

Guidelines for Field Placement Interviews

For Candidates for the Elementary Education Credential Program

Under California State University admission standards, the school interview has a place of great importance in the admission process. The interview:

- 1) helps the Elementary Education Program determine whether a candidate has the personal qualities appropriate for the teaching profession, and
- 2) indicates the school's willingness to accept a credential candidate as an apprentice teacher.

Interview Content

Five areas of qualification and experience to be covered in the formal interview process are:

- 1) the candidate's **academic preparation** to teach subject matter in the elementary school and to understand the elementary school child;
- 2) the candidate's **prior experience** in working with children (or others) in settings that have relevance to the formal and informal education of children;
- 3) Special **talents, interests**, areas of expertise, or hobbies which might enrich the candidate as a potential teacher in the elementary school setting;
- 4) general **philosophy** of education or attributes toward the teaching profession, including reasons for wanting to become a teacher;
- 5) **personal qualities** appropriate for teaching

Remember, most of these candidates have not had any professional education course work. They should not be expected to answer questions about technical aspects of teaching and classroom management — the sorts of material that will be covered in the foundations and methods courses.

Sample Interview Questions

- 1) Academic Preparation — What courses have you had that will help you in teaching? Tell me about one of your courses that you feel was especially important. What was your major, and how did it prepare you for teaching?
- 2) Prior Experience — What work have you done with school-age children? What experience have you had in schools? Describe activities you have conducted with school-age students. (Also see criteria on reverse side.)
- 3) Talents/Interests — What special talents, hobbies, or special interests of yours would help you in your teaching?
- 4) Attitudes Towards Teaching — What is your general attitude towards teaching? Why do you want to be a teacher? Do you have any ideas about discipline in the classroom? (Also see criteria on reverse side.)
- 5) Personal Qualities — (more of an overall evaluation by the interviewers; see criteria on reverse side)

Interview & Placement Procedures

- 1) The Elementary Education Coordinator will present a list of candidates to the school district administrator(s) responsible for apprentice teacher placements.
- 2) The apprentice teacher will be told to call the administrator to set up an interview appointment. HSU recommends that a team of teachers and administrators interview each candidate at the school district site.
- 3) Interviewers should use the guidelines on the yellow *Field Placement Interview Report* in gathering the data requested by the Elementary Education Program. The interview team may request any other appropriate information from the candidate, so long as a brief summary of the questions and responses is attached to the interview report.
- 4) The interview report and any recommendations concerning admission or placement should be sent to the elementary education coordinator within one week of the interview. The timing of this is especially important to the candidates, who are waiting for their final acceptance into the Elementary Education Program.
- 5) When the Elementary Education Program Coordinator has reviewed school recommendations, students will be notified of their admission and placement status.

Rating information/criteria for the interview questions:

	2) Experience related to teaching	4) Attitudes toward the teaching profession	5) Personal qualities appropriate for teaching
<u>HIGH</u>	<ul style="list-style-type: none"> ◆ Extensive experience with youth ◆ Work with youth in an <i>educational</i> setting (e.g., public or private school, outdoor education program, nursery school, day care program) ◆ cross-cultural experiences ◆ Experience with large or small groups (as opposed to individuals) 	<ul style="list-style-type: none"> ◆ very strong desire to teach ◆ sincerity in expressed reasons for wanting to teach ◆ has intuitive feeling for what is involved in teaching 	<ul style="list-style-type: none"> ◆ highly flexible; not defensive ◆ vibrant; tactful; strong sense of humor ◆ shows care in personal appearance
<u>MEDIUM</u>	<ul style="list-style-type: none"> ◆ some experience involving youth ◆ Work with youth in <i>non-educational</i> setting (e.g., camp, church, dance studio, swim lessons) ◆ Experience largely with individuals rather than groups 	<ul style="list-style-type: none"> ◆ teaching appears to be secondary (or backup) career choice ◆ no clear idea of what teaching involves 	<ul style="list-style-type: none"> ◆ teaching appears to be secondary (or backup) career choice ◆ no clear idea of what teaching involves
<u>LOW</u>	<ul style="list-style-type: none"> ◆ little or no experience with youth (perhaps with some adults) ◆ experience teaching adults (e.g., college, tutoring) 	<ul style="list-style-type: none"> ◆ unsure of reasons for selecting the teaching profession ◆ Inarticulate, unorganized, confusing responses. 	<ul style="list-style-type: none"> ◆ inarticulate, unorganized, confusing responses. ◆ rigid, defensive; lifeless, no sense of humor; tactless; little care in personal appearance; insensitive, not caring