

Teaching and Coaching Concentration Teacher Education Program Interview Department of Kinesiology

Teaching-Coaching Concentration students in the Department of Kinesiology need to complete an interview before entering Student Internship (Phase III of the Teacher Education Program). Below are lists of the items that students should bring to the interview and questions to anticipate. Also, the rubrics detailing how students will be evaluated are included.

Required items that students bring to interview:

- Copy of transcript
- Resume
- Two paragraph written paper on “Why I want to be a Physical Education teacher and coach.”

Questions to anticipate:

- Tell us about yourself.
- Why did you choose to go into Physical Education?
- What strengths, qualities or characteristics do you hope to bring to your class?
- What type of teacher and coach do you plan to be?
- What strengths, qualities or characteristics do you hope to bring to your team as a coach?
- Do you have any weaknesses that would impede your hope?

Department of Kinesiology-Teaching and Coaching Concentration Admission Interview into Teacher Education

Student Name: _____ I.D. _____

Admission: Recommended Strongly _____ Recommended _____ Not Recommended _____

Demonstrates:

Evidenced by:

1. Competence in Subject Area Transcript

Unacceptable _____ Acceptable _____ Distinguished _____

2. Written Communication Paragraph "Why . . ."

Unacceptable _____ Acceptable _____ Distinguished _____

3. Oral Communication (see rubric)

Unacceptable _____ Acceptable _____ Distinguished _____

4. Professionalism (see rubric)

Unacceptable _____ Acceptable _____ Distinguished _____

If not recommended at this, list suggested procedures for reapplication.

Interviewers Signatures _____ Student Signature _____

Department of Kinesiology-Teaching and Coaching Concentration Teacher Education Program Interview

Below is the rubric the faculty uses to evaluate students' professionalism and written communication components. For each disposition/skill, the students will be marked as target, acceptable or unacceptable.

Disposition/Skill	Unacceptable	Acceptable	Target
Professionalism	Exhibits a pattern of tardiness or absence (5+). If late for class may cause disruption by entering class after scheduled time. Is inattentive in class. Rarely participates in class. Is disrespectful of peers or teachers. Is often unprepared for class with dress or assignments	Occasionally is tardy or misses class (3+). Attempts to make provisions for turning in missed work. Pays attention and does not distract peers during class. Responds appropriately when asked a question, but rarely volunteers. Is usually prepared for class with dress or assignments	Consistently attends class on time. When absent, the instructor is notified in advance. Is actively engaged in all aspects of class. Consistently treats classmates and instructors with respect. Exhibits initiative in preparation for class regarding dress and assignments.
Written and Oral Communication	Uses incorrect grammar while speaking or in written assignments. Limited communication skills are obvious. May use terms or language that is inappropriate in a professional setting. Presents a negative impression with physical demeanor	Uses correct grammar a majority of the time when speaking or in written assignments. Can convey ideas articulately in an efficient manner. Body language portrays a professional who is interested in the task at hand.	Uses correct grammar while speaking with others and during written communication. Can clearly and concisely articulate ideas in both oral and written form. Presents herself/himself as a professional in preparation settings.