



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

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# INSTRUCTIONAL SYLLABUS

TITLE: Interview Assessment

COURSE NUMBER: ED 220 SECTION: ALL

INSTRUCTOR: Randa Suleiman

DEPT/DIV: Education

## COURSE DESCRIPTION

Through this assessment, students have an opportunity to demonstrate their understanding of the *WI Teacher Standards (WTS)* and the *Outcomes of the Alverno Education majors*, 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.

## E-MAIL EXPECTATIONS

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## Information about the Interview Assessment

In ED 201, you were introduced to teaching and teacher dispositions, specifically in the *WI Teacher Standards* and the *Outcomes of the Alverno Education Major*. Through this assessment, you will be able 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

You will receive an e-mail notifying you of the name and contact information of the faculty member with whom you will complete the Interview Assessment. Please contact her/him **before February 28, 2024**, to set up a mutually agreed-upon time for the **initial one-hour interview**. If you have not received this e-mail, please get in touch with the Education Department at 414-382-6260.

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, you must 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.**

**All components of the ED 220 Assessment must be completed by April 28, 2024**

**PREREQUISITES:**

ED 201 completed. For AE/AT: AE 222 completed

**Preparation for the Interview**

In preparation for the interview, review the following *WI Teacher Standards*: #1, #2, #4, and #5. A description of each standard is included in this syllabus. Review all the *Alverno Education Major Outcomes* (Communication, Coordination, Diagnosis, Conceptualization, Integrative Interaction).

For each framework, choose **two** on which to focus for this assessment. For example, you might focus on *WTS* 1 and 2 and the *outcomes* of Communication and Conceptualization.

As you understand your chosen standards/outcomes, reflect on your prior coursework and field experiences. Your task is to connect these experiences and the standards/ outcomes. What evidence do you have to support those connections? Potential sources of evidence include lesson plans, papers, projects, student work samples, etc. For example, a lesson plan you developed might illustrate how you strive to communicate with your students effectively and demonstrate your deep understanding of the lesson's content.

During the interview, you will be asked to describe these pieces of evidence (artifacts) and your understanding of the chosen standards. Fill out the following LiveText Planning Template to organize your thinking about these connections. Please submit it to your faculty assessor a week before your interview.

**WORKSHEET FOR ARTICULATING CONNECTIONS BETWEEN YOUR PRACTICE, THE WTS AND THE OUTCOMES**

For this assessment, I will be focusing on the following Wisconsin Teacher Standards and Outcomes of the Alverno Education Major:

Standard/Outcome	Restate in your own words what this standard/ outcome means
WTS #	
WTS #	
Outcome:	
Outcome:	

Evidence/ Artifact 1	WTS:	Outcome:

Evidence/ Artifact 2	WTS:	Outcome:

# SAMPLE

Standard/Outcome	Restate in your own words what this standard/ outcome means
WTS # 1	Wisconsin Teacher Standard #1 means that teachers need to .....
WTS # 5	Wisconsin Teacher Standard # 5 means that teachers need to .....
Outcome: Communication	The Alverno Advanced Ability of Communication means that ...
Outcome: Conceptualization	The Alverno Advanced Ability of Conceptualization means that...

Evidence/ Artifact 1	WTS: #5	Outcome: Communication
Lesson taught in ED 201	In this lesson I ...	In this lesson I provided evidence corresponding to Communication by...

## After the Interview

1. 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 1,2,4, and 5 of the *WI Teacher Standards* and the five *Outcomes of the Alverno Education Major*.
  - a. You should prepare this narrative in the form of a professional letter addressed to the Alverno Division of Education Faculty Committee for Admission and Advancement.
    - i. Begin by introducing yourself and writing a brief description of where you are on your journey to becoming a teacher.
    - ii. In your own words, explain the two *WTS* and two *outcomes* 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 *outcome*.
      1. Your rationale should build from the 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 *outcome*, **include a specific reference to at least one of the “Student Teaching Performance Expectations”** for the selected outcome.
    - 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**. This goal statement should be a separate document.
  - a. Based on the analysis you conducted in writing your narrative and **using the guidelines provided for you in the *Goal Setting Guidelines* handout, found in this syllabus**, define 2-3 goals for your ongoing development in (and understanding of) the *WI Teacher Standards* and the *Alverno Education Major Outcomes*. 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, 4, or 5.
    - ii. A second goal must address one of **Alverno's Education's Major Outcomes**
    - 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 turned in to your assessor before 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.

## Standard #1: Learner Development

The teacher understands how learners 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.

**PERFORMANCES**1(a) The teacher regularly assesses individual and group performance to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.1(b) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.1(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

**CRITICAL DISPOSITIONS**1(h) The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.1(i) The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.1(j) The teacher takes responsibility for promoting learners' growth and development.1(k) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

**ESSENTIAL KNOWLEDGE**1(d) The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.1(e) The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.1(f) The teacher identifies readiness for learning and understands how development in any one area may affect performance in others.1(g) The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

## Standard #2: Learning Differences

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

**PERFORMANCES**2(a) The teacher designs, adapts and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.2(b) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.2(c) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understanding.2(d) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.2(e) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.2(f) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

**CRITICAL DISPOSITIONS**2(l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.2(n) The teacher makes learners feel valued and helps them learn to value each other.2(o) The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

**ESSENTIAL KNOWLEDGE**2(g) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.2(h) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs. 2(i) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.2(j) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.2(k) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

#### Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(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.

**PERFORMANCES**4(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.4(b) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.4(c) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.4(d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.4(e) The teacher recognizes learner misconceptions in a discipline that interfere with learning and creates experiences to build accurate conceptual understanding.4(f) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.4(g) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.4(h) The teacher creates opportunities for students to learn, practice, and master academic language in their content. 4(i) The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.

**CRITICAL DISPOSITIONS**4(o) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever-evolving. S/he keeps abreast of new ideas and understandings in the field.4(p) The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.4(q) The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address

problems of bias.4(r) The teacher is committed to working toward each learner's mastery of disciplinary content and skills.

ESSENTIAL KNOWLEDGE4(j) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.4(k) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding. 4(l) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners. 4(m) The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.4(n) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.

#### 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.

PERFORMANCES5(a) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).5(b) The teacher engages learners in applying content knowledge to real-world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).5(c) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.5(d) The teacher engages learners in questioning and challenging assumptions and approaches to foster innovation and problem-solving in local and global contexts. 5(e) The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.5(f) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.5(g) The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.5(h) The teacher develops and implements supports for learner literacy development across content areas.

ESSENTIAL KNOWLEDGE 5(i) The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.5(j) The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences. 5(k) The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.5(l) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.5(m) The teacher understands critical thinking processes and knows how to help learners develop high-level questioning skills to promote their independent learning.5(n) The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.5(o) The teacher understands creative thinking processes and how to engage

learners in producing original work.5(p) The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

CRITICAL DISPOSITIONS5(q) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.5(r) The teacher values knowledge outside his/her content area and how such knowledge enhances student learning.5(s) The teacher values flexible learning environments that encourage learner exploration, discovery and expression across content areas.



## Outcomes of the Alverno Education Majors

**Conceptualization** is the ability to bring together understandings from content areas, educational theory, and liberal arts. This might mean considering mathematics, motivational theory, and problem-solving as you create learning experiences.

### Student Teaching Performance Expectations for *Conceptualization*

- Shows command of subject matter
- Uses the appropriate depth of the subject matter
- Uses logic in the development of subject matter
- Sets the 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 the understanding of cultural contexts
- Understands the relationships between motivation and student behavior
- Helps students to relate the subject matter to real-life experiences
- Changes plan appropriately in response to the unexpected
- Understands school structure and role relationships
- Assesses own performance
  - evaluating plans about actual class outcomes
  - analyzing the effect of class activities on both individuals and the class as a whole

**Diagnosis** means that you can weigh what you observe about the behavior of your students and then tailor your actions to assist learning, using more than one approach when needed.

### Student Teaching Performance Expectations for *Diagnosis*

- Collects information through the 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 about theoretical bases
  - identifying needs for own ongoing professional development

**Coordination** means being able to manage varied aspects of a teaching/learning situation. It means that you are willing to take initiative and are flexible in meeting the unexpected.

### **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 the needs of students
  - by establishing suitable routines
  - by creating a variety of activities
- Collaborates with other persons in providing 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

**Communication** means using verbal, nonverbal, and media modes to establish the environment of the classroom and to structure and reinforce learning, e.g. you communicate your ideas clearly and find an alternative explanation 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 that 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 the 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.

**Integrative Interaction** includes showing respect for diverse perspectives, using interaction to learn about others, and having a sense of professionalism. This includes showing your willingness to show interest in the ideas, concerns, interests, and experiences of your students, their families, and your colleagues.

### **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 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 backgrounds and reading their nonverbal communication 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

## GOAL SETTING GUIDELINES

A professional goal should answer the question “Where do I want to go?” “What can I do that would make a significant, positive difference in both my performance and the learning success of my students?”

The goal that you write must:

- impact your professional growth: and
- affect student learning.

The goal should be written in this way: **I will** . . . (research, study, learn, apply, etc.) **so that** . . . (describe what will happen for student learning). The goal must be followed by a statement that defines how you plan to attain the goal. “What actions/methods/strategies will I use to accomplish my goal?”

The following guidelines will assist you in writing goals that are practical and realistic:

- Set a reasonable number of goals—two or three are preferable.
- Ask the following questions about your goal statement:

*Does the goal lead to professional growth based on a Wisconsin Teacher Standard and an Education Ability?*

*Will the professional growth I seek affect student learning?*

- Break the general statement down into specifics about how you plan to accomplish the goal. For example:

*General Statement: I will* develop my classroom management skills **so that** the students in my field classroom have more time on task. (WI Teacher Standard #5, Diagnosis, Coordination)

To develop my classroom management skills, I plan to:

- 1) Go back to my ED 231 text and review Chapter 8, choosing strategies from the text that I want to practice.
- 2) Observe how my cooperating teacher gets the students’ attention at the beginning of the lesson and brings them back on task when necessary.
- 3) Try out at least one strategy each time I go to my field, and reflect on the overall effectiveness of my attempts. Share these reflections with my college supervisor.

*General Statement: I will* become more resourceful in the planning of my lessons **so that** the students in my field are more engaged in learning and can find relevance and meaning in the lessons I teach. (WI Teacher Standards #1, #2, #4, Diagnosis, Integrative Interaction)

To engage my students with lessons that are more relevant and meaningful for them, I plan to:

- 1) Use the TMC regularly to gather new ideas for my planning.

- 2) Ask my cooperating teacher for suggestions and resources to enhance the plans I want to design.
- 3) Explore ways of surveying student interest about the content of a lesson/unit that can then be incorporated into my planning (designing an interest survey, conducting a KWL, etc.)

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*From Alverno Student Handbook*

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