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Teacher Education Candidate Interview Map
(This protocol screens for a pedagogical perspective, based on an interest in the learning of others.)
Start in upper left hand corner and follow the arrows.
Key: I = interviewer; A = applicant
April, 2000 - J. T. Gates

I: (after opening small talk, etc.) ...Have you done anything that's like teaching?

A: I don't know what you mean...

A: Yes, I have.

I: Have you coached a swim team? ... been a supervisor in a store, office, construction crew military unit, factory? ... led a scout troop?... taught Sunday School? ... been a tutor? ... dormitory or youth camp counselor? ... etc.

A: No. I haven't done anything like that.

I: Why do you think you want to be a teacher?

I: Tell me about some of those things...?

A: ... help others learn ... know a lot and want to share it with others ... been a victim of lots of bad teaching ... loved my teachers and want to be like them ... etc.

A: ... need to earn some money ... summers off ... be respected ... heard that there's a shortage ... don't think of anything else I'd like better ... etc.

A: I have [applicant add: specifics] ...

A: I don't know, but I think I can help other people learn things.

I: Describe what you did in [...] and who were the learners ...?

I: Are you willing or able to find some teaching to do in the next month or so?

I: What makes you think you'd like teaching, or be any good at it?

A: [specifics]

A: Yes...

A: No...

I: What did you try to get them to learn?

I: (plan some options) Do [...] & come back after you've done some.

A: my parents [teachers, friends] said I'd be good at it. ... babysat kids and liked it ... anyone can do better than some of my

A: [specifics]

(Probe applicant's understanding of the questions, motivations, observations, actions; but if you fail to find an interest in the learning of others...)

I: Did everyone learn at the same speed?

A: I didn't notice.

I: Thanks for coming in. We'll be in touch. ["Bye-Bye"]

A: No. Some learned fast, some learned slowly.

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I: What did you do about the slow ones?

A: I fired the slow ones ... kicked them off the team ... gave only simple things to do

I: That sounds like a teacher's mind at work. We'll be in touch. ["Welcome aboard."]

A: [specific actions to help slow ones learn, adjust teaching strategies, etc.]

I: How did these things work? Did the slow ones learn? And how did you know one way or the other?

A: [specifics]

I: How did you react to that?

A: [rewarded by success, curious about learners, frustrated about doing it better, etc.]