

# Selectivity at Admission: The Interview as an Integral Informant of Our Decision-Making Process

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# Learning Objectives

- To learn about one program's approach to selectivity as related to the interview during the admissions process
- To learn about the questions we will all be prompted to consider as we adopt the new CAEP standards regarding selectivity, specifically questions of validity and reliability for measures that are not readily quantifiable

# Context

## Program Components

- Teaching is a **Profession**
- **Graduate** Level Initial Preparation
- **Local** Clinical Experiences with Partner Schools
- **Teacher Education Associates** (TEAs)
- **Informed** and **Engaged** Practice
- **Reflective Inquiry Project**
- **No Entitlement** to Enroll, Continue, or Complete

# The Challenge of Enrollment

# Admission Requirements

- Grade Point Average
- Graduate Record Exam (as of fall 2015)
- Narrative Response Questions in Application
- Letters of Recommendation (for certain program areas)
- Interview

# Admission Process

- Application Documents Reviewed by Department Faculty and then Teacher Education Institute (TEI) Staff
- Interview
  - One-on-one with Teacher Education Associate (TEA)
  - In-person or via Skype
  - Approximately 45 minutes
  - Possible Outcome: Accept, Reject, or Second Interview
    - If Reject...
    - If Second Interview...
- Conditions of Admission

# Interview Evolution: 1.0

- The Basic Five Questions
  - Why do you want to be a teacher?
  - What are the primary challenges to being an effective teacher in today's classroom?
  - What do you see as the primary responsibilities of today's teachers?
  - Which of your strengths will help you to become an effective teacher?
  - How do you see yourself working with a diverse group of students in your classroom?

# Interview Evolution: 2.0

- Revision Based on Our Experiences
  - Professional Path (1)
  - Expectations of Teachers and Schools (3)
    - What do you expect to be some of the intellectual, physical, and emotional challenges of the teaching profession? What experiences have you had that will contribute to your ability to successfully respond to these challenges?
  - Leadership and Organization (2)
    - Describe a situation in which you have demonstrated an ability to make decisions in a self-directed manner without specific guidance from others.
  - Reflective Practice (2)
    - Identify one question about teaching/learning that you would like to explore through a systematic review of the scholarly literature and observations in schools.
  - Diversity (1)
    - Describe an interaction you have had with others who differ culturally and/or linguistically as compared with your own cultural and/or linguistic identities. What did you learn about yourself through this interaction?



# Interview Evolution: 3.0

- Revision to Further Highlight Program Components
  - To become an effective teacher, one must develop the **professional identity** of teacher. Describe characteristics you believe to be essential components of this professional identity.
  - To develop as a professional, one must be able to accept feedback from others, which may include **critique** that is difficult to receive. Describe an experience during which you received critique and how you responded to this critique.
  - Describe how you understand **inquiry** to be part of both teacher education and the profession of teaching.
  - Identify one **impact** you expect to have on the community in which you plan to become an educator.
  - What do you anticipate to be some important differences between **graduate** and undergraduate studies?
  - As you consider your academic and professional experiences, what content knowledge and/or skills do **you** anticipate you most need to develop and how do **you** plan to develop these?

# CAEP Standard Three

## Candidate Quality, Recruitment, and Selectivity

- The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification.

## 3.2

# Admission Standards Indicate that Candidates have High Academic Achievement and Ability

- The provider ensures that the average **grade point average** of its accepted cohort of candidates meets or exceeds the CAEP minimum of 3.0, and the group average performance on nationally normed ability/achievement assessments such as the **ACT**, **SAT**, or **GRE** is in the top 50 percent of the distribution from 2016-17, 40 percent from 2018-19, and 33 percent by 2020.
- *Over time, a program may develop a reliable, valid model that uses admissions criteria other than those stated in this standard...that has been shown to positively correlate with measures of P-12 student learning and development.*

## 3.3

### Additional Selectivity Factors

- Educator preparation providers establish and monitor **attributes and dispositions beyond academic ability** that candidates must demonstrate at admissions and during program.
- The provider selects criteria, describes the measures used and evidence of the **reliability** and **validity** of those measures, and reports data that show how the academic and non-academic factors predict candidate performance in the program and effective teaching.

# Discussion

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