knowledge**

**Standard #4: Content Knowledge**

The teacher understands the central concepts, tools of inquiry, and structures of the disciplines(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

**Standard #5: Application of Content**

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Instructional Practice**

**Standard #6: Assessment**

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

**Standard #7: Planning for Instruction**

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Standard #8: Instructional Strategies**

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Professional Responsibility**

**Standard #9: Professional Learning and Ethical Practice**

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Standard #10: Leadership and Collaboration**

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

1. Council of Chief State School Officers. (2013, April). Interstate Teacher Assessment and Support Consortium InTASC *Model Core Teaching Standards and Learning Progressions for Teachers 1.0: A Resource for Ongoing Teacher Development*. Washington, DC: Author. Retrieved from <https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf> [↑](#footnote-ref-1)