

Secondary Committee Meeting

April 24, 2019

8:30-10:30 am

SULB 321

In attendance: Tareg Mansour, Rhonda Waters, Christine Chidichimo, Monica Gajdos, Hal Pinnick, Catherine Murphy, Sean Egan, Saul Lerner, Colette Morrow, LaVada Taylor, Sheila Stephenson, Kelly Vaughn, Anne Gregory, Staci Trekles, and Amanda Timm

Quality Assurance Update

- Fall 2018, new interview process for students entering the program
 - o Three parts: writing sample, interview, and presentation
- 127 interviewed
 - o 26 were secondary
- 4 point rubric-1 being the highest and 4 being the lowest
- Students could be admitted, provisionally admitted or denied
- First chance that many students have had to 'interview' and many were very nervous
- Overall was a good process and students
- Sean-Hold mock interviews with area principals for students? Good practice!

Purdue University Northwest
School of Education and Counseling
Early Childhood Program Advisory Committee (EPAC)

May 7, 2019
8:00 – 9:30 a.m.
LSF 018

In attendance: Mary Jane Eisenhauer, Deb Pratt, Dave Pratt, Julie Remschneider, Linda Curley, Deb Sura, Erin Provenzano, Barb Gustin, DeAnne Jennett, Terry Kolopanis, and Amanda Timm

- Candidate interviews are held for official admission into the program
- We do this for two reasons:
 - o Real world experience
 - Students will use in career
 - Teach professionalism
 - o Provide checkpoint for us and how we're doing
- Fall 2018 and Spring 2019 were our first rounds of interviews
 - o 127 interviews were held, 16 of which were early childhood candidates
 - o 3 were direct admits, 4 were provisional, and 1 was a denial
- There are 3 parts to the interview-writing sample, interview, and presentation
 - o Writing sample is graded on organization, development, grammar and mechanics
 - o Presentation is graded on responding to the 5 required areas, poise and confidence, and organization
 - o Interview is graded on listening, professional dress, and body language
 - o Presentation is ten minutes long and given guidelines on what to include
- Average Scores for Early Childhood
 - o Writing-2.5/4
 - o Presentation-3.2/4
 - o Interview 3.1/4
- Candidates thought the process was valuable
- Feedback:
 - o Good to develop relationships with the candidates
 - o Look at what supports to provide
 - Provide resume help
 - Build into courses so resumes are constantly being adjusted and worked on
 - Candidates who were provisionally admitted were sent to writing center, encouraged to join a club, volunteer
 - o Panel interview is great-like a job interview
 - o Good personal development
 - Value in creating relationships in a professional way
 - Good development of interpersonal skills
 - o Emphasize professionalism
 - Not always received in the real world
 - o Have students reflect on process after it's over

- How did I handle this process? How do I handle stress?
 - Think about past experiences and how I've handled them
- Bring self-care strategies into the classroom
- What connection do we have to graduates?
 - Provide support
 - Follow up on what was missed in the program
 - Know where our candidates are
- Involve stakeholders in interviews
 - Have admin, stakeholders, etc. be a panel member
 - Offer professional development for their time
- Hold mock interviews for candidates with admin
 - Good for admin to see what is coming
 - Good for candidates to practice dress, demeanor, research, and resume