Undergraduate Admission Interview Application & Process

The interview is a partial requirement for admission into all approved undergraduate teacher education programs.

Please follow the directions below, Step 1-Step 4:

Step 1: Submit the Undergraduate Admission Interview Application

- **Complete** the application with required signature and submit by the designated deadlines:
  - Fall Semester - September 15th
  - Spring Semester - February 15th
  - Summer Semester - May 15th
*If the deadline falls on a weekend application will be accepted through close of business on Monday*
- Complete one of the following written statements within 500 words or less. Your written statement needs to be typed with one inch margins on all sides, 12 point font, and double-spaced:
  a. Philosophy Statement - Provide a brief statement describing your current beliefs about education and explain how you see the purposes of school and the roles and relationships of teachers and learners in a diverse democratic society.
  b. Experience Statement - Provide a brief reflection on an experience from your life and discuss how that experience might influence your work with diverse populations of learners.
  c. Describe a teacher who made the greatest impact on your life (either positive or negative) and discuss why this teacher made such an impact.
  d. Identify a topic on education in the news in the last year that you believe may have a significant impact on K-12 education.
- Attach to this interview application a completed [Undergraduate Teacher Education Application](#), if you have not submitted it already.

Step 2: Interview Sign-up

- An email with directions to choose an interview time will be sent with two weeks of the application deadline.
- Interview times will be available morning and evening, and available on a first-come, first-served basis.

The interviews will be scheduled the following weeks during the Fall Semester:
- Interviews – End of September - October
- Feedback Sessions – End of October - November

The interviews will be scheduled the following weeks during the Spring Semester:
- Interviews – End of February – March
- Feedback Sessions – End of March - April

The interviews will be scheduled during the Summer Semester:
- Interviews – June
- Feedback Sessions - July

Step 3: Candidate Interviews with the Undergraduate Admission Interview Panel

- The total time of the interview is usually 20 to 30 minutes
- **Dress Attire for the interview:** Dress business professional *(do not wear shorts, jeans, low cut tops, mini-skirts, bandage dresses/tops/skirts, polo shirts, tennis shoes, flip flops)*
- **Complete a Written Statement:** Upon arrival, you will be asked to complete a written statement
  o You will need to arrive 15 minutes early for your interview and have adequate time to complete the written statement (which differs from the statement you submitted with your interview application)
  o Distance Learning students will need to log on to the WebEx meeting 15 minutes prior to your interview (specific directions will be included on the WebEx Invite)
• Interview Panel: The panel generally consists of three members. The panel members look forward to meeting you and talking with you about your chosen profession. The panel members will ask you a series of questions with regards to **Professional Dispositions** and related to:
  o interest in the teaching profession
  o decision-making
diversity
  o sensitivity and respect
  o commitment to education for all learners
  o working with parents
• You will have the opportunity to make closing remarks and/or ask questions
• You will be given an evaluation sheet to complete when the interview has concluded
• The Interview Panel will evaluate your interview using a rubric (attached to this packet)

**STEP 4: Feedback Session**
• An email with directions to choose a meeting time will be sent after interviews, and will be available on a first come, first-served basis
• Candidate receives feedback regarding his or her interview and admissions
• This meeting will be with the Director of the Office of Clinical Experiences and your Academic Advisor will also be invited
• All applicants who complete the interview process are informed by letter of their interview rating and later of their admissions decision

**Professional Dispositions**
Teacher Education degree and licensure candidates at Old Dominion University are expected to demonstrate behaviors that are indicative of the following professional dispositions that are characteristic of effective teachers.

Examples of behaviors showing each disposition can be found at the following website:
http://education.odu.edu/education/about/Teacher_Dispositions_ODU.pdf

The candidate shows a disposition toward and commitment to each of the following:

1. Attends functions when required (punctual)
2. Maintains a professional appearance
3. Solicits feedback from others
4. Adjusts behavior based on professional feedback
5. Communicates effectively orally (articulate, animated, few grammatical errors)
6. Communicates effectively in writing (clear organization of ideas, few misspelling and grammatical errors)
7. Sensitive to others’ feelings and opinions- (e.g., diplomatic)
8. Participates with others in a collaborative manner
9. Treats others with respect
10. Provides information to all constituents in a professional and timely manner
11. Demonstrates a commitment to remain current in knowledge of subject area content
12. Demonstrates knowledge about teaching subject area
13. Becomes a member of the professional organization that represents subject area currently or in the near future
14. Enjoys working with diverse (i.e., special education, gifted, at-risk, minority, etc.) PreK-12 learners.
15. Displays excitement about teaching subject area
Old Dominion University
Undergraduate Admission Interview Application

Section 1: To be completed by student

Name _______________________________________________ ODU Email address: _____________________________

Last                         First                         MI
Cell: ____________________ Home: ______________________ UIN: ______________ SSN: ________________________
Address_____________________________________________________________________________________________

Distance Learning Student ☐ Yes ☐ No Off-Campus Site ______________________________

Write the year & semester for your interview: Fall: _________ Spring: _________ Summer: _________

Check your Undergraduate Teacher Education Program Area:

☐ Biology    ☐ History/Social Sciences
☐ Chemistry  ☐ Marketing Education
☐ Dance      ☐ Mathematics
☐ Early Childhood Education – (IDS) ☐ Music Education
☐ Earth Science ☐ Physical/Health Education
☐ Elementary Education – (IDS) ☐ Physics
☐ English    ☐ Special Education – Early Childhood Birth to 5 and
☐ Foreign Language Adapted Curriculum K-12

Written Statement: Choose one of the statements below, and answer the statement in 500 words or less. Please attach your statement to your application. Your written statement needs to be typed, with one inch margins on all sides, 12 point font, and double-spaced. Please include your name and number of the statement you selected on your written answer.

1. Philosophy Statement - Provide a brief statement describing your current beliefs about education and explain how you see the purposes of school and the roles and relationships of teachers and students in a diverse democratic society.

2. Experience Statement - Provide a brief reflection on an experience from your life and discuss how that experience might influence your work with diverse populations of students.

3. Describe a teacher who made the greatest impact on your life (either positive or negative) and discuss why this teacher made such an impact.

4. Identify a topic on education that was in the news during the last year. Explain why you believe this topic had a significant impact on k-12 education.

Section 2: To be completed by Academic Major Department Advisor

Praxis Core or Praxis I (if passed by December 31, 2013) or Substitute scores: _____________________________

Old Dominion University GPA in Major _______________ Old Dominion University Overall GPA _______________

Overall credit hours: _____________________________ Recommendation to be interviewed: ☐ Yes ☐ No

Print Name of Major Academic Department/Faculty Advisor: ____________________________________________

Signature ____________________________ ____________________________

Major Academic Department/Faculty Advisor Date

Application Deadlines:

Fall Semester - September 15th • Spring Semester - February 15th • Summer Semester - May 15th
Undergraduate Admission Interview Evaluation

The following pages contain the rubric from which the ratings are derived

The criteria listed below will be evaluated during the interview process:

1. Interest in teaching
2. Goals in teaching
3. Understanding of individuals and cultural differences
4. Demonstrates sensitivity to others’ feelings and opinions (e.g., diplomatic)
5. Demonstrates effective decision-making and problem solving skills
6. Demonstrates commitment to education for all students
7. Working with parents
8. Communicates effectively orally (articulate, animated, few grammatical errors)
9. Communicates effectively in writing (clear organization of ideas, few misspelling and grammatical errors)
10. Maintains a professional appearance
11. Exhibits professionalism
12. Poise/Confidence
# Rubric for the Undergraduate Admission Interview Rating Form

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Does not meet expectations</th>
<th>Meets expectations</th>
<th>Exceeds expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Interest in Teaching</td>
<td>The candidate shows little to no interest in becoming a teacher.</td>
<td>The candidate communicates some excitement and dedication about becoming a teacher.</td>
<td>The candidate communicates a strong dedication and commitment to becoming a teacher.</td>
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<tr>
<td>2. Goals in Teaching</td>
<td>Candidate was not able to articulate goals for teaching.</td>
<td>Candidate articulated why she/he wanted to be a teacher in their designated content area.</td>
<td>Candidate articulated in depth why she/he wanted to be a teacher in their designated content area. Candidate also identified their own strengths and weaknesses.</td>
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<tr>
<td>3. Understanding of individual and cultural differences (Diversity)</td>
<td>Candidate shows little respect for individual and cultural differences. She/he appears not to appreciate the basic worth of each individual and cultural group and the ideal of fairness.</td>
<td>Candidate shows respect for individual and cultural differences, and appreciation for the basic worth of each individual and cultural group and the ideal of fairness.</td>
<td>Candidate shows a deep respect for individual and cultural differences, and deep appreciation for the basic worth of each individual and cultural group and the ideal of fairness.</td>
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<tr>
<td>4. Demonstrates sensitivity to others’ feelings and opinions</td>
<td>Candidate shows little sensitivity to others’ feelings and opinions. She/he appears not to appreciate the basic worth of each individual and cultural group. She/he may make stereotypical comments or unsupported generalization about groups.</td>
<td>Candidate shows sensitivity to others’ feelings and opinions and appreciation for the basic worth of each individual and cultural group. She/he may need more experience with and knowledge of people from diverse backgrounds.</td>
<td>Candidate shows a deep sensitivity to others’ feelings and opinions and deep appreciation for the basic worth of each individual and cultural group. She/he has had considerable exposure to people from diverse backgrounds.</td>
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<tr>
<td>5. Demonstrates effective decision-making and problem-solving skills</td>
<td>Candidate displays poor decision-making and problem-solving skills. She/he appears not to make reasoned decisions with supporting evidence. She/he does not make appropriate adjustments nor responds appropriately to actions and reactions of others.</td>
<td>Candidate shows acceptable decision-making and problem-solving skills. This is reflected in his/her ability to make reasoned decisions with supporting evidence. She/he responds appropriately to actions and reactions of others and makes appropriate adjustments.</td>
<td>Candidate shows excellent decision-making and problem-solving skills. This is reflected in his/her ability to make reasoned decisions with supporting evidence. She/he consistently responds appropriately to actions and reactions of others and consistently makes appropriate adjustments.</td>
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<tr>
<td>6. Demonstrates commitment to education for all learners</td>
<td>Candidate does not evidence commitment to education for all learners. She/he makes comments indicating all children cannot learn, or that children may have less talents, strengths, and perspectives to learning.</td>
<td>Candidate is committed to education for all learners. For the most part, she/he believes that all children can learn, and that children bring varied talents, strengths, and perspectives to learning.</td>
<td>Candidate is deeply committed to education for all learners. She/he communicates a strong and clear belief that all children can learn, and that children bring varied talents, strengths, and perspectives to learning.</td>
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<tr>
<td></td>
<td>Working with Parents</td>
<td>Oral Communication (Expression of Ideas &amp; Grammar)</td>
<td>Written Communication (Expression of Ideas &amp; Grammar)</td>
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<tr>
<td>7.</td>
<td>Candidate makes comments demeaning to parents. Parents are not included in solutions. Teachers are the person in charge of the classroom.</td>
<td>Candidate has poor oral communication skills, both verbal and non-verbal. This is reflected in his/her speech quality, eye contact, energy level, degree of participation in the conversation, ability to ask and answer questions, and/or listening skills.</td>
<td>Candidate has weak written communication skills. Problems with the writing include: not focusing on the question or writing prompt, lack of specific and valid support for arguments, unclear or inappropriate organization of the essays, and unclear transitions. The writing does not show sufficient depth of thought. It is not grammatically correct or neatly presented.</td>
</tr>
<tr>
<td></td>
<td>Candidate listens to parents concerns. Candidate is responsive to parents concerns.</td>
<td>Candidate has acceptable oral communication skills, both verbal and non-verbal. This is reflected in his/her speech quality, eye contact, energy level, degree of participation in the conversation, ability to ask and answer questions, and listening skills. Overall, questions and answers are relevant and logical.</td>
<td>Candidate has solid written communication skills. She/he focuses on the question or writing prompt, provides specific and valid support for arguments, organizes the essays clearly and appropriately, and uses clear transitions. The writing shows sufficient depth of thought. It is grammatically correct and neatly presented.</td>
</tr>
<tr>
<td></td>
<td>Candidate demonstrates deep concern for parents concerns. Parents and learners are invited to meetings to discuss concerns and develop a plan to resolve concerns. Candidate is learner-centered.</td>
<td>Candidate has exceptional oral communication skills, both verbal and non-verbal. This is reflected in his/her speech quality, eye contact, energy level, degree of participation in the conversation, ability to ask and answer questions, and listening skills. Questions and answers are consistently relevant and logical.</td>
<td>Candidate has exceptional written communication skills. She/he focuses directly on the question or writing prompt, provides specific and valid support for arguments, organizes the essays clearly and appropriately, uses clear transitions and sophisticated transitions, and writes in a mature style. The writing shows exceptional depth of thought and is grammatically correct and neatly presented.</td>
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<td>8.</td>
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<td>9.</td>
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<td>10.</td>
<td>Candidate dresses inappropriately. (Jeans, shorts, sweat clothes, low cut tops, bandage dresses/tops/skirts, polo shirts, tennis shoes, flip-flops, etc.)</td>
<td>Candidate dresses appropriately. (Business casual)</td>
<td></td>
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<tr>
<td>11.</td>
<td>Candidate exhibits inappropriate and/or unprofessional behavior. She/he uses verbal communication that does not foster interaction. Attendance, punctuality, and/or preparation are problematic.</td>
<td>Candidate conducts self appropriately. She/he communicates effectively with others and meets scheduled time/hour commitment and is prepared.</td>
<td>Candidate models professional conduct. S/he uses verbal communication that enhances interactions with others and meets or exceeds scheduled time/hour commitment, arrives promptly and is well prepared.</td>
</tr>
<tr>
<td>12.</td>
<td>Candidate demonstrated little poise/confidence. Eye contact was missing and/or body language was closed. Voice was not auditable.</td>
<td>Candidate demonstrated appropriate poise and confidence to setting.</td>
<td>Candidate was very poised and/or confident. Made eye contact with all panel members. Voice was strong. Body language was upright and engaged.</td>
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</tbody>
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