



Preparing professional educators who are committed, collaborative, and competent

Fall 2006 Teacher Education Program Admission Interview and Reflection on Teacher Dispositions

Teacher Education Admission Interview

One of the requirements for admission to the UNCP Teacher Education Program is an interview. The purpose of the interview is to allow faculty members to get to know you better and to prompt you to consider the types of dispositions, or attitudes, that teachers should exhibit.

When you have completed all admission requirements with the exception of the interview, you should fill out an application for Admission to Teacher Education Program. Then you should contact your program coordinator to schedule your interview, which will last approximately 15 minutes. At your scheduled interview time, you should bring the completed form and report to an area/room designated by the program coordinator. Please make every effort to be punctual; a late or missed interview may be difficult to reschedule and could delay your formal admission to the Teacher Education Program.

NOTE: In lieu of the interview, all students classified as lateral entry and currently employed with a public school must have on file the *Request for an Individualized Education Plan*, which must be signed by the school principal.

Preparing for the Interview

The list below represents a few of the dispositions considered important to successful teaching. Review the list and think about why each disposition might be important for a teacher to possess. Also, decide to what degree you already possess some of these dispositions. Be prepared to discuss these dispositions during your interview. The interview is not a test; it is simply a conversation designed to raise your awareness of what it takes to be a good teacher.

Teacher Education faculty members look forward to meeting you and talking with you about the profession and any questions or concerns you might have with regard to your career decision or the Teacher Education Program.

DISPOSITIONS RELATED TO COMMITMENT

1. Effective teachers are committed to the democratic goals of public schooling.
2. Effective teachers are committed to high professional standards.
3. Effective teachers are committed to helping all students learn.
4. Effective teachers care about the children or youth they teach.

DISPOSITIONS RELATED TO COLLABORATION

5. Effective teachers seek out opportunities to work collaboratively and productively with other teachers, administrators, school personnel, and community members.
6. Effective teachers value regular communication with families in order to work with them to help the child.
7. Effective teachers seek out collaborative leadership roles in the school and the community.

DISPOSITIONS RELATED TO COMPETENCE

8. Effective teachers are lifelong learners in the subject matter they teach.
9. Effective teachers inspire students with their own passion for learning.
10. Effective teachers strive to make learning meaningful for all students.
11. Effective teachers critically reflect on their teaching and student learning.

Following your interview, the faculty member(s) will complete the following rating scale: (1) *Satisfactory*, or (2) *Needs follow up by the Dean*. Questions or concerns should be directed to the Office of University-School Programs.