



3400 South 43rd Street, P O Box 343922, Milwaukee, WI 53234-3922

INSTRUCTIONAL SYLLABUS

TITLE: Interview Assessment

COURSE NUMBER: ED 220 SECTION: ALL

INSTRUCTOR: Nancy Athanasiou

DEPT/DIV: Education

COURSE DESCRIPTION

Through this assessment, students have an opportunity to demonstrate their understanding of the *WI Standards for Teacher Development and Licensure (WTS)* and the *Alverno Education Abilities (AEA)*, as they move toward the professional level of field work.

Each student will be notified prior to Mid-Semester Assessment Week with the name of the faculty member with whom s/he will meet for this interview assessment.

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REQUIRED TEXT

Alverno Handbook for Education Students, Part II:
http://www.alverno.edu/current_students/ed_handbook_2.pdf

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WEEKDAY COLLEGE

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Information about the Interview Assessment

In ED 201/AE 222, you were introduced to teaching and teacher dispositions, specifically in the *WI Standards for Teacher Development and Licensure* and the *Alverno Education Abilities*. In your second field, you have continued to focus on these frameworks from a literacy perspective. Through this assessment, you will have an opportunity to demonstrate your understanding of these frameworks as they connect to your teaching experiences. You will do so in an interview assessment and a written narrative.

Directions

In the second month of the semester, you will receive an e-mail notifying you of the name and contact information of the faculty member with whom you will be completing the Interview Assessment. Please contact her/him the same week you receive the email to set up a mutually agreed upon time during Mid-Semester Assessment Week for the initial one-hour interview.

The faculty member to whom you have been assigned will expect you to be prompt and professional in all phases of this assessment, from the initial contact through the completed written work and follow-up meeting. To this end, it is imperative that you have thoroughly read this syllabus and understand your role and responsibility in the ED 220 process.

Successful completion of this assessment is a prerequisite for your next field experience.

PREREQUISITES:

ICM Level 2, ED 201 or ED 211, CM 156Q/CM 176Q

Preparation for the Interview

In preparation for the interview, review the following *WI Standards for Teacher Development and Licensure*: #1, #2, #3, and #6. A description of each standard is included with this syllabus. Review all of the *Alverno Education Abilities* (Communication, Coordination, Diagnosis, Conceptualization, Integrative Interaction).

For each of these frameworks, choose **two** on which to focus for the purposes of this assessment. For example, you might choose to focus on *WTS* 1 and 6, and the *AEA* of Communication and Conceptualization.

As you develop your understanding of your chosen standards/abilities, think back on your prior coursework and field experiences. Your task is to make connections between these experiences and the standards/abilities. What evidence do you have to support those connections? Potential sources of evidence might include lesson plans, papers, projects, student work samples, etc. For example, a lesson plan you developed might illustrate how you are striving to effectively communicate with your students and might demonstrate your deep understanding of the content of the lesson.

Bring a copy of the syllabus to the interview, as you will be referring to this document several times. During the interview, you will be asked to describe these pieces of

evidence (artifacts) and your understanding of the chosen standards. Fill out the Livetext Planning Template as a way of organizing your thinking about these connections. Submit it to your faculty assessor prior to your interview

WORKSHEET FOR ARTICULATING CONNECTIONS BETWEEN YOUR PRACTICE, THE WTS AND THE AEA

For this assessment, I will be focusing on the following Wisconsin Teaching Standards and Alverno Education Abilities:

Standard/Ability	Restate in your own words what this standard/ ability means
WTS # ____	
WTS # ____	
AEA:	
AEA:	

Evidence/ Artifact 1	WTS: _____	AEA: _____

Evidence/ Artifact 2	WTS: _____	AEA: _____

SAMPLE

Standard/Ability	Restate in your own words what this standard/ ability means	
WTS # 1	Wisconsin Teaching Standard #1 means that teachers need to	
WTS # 6	Wisconsin Teaching Standard # 6 means that teachers need to	
AEA: Communication	The Alverno Advanced Ability of Communication means that ...	
AEA: Conceptualization	The Alverno Advanced Ability of Conceptualization means that...	

Evidence/ Artifact 1	WTS: #6	AEA: Communication
Lesson taught in ED 201	In this lesson I tried to show multiple modes of communication by...	In this lesson I provided evidence corresponding to the Alverno Advanced Education Ability of Communication by...

After the Interview

You will be asked to prepare a written narrative articulating the connections you identified between your teaching experiences and the key frameworks for this assessment: Standards 1,2,3, and 6 of the *WI Standards for Teacher Development and Licensure* and the five *Alverno Education Abilities*.

- a. You should prepare this narrative in the form of a professional letter addressed to the Alverno School of Education Faculty Committee for Admission and Advancement.
 - i. Begin by introducing yourself and write a brief description of where you are on your journey to become a teacher.
 - ii. In your own words, explain the two *WTS* and two *AEA* that you have chosen for this assessment.
 - iii. Write a rationale for each artifact that describes the artifact and shows the relationships between the artifact and the chosen *WTS* and *AEA*.
 1. Your rationale should build from your organizing chart that you brought to your interview, as well as ideas gained from your interview with your faculty assessor.
 2. For the *WTS*, **include specific references to one or two supporting statements** (listed as “dispositions, knowledge, or performances.”)
 3. For the *AEA*, **include specific reference to at least one of the “Student Teaching Performance Expectations”** for the selected ability. The Student Teaching Performance Expectations can be found after each of the narrative descriptions of the Advanced Abilities found in the student handbook and included in the syllabus:
http://www.alverno.edu/current_students/ed_handbook_2.pdf
 - iv. Include a summative statement reflecting on the connections you made for this assessment.
2. In addition to the written narrative, you will formulate and write a goal plan for your professional development.
 - a. Based on the analysis you conducted in writing your narrative and **using the guidelines provided for you in the *Goal Setting Guidelines* handout**, define 2-3 goals for your ongoing development in (and understanding of) the *WI Standards for Teacher Development and Licensure* and the *Education Abilities*. You should identify strategies you plan to carry out in accomplishing those goals.
 - i. At least one of your goals must target a *WI Teacher Standard disposition* in *WTS* 1, 2, 3 or 6.
 - ii. A second goal must address one of the ***Alverno Education Abilities***.
 - iii. You may include a third goal related to your professional growth if you choose.
 - iv. These goals should be *attainable within 1-2 semesters*

The narrative and goal statement should be submitted using the Written Narrative Template in Livetext.

3. Arrange a date with your faculty assessor for a follow-up meeting. You must have your narrative and goal plan documents submitted to your assessor prior to this meeting so that s/he has time to review it. At the follow-up meeting, you will receive feedback on your ED 220 performance. Criteria for all phases of the ED 220 assessment are included with this syllabus. One of four evaluative benchmarks will be used to define how well you provided evidence in meeting criteria in ED 220: inadequate, emerging, proficient, or distinctive.

Wisconsin Standards for Teacher Development and Licensure

Standard #1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Dispositions

The teacher realizes that subject matter knowledge is not a fixed body of facts but is complex and ever-evolving. S/he seeks to keep abreast of new ideas and understandings in the field.

The teacher appreciates multiple perspectives and conveys to learners how knowledge is developed from the vantage point of the learner.

The teacher has enthusiasm for the discipline(s) s/he teaches and sees connections to everyday life.

The teacher is committed to continuous learning and engages in professional discourse about subject matter knowledge and children's learning of the discipline.

Knowledge

The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.

The teacher understands how students' conceptual frameworks and their misconceptions for an area of knowledge can influence their learning.

The teacher relates his/her disciplinary knowledge to other subject areas.

The teacher understands life skills instruction relevant to independent, community, personal living and employment.

The teacher understands social skills needed for educational and functional living environments and effective instruction in the development of social skills.

Performances

The teacher effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understandings.

The teacher can represent and use differing viewpoints, theories, "ways of knowing," and methods of inquiry in his/her teaching of subject matter concepts.

The teacher can evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness in representing particular ideas and concepts.

The teacher engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.

The teacher develops and uses curricula that encourage students to see, question, and interpret ideas from diverse perspectives.

The teacher can create interdisciplinary learning experiences that encourage students to integrate knowledge, skills, and methods of inquiry from several subject areas.

The teacher integrates affective, social, and career/vocational skills with academic curricula.

Standard #2:The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

Dispositions

The teacher appreciates individual variation within each area of development, shows respect for the diverse talents of all learners, and is committed to help them develop self-confidence and competence.

The teacher is disposed to use students' strengths as a basis for growth, and their errors as an opportunity for learning.

Knowledge

The teacher understands how learning occurs—how students construct knowledge, acquire skills, and develop habits of mind—and knows how to use instructional strategies that promote student learning for a wide range of student abilities.

The teacher understands that students' physical, social, emotional, moral, and cognitive development influence learning and knows how to address these factors when making instructional decisions.

The teacher is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional, moral, and cognitive), can identify levels of readiness in learning, and understands how development in any one domain may affect performance in others.

Performances

The teacher assesses individual and group performance in order to design instruction that meets learners' current needs in each domain (cognitive, social, emotional, moral, and physical) and that leads to the next level of development.

The teacher stimulates student reflection on prior knowledge and links new ideas to already familiar ideas, making connections to students' experiences, providing opportunities for active engagement, manipulation, and testing of ideas and materials, and encouraging students to assume responsibility for shaping their learning tasks.

The teacher assesses students' thinking and experiences as a basis for instructional activities by, for example, encouraging discussion, listening and responding to group interaction, and eliciting samples of student thinking orally and in writing.

Standard #3:The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Dispositions

The teacher believes that all children can learn at high levels and persists in helping all children achieve success.

The teacher appreciates and values human diversity, shows respect for students' varied talents and perspectives, and is committed to the pursuit of "individually configured excellence."

The teacher respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests.

The teacher is sensitive to community and cultural norms.

The teacher makes students feel valued for their potential as people, and helps them learn to value each other.

Knowledge

The teacher understands and can identify differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes, and can design instruction that helps use students' strengths as the basis for growth.

The teacher understands and can provide adaptations for areas of exceptionality in learning—including learning disabilities, visual and perceptual difficulties, and special physical or mental challenges.

The teacher knows about the process of second language acquisition and about strategies to support the learning of students whose first language is not English.

The teacher understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values.

The teacher has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate students' experiences, cultures, and community resources into instruction.

Performances

The teacher identifies and designs instruction appropriate to students' stages of development, learning styles, strengths, and needs.

The teacher uses teaching approaches that are sensitive to the multiple experiences of learners and that address different learning and performance modes.

The teacher makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication and response modes) for individual students who have particular learning differences or needs.

The teacher can identify when and how to access appropriate services or resources to meet exceptional learning needs.

The teacher can identify when and how to access appropriate resources to meet the needs of students with particular talents.

The teacher seeks to understand students' families, cultures, and communities, and uses this information as a basis for connecting instruction to students' experiences (e.g. drawing explicit connections between subject matter and community matters, making assignments that can be related to students' experiences and cultures).

The teacher brings multiple perspectives to the discussion of subject matter, including attention to students' personal, family and community experiences and cultural norms.

The teacher creates a learning community in which individual differences are respected.

The teacher demonstrates sensitivity and respect for protected classes under nondiscrimination legislation.

Standard #6:The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Dispositions

The teacher recognizes the power of language for fostering self-expression, identity development, and learning.

The teacher values many ways in which people seek to communicate and encourages many modes of communication in the classroom.

The teacher is a thoughtful and responsive listener.

The teacher appreciates the cultural dimensions of communication, responds appropriately, and seeks to foster culturally sensitive communication by and among all students in the class.

Knowledge

The teacher understands communication theory, language development, and the role of language in learning.

The teacher understands how cultural and gender differences can affect communication in the classroom.

The teacher recognizes the importance of nonverbal as well as verbal communication.

The teacher understands and can use effective verbal, nonverbal, and media communication techniques.

Performances

The teacher models effective communication strategies in conveying ideas and information and in asking questions (e.g. monitoring the effects of messages, restating ideas and drawing connections, using visual, aural, and kinesthetic cues, being sensitive to nonverbal cues given and received).

The teacher supports and expands learner expression in speaking, writing, and other media.

The teacher knows how to ask questions and stimulate discussion in different ways for particular purposes, for example, probing for learning understanding, helping students articulate their ideas and thinking processes, promoting risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, helping students to question.

The teacher communicates in ways that demonstrate a sensitivity to cultural and gender differences (e.g. appropriate use of eye contact, interpretation of body language and

verbal statements, acknowledgement of and responsiveness to different modes of communication and participation).

The teacher knows how to use a variety of media communication tools, including audio visual aids and computers, to enrich learning opportunities.

Advanced Abilities in Teacher Education

Communication is the ability to use verbal, nonverbal and media modes in the structuring of the learning environment, e.g., your ability to communicate your ideas clearly and to find alternative explanations if the first one doesn't work.

Student Teaching Performance Expectations for *Communication*

- Makes the goals of class activities clear
- Presents materials in a manner which holds student attention
- Communicates clearly through spoken words
- Communicates clearly through written words
- Communicates information accurately
- Uses examples or illustrations to support learning
- Uses environment to support learning
- Shows enthusiasm for subject matter
- Uses media and technology skillfully (e.g., chalkboard, overheads, slides, tapes, movies, charts, computer applications, demonstration objects, etc.)
- Uses voice effectively through proper volume, pitch, speed, and pacing
- Maintains eye contact
- Reinforces ideas through posture and physical movements
- Assesses own performance
 - developing alternative explanations to meet student needs - gaining a sense of own classroom presence and of the need to modify that presence, e.g., manner, dress, grooming, confidence, etc.

Diagnosis is the ability to weigh observations about the behavior of children/adolescents and then to tailor action to assist their learning, e.g., your problem solving approaches and your interest in considering more than one approach to a problem.

Student Teaching Performance Expectations for *Diagnosis*

- Collects information through observation of classroom interaction
- Uses questions to refine information
- Weighs observations against varied frameworks of student development and behavior, e.g., learning style, cultural background, etc.
- Makes judgments about student learning needs
- Uses assessment processes appropriate to learning outcomes
- Evaluates student performance, using appropriate criteria and providing focused feedback
- Integrates awareness of student needs into planning
- Assesses own performance
 - rethinking decisions in relationship to theoretical bases
 - identifying needs for own ongoing professional development

Coordination is the ability to manage varied aspects of a teaching/learning situation, e.g., your willingness to take initiative and your flexibility in meeting the unexpected or facing a plan that doesn't work.

Student Teaching Performance Expectations for *Coordination*

- Sets clear goals for learning experiences
- Uses resources appropriate to learning goals
- Uses class time appropriately
- Structures learning environment to provide for needs of students
 - by establishing suitable routines
 - by creating variety in activities
- Collaborates with other persons in providing for learning
- Brings in and relates students' other environments to the classroom environment
- Monitors the progress of learners toward goals
- Maintains clear records
- Shows self confidence through initiative and flexibility
- Relates appropriately and effectively with parents, teachers, administrators, and the school as a system
- Assesses own performance
 - monitoring the use of resources over time
 - planning for ways to extend links with colleagues

Integrative interaction is a multi-faceted ability—including respect for diverse perspectives, the use of interaction to learn about others, and a sense of professionalism, e.g., your willingness to show interest in the ideas, concerns, interests and experiences of children/adolescents.

Student Teaching Performance Expectations for *Integrative Interaction*

- Shows rapport with students
- Shows interest in students' ideas, concerns, experiences, interests
- Demonstrates an adequate understanding of individual interests, especially cultural and psychological differences
- Shows respect for varied student perspectives
- Encourages individual participation while effectively directing group activity
- Stimulates students to question and respond
- Gives satisfactory answers to students' questions and comments
- Guides inter-student discussion
- Guides pace of learning activities
- Uses feedback to assist students to become a self-starting learners
- Deals with a range of classroom situations with confidence and calm
- Shows ability to make decisions and to take responsibility for them
- Assesses own performance
 - dealing with individuals in a way that recognizes their personal qualities
 - recognizing student's personal backgrounds and reading their nonverbal communication in order to respond appropriately
 - gaining a sense of the interaction of the group as affecting learning
 - designing learning to best relate to the characteristics of the group and individuals within it

Conceptualization is the ability to bring together understandings in three areas: frameworks in the content areas (e.g., mathematics, literature, etc.), in educational theory (e.g., developmental psychology, learning theory, motivation, etc.) and liberal arts (e.g., problem solving and valuing), e.g., your awareness of the development of children/adolescents and your ability to account for individual differences, see influences on behavior, etc.

Student Teaching Performance Expectations for *Conceptualization*

- Shows command of subject matter
- Uses appropriate depth of subject matter
- Uses logic in the development of subject matter
- Sets appropriate context for lessons
- Plans material both to meet learners' current needs and to lead to the next level of development
- Relates new subject matter to that of previous classes
- Integrates a variety of learning experiences in planning instruction
- Relates student behavior to frameworks from developmental psychology
- Relates student behavior to understanding of cultural contexts
- Understands the relationships between motivation and student behavior
- Helps students to relate subject matter to real life experiences
- Changes plans appropriately in response to the unexpected
- Understands school structure and role relationships
- Assesses own performance
 - evaluating plans in relation to actual class outcomes
 - analyzing the effect of class activities on both individuals and the class as a whole

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From Alverno Student Handbook

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