ACCREDITATION INTERVIEW QUESTIONS 2014

POTENTIAL INTERVIEWEE	POTENTIAL QUESTIONS
CURRENT STUDENT TEACHERS (ELE, ECE, SPED)	1. What is the conceptual framework for the ORU College of Education and what kinds of teachers do they strive to produce? 2. How has the Teacher Work Sample affected your teaching? 3. What have you learned from your practicum and field experiences? 4. What links do you see between your courses? Between courses and field experiences? 5. What types of knowledge, information, and skills (technological and otherwise) have you learned to help you teach students from diverse backgrounds and have a positive effect on learning? (Prompt: Include ethnic, cultural, language, students with special needs, gender, low socio-economic, family sensitivity, etc.) 6. In what ways do your professors integrate technology into their courses? What aspects, if any, of the faculty's methods do you attempt to copy in your own teaching? 7. What are the different benchmarks or phases or assessments in your program? (Prompt: Entry, Intermediate, Capstone, and Professional) How do you move to the different levels? How are the assessments used in your program? 8. What is the Teacher Candidate Leadership Association (TCLA)? How have the activities helped you to prepare for student teaching or your role as a teacher? 9. How have you used the rubrics in the assessment process to ensure that you are prepared for teaching and other aspects of the degree program? 10. What kind of instruction did you receive regarding the correct use of ePortfolio/rubrics?
CURRENT STUDENT TEACHERS (P-12, SECONDARY)	1. What is the conceptual framework for the ORU College of Education and what kinds of teachers do they strive to produce? 2. How has the Teacher Work Sample influenced your teaching/shown that you could affect student learning? 3. What links do you see between your courses? Between courses and field experiences? What have you learned from your practicum and field experiences? 4. What types of knowledge and skills, technological or otherwise, have you learned to

	help you teach students from diverse backgrounds and have a positive effect? (Prompt: Include ethnic, cultural, language, students with special needs, gender, low socio-economic, family sensitivity, etc.)
	5. In what ways do your professors integrate technology into their courses, and what aspects, if any, of their methods do you attempt to copy in your own teaching?
	6. What are the different benchmarks or phases or assessments in your program? (Prompt: Entry, Intermediate, Capstone, and Professional) How do you move to the different levels? How are the assessments used in your program?
	7. What is the Teacher Candidate Leadership Association and how have the activities/your involvement impacted your preparation to be a teacher?
	8. Who is responsible for advising you during the course of your program? (prompts: COE faculty, secondary representatives) How adequate is the support by faculty, staff, administrators and actual resources for achieving your educational goals?
	9. What instruction did you receive on the use of rubrics for completing assessments, and what instruction did you receive on the relevance and importance of ePortfolio for your progress and completion of your degree program?
	10. How do faculty ensure that you possess the knowledge, skills, and disposition to have a positive effect/impact on student learning? What factors has your program taught that you should take into consideration when preparing your lesson plan?
	11. What training have you received to prepare you for the role that the cooperating teacher will play in your field experience?
CURRENT GRADUATE CANDIDATES	1. In what ways are you or will you be a better teacher as a result of your master's or doctoral program?
	2. How has your program helped you to be more effective with diverse learners?
	3. How are you using technology in your classroom or administrative position?
	4. In what ways do your professors integrate technology into their courses?
	5. What are the different benchmarks or phases in your program? (Prompt: Entry, Intermediate, Capstone, and Professional, may include a discussion of comprehensive exams and dissertation if applicable) How do you move to the different levels?

	6. What type of field-based projects and/or internships does your program require? 7. How are assessments used in your program? What assessments have you completed to demonstrate mastery of the program standards?
INITIAL & ADVANCED ALUMNI	1. How did the ORU College of Education prepare you for your current position? 2. In what ways has your program prepared you to handle your job effectively? 3. In which aspects of your job, if any, would you have liked to have had more instruction? 4. In what ways did your program prepare you to work effectively with students, parents, and communities from diverse backgrounds? 5. How, if in any ways, were you influenced by the faculty, particularly their teaching and assessment techniques? 6. How has the ORU conceptual framework influenced your teaching or administrative work? 7. What role does the ORU COE unit play in contributing to your continued and any ongoing professional development?
COOPERATING TEACHERS & AREA ADMINISTRATORS	1. What criteria were met/required and what training was provided to prepare you for the cooperating role? 2. To what extent are candidates adequately prepared by this program to be effective teachers? What are the strengths of ORU candidates? In what areas would the candidates benefit from more instruction? 3. What type of teachers do you strive to produce? What characteristics describe these teachers? 4. As mentor teachers, what types of assessment do you use to determine candidate learning? 5. To what extent did you collaborate with university faculty to design and implement these assessments? 6. What criteria do you use to evaluate candidate abilities to work with diverse students? 7. To what extent do you help to plan and evaluate the field experiences component of the program? Who participates in evaluations of clinical practices? 8. Can you provide an example of when the unit was responsive to suggestions for

	improvement?
	9. What role do you play in the planning of field-based experiences of candidates? In selecting mentor teachers or other internship supervisors?
	10. What are the learning expectations for candidates completing field experiences in your schools and how are candidates assessed during field experiences and clinical practice?
LEADERSHIP TEAM	1. How does the use of the ePortfolio enable the unit to align its curriculum, teaching and practice with institutional standards as well as NCATE? How is the data in ePortfolio used to improve the unit's program?
	2. What is TCLA and what role does it play in teacher preparation? How long has it been in existence? Why does ORU have its own separate teacher association?
	3. How is funding determined for faculty professional development and what is the criteria/protocol for granting professional development requests?
	4. Explain how the integration of technology in instruction is encouraged from a professional development perspective?
	5. What processes are in place to evaluate your faculty and what processes/tools/resources have you set in place to help faculty achieve their goals?
	6. How do faculty evidence integration of information from professional development into teaching, scholarship, and service?
	7. How is faculty evaluation data used to develop new skills, knowledge, performance in the areas of performance assessment, technology, diversity and other practices within the unit?
	8. What support and mechanisms are in place for faculty (full time and adjunct) who do not meet performance expectations?
	9. What role do the various members of the governance structure play in the unit's day to day, short term and long goals, operations, and functioning especially as pertains to compliance with institutional and national education standards?
	10. How are data from course evaluations, student teaching assessments, program assessments and eportfolio being used to assess the unit's performance and improve the unit? Also how is this data and other used to ensure the unit's mission is served and also

	the university's mission? 11. How is diversity ensured within the unit (prompt: curriculum, faculty composition, instruction, teacher candidate activities, service to the community)? What kinds of activities constitute opportunities for candidates to engage diverse backgrounds or consider/address diversity issues? 12. What technological resources/updates/ have been provided to ensure that the unit meets the needs of candidates, and personnel, mission of the unit and university? 13. What library resources have been provided to ensure that the unit meets the needs of candidates, and personnel, mission of the unit and university? How do the library and its staff help the unit (leadership, students, faculty) to achieve its mission? 14. How is the feedback from the community representatives being used to improve the unit/programs in the unit? 15. What state tests and assessments are taken by candidate teachers to demonstrate their preparation for teaching?
ADJUNCT FACULTY	1. What factors (internal and external) have the most impact on your teaching? [Prompt: conferences, conceptual framework, assessment system, etc.] 2. How is technology integrated into your courses? 3. How do assessments link to the unit's conceptual framework? 4. How do you identify candidates who are not meeting program requirements? What strategies do you use in working with these candidates? 5. How does the unit ensure that the use of part-time faculty contributes to the integrity, coherence, and quality of the unit and its programs? 6. What training & development have you received to ensure that you are able to teach at a level commensurate with full time faculty? 7. How do you ensure that your course content is in alignment with the other courses within the unit and the overall unit's mission? 8. How do you ensure that you are meeting the standards and expectations of the College of Education? 9. How do you ensure that diversity is understood and practiced in your teachings and in preparing students for student teaching?

COORDINATOR OF STUDENT TEACHING, COORDINATOR OF FIELD EXPERIENCES, & ADVANCED COORDINATORS OF INTERNSHIPS	1. What training is provided for cooperating teachers to prepare them for their role? How are internship supervisors selected and evaluated? 2. How is the unit fostering collaborative efforts within the professional community? What have been the opportunities for collaborative effort? [Prompts: development of conceptual frameworks, development of assessment system and instruments, development of field experiences and candidate teacher internships] 3. How has the faculty benefited from professional development activities provided by the unit? 4. What do your evaluations tell you about the availability and use of resources for the preparation of teachers, especially in reference to technology? What other types of information have you learned from your evaluations? 5. What processes are in place to ensure that candidate teachers are on task? 6. How is the data used to improve candidate performance as they progress through the program? 7. What are the best indicators you currently have that demonstrate candidate growth and development in content and pedagogical knowledge? How do you know when candidates are ready to be recommended for licensure? 8. What support is provided to interns as they prepare for and during their internship? 9. How do you ensure alignment of the student's degree program with an internship? 10. How is the data collected during the field experiences used to improve student performance and the overall quality of the unit's program?
UNDERGRADUATE & GRADUATE FACULTY	1. What kinds of teachers do you strive to produce? What are their characteristics? How does instruction and assessment to that end reflect the conceptual framework as well as current research and developments in the field? 2. What aspects of your unit were developed as a result of collaborative work with faculty members from other programs and departments on campus? With clinical faculty based in P–12 schools? [Prompt: development of conceptual framework(s), assessment system, and clinical experiences] 3. How do you know that your candidates are able to work effectively with students from diverse backgrounds?

4. What factors (internal and external and technological) have the most impact on your teaching? [Prompt: conferences, conceptual framework, assessment system, etc.]
5. How do you identify candidates who are not meeting program requirements? What strategies do you use in working with these candidates?
6. How does the unit know school faculty members are licensed in the areas they teach or are supervising? How experienced are school faculty?
7. How do faculty systematically engage in self-assessment of their teaching?
8. What do candidates think of the quality of teaching by faculty in the unit?
9. How is aggregate/disaggregate data from student teaching assessments, program assessments and ePortfolio being used to inform program improvements where needed?
10. How are fairness, accuracy, consistency and non-biased assessments ensured across the unit?
11. Explain the different strategies, resources and tools used across the curriculum to prepare teacher candidates for teaching?
12. What strategies do you use in teaching methods to ensure that you are assessing the initial and advanced student's ability to affect student learning?
13. What data do you use in teaching methods to ensure that you are assessing the initial and advanced student's ability to affect student learning and mastery of subject matter?
14. How is the data (aggregate/disaggregate) used to improve or to evidence the initial and advanced candidate's ability to affect P-12 learning?
15. How is diversity promoted within the curriculum and across the unit and how is compliance ensured with NCATE diversity standards (Prompts: student activities, student teaching etc.)
16. What kinds of activities and implementations constitute opportunities for candidates to engage in diverse backgrounds or consider and address diversity issues?
17. What activities are conducted by faculty in P12 settings to improve teaching of current teachers, teacher candidates, candidate learning and the preparation of future P-12 educators?
18. How do ensure that your professional development is integrated into teaching, scholarship and service of you and your colleagues?

	19. What technological resources/updates/library have been provided to ensure that the unit meets the mission of the unit and university and the needs of candidates, and personnel? 20. How are improvements in student development measured in the ePortfolio and what tools and resources are used to aid the process of measuring candidate teacher development? 21. What course assessments are linked to the ePortfolio handbook/ePortfolio? 22. How are any improvements in student development measured in the ePortfolio and what tools and resources are used to aid the process of measuring their development?
CHAIRS & DEANS (FOR SECONDARY AND P-12 PROGRAMS)	1. How is the conceptual framework reflected in the unit's curriculum, field experiences and clinical practice, instruction, and candidate assessments? 2. To what extent do candidates and the wider professional community (e.g., Arts & Sciences faculty, school personnel, etc.) understand the unit's conceptual framework? 3. For continuing visits, what changes have been made to the conceptual framework since the previous visit? 4. What do follow-up surveys of graduates and employers indicate about graduates' preparation in the content area? 5. What do the data in the program review documents reveal about the candidates' pedagogical content knowledge? 6. What patterns, if any, emerged after reading the National Recognition Reports or state reviews? What evidence on-site confirmed or refuted these patterns? 7. What dispositions are candidates expected to demonstrate by the completion of programs? 8. What key assessments are used? 9. What data indicate that candidates know and demonstrate the dispositions listed? 10. To what extent do workloads allow faculty to be engaged effectively in teaching, scholarship, and service (including time for such responsibilities as advisement, developing assessments, and online courses)? 11. How is faculty evaluation data used to develop new skills, and performance in relation

	to assessment performance? 12. How is diversity integrated into instruction by faculty and promoted within the unit? 13. What technological resources/updates have been provided to ensure that the unit meets the mission of the unit, the university's mission and the needs of the students? 14. Who are the support personnel in the unit? What support services do they provide? Does the unit have an adequate number of support personnel? 15. What efforts does the unit make to recruit and retain diverse faculty? 16. Explain how integration of technology use in instruction is encouraged from a professional development perspective? 17. What is the criteria for evaluating scholarship for faculty? 18. How do faculty evidence integration of information from professional development into teaching, scholarship and service? 19. What support and mechanisms are in place for faculty (full time and adjunct) who do not meet performance expectations? 20. What professional development activities are provided to local school partners? 21. How and in what ways does the unit measure candidate teacher performance and competence to ensure readiness for impacting P-12 student learning? 22. How are the faculty supported with personnel and building and campus facilities? How is the work of department supported with personnel, building and campus facilities?
ASSESSMENT COMMITTEE	1. How was the unit assessment system developed? Who participated in the development of the system? 2. In what ways does the assessment system reflect the candidate proficiencies outlined in the unit's conceptual framework, state standards, and professional standards? 3. What are the key assessments/measures used to monitor candidate performance? At what points are they administered in the programs? 4. To what extent are the assessment measures used to determine admission, continuation in, and completion of programs? What other entry and exit criteria exists within the unit? What happens when candidates do not meet expectations? 5. What process has the unit adopted to ensure that its assessment procedures are fair,

	accurate, consistent, and free of bias?
	6. To what extent has the unit determined that the key assessments are predictors of candidate success?
	7. What assessments and evaluations are used to manage and improve the operations and programs of the unit?
	8. How does the unit maintain records of formal candidate complaints and their resolutions?
UNDERGRADUATE COUNCILS	1. How are faculty evaluated? How regular, systematic, and comprehensive are the faculty evaluations for adjunct/part-time, tenured and non-tenured faculty, as well as for graduate teaching assistants?
	2. How well do faculty perform on the unit's evaluations?
	3. How are evaluations used to improve teaching, scholarship, and service?
	4. In what ways do unit faculty members collaborate with colleagues in P-12 schools, Arts & Sciences, other units at the institution, and the broader professional community on a regular and consistent basis?
	5. How has the collaboration led to improved teaching and candidate learning?
	6. How does the unit maintain records of formal candidate complaints and their resolutions?
	7. How does faculty teaching encourage the development of reflection, critical thinking, problem solving, and professional dispositions?
GRADUATE COUNCILS	1. What kind of professional development activities are provided at the K-12 schools, locally, national and internationally?
	2. How does the internship component align with the degree program requirements, COE's mission and the educational institutional and national standards?
	3. How is data from different elements of the program (internship, assessments, eportfolio, evaluations, surveys, interviews) used to inform or improve candidate performance/unit performance?
	4. How is diversity information and practice promoted within the curriculum?
	5. How integration of technology use in instruction is encouraged from a professional

	development perspective and how is this used to ensure that the unit meets the needs of student, mission of the unit and the mission of the university?
LIBRARY RESOURCES	6. What library and curricular resources exist at the institution? 7. How sufficient and current are these resources? 8. How accessible are resources to candidates, including candidates in off-campus and distance learning programs, through electronic means? 9. How adequate are unit facilities—classrooms, faculty offices, library/media center, and school facilities—to support teaching and learning? [Note: Describe facilities on the main campus as well as the facilities at off-campus sites, if they exist.] 10. How does the library support students, staff, faculty and department in achieving curricular and program/departmental goals?
DR. CAL EASTERLING	1. How does the unit maintain control of/support the management of eportfolio for the candidates. 2. What level of technical support is provided for technical issues? 3. How does the COE data drive improvements in the functionality and use of eportfolio? 4. How does the data about faculty drive diversity within recruitment of faculty?
VP OF FINANCE	1. What is the budget available to support programs preparing candidates to meet standards? How does the unit's budget compare to the budgets of other units on campus or similar units at other institutions? 2. To what extent does the unit provide financial support for professional development opportunities for faculty? 3. What changes to the budget have affected the quality of the programs offered? 4. How is the budget determined for COE faculty professional development each year? 5. Can you explain any trends in funding for professional development in COE for undergraduate and graduate faculty?
PROVOST & PRESIDENT	1. What responsibility does the unit have for planning, delivering, and operating all programs at the institution for the preparation of educators? 2. Through what mechanism(s) are unit programs managed or coordinated? 3. What members of the professional community participate in program design,

	implementation, and evaluation? In what ways do they participate? 4. How does the unit ensure that candidates have access to student services such as advising and counseling? 5. To what extent are the unit's recruiting and admissions policies described clearly and consistently in publications and catalogues? 6. To what extent are academic calendars, catalogues, publications, grading policies, and advertising accurate and current? 7. What measures are taken for underperforming faculty? 8. What types of service and scholarly work are expected as part of the institution and unit's mission? 9. How is the COE evaluated alongside other schools/departments in ensuring alignment of departmental mission with university's mission and how does the university highlight/profile the successes of the COE? 10. To what extent do COE faculty and staff participate in university wide committees and governance issues? 11. How is faculty involved to ensure that their work is in line with the university's overarching mission? (Unit committees, university committees)
PARTNERS **JUNIOR ACHIEVEMENT** **READING PARTNERS** **LITTLE LIGHTHOUSE** **ORU EDUCATIONAL LEADERSHIP FELLOWSHIP**	1. What role do the partners play in the teacher candidates' program of becoming transformed educators? 2. What activities are available in which candidate teachers can participate in your establishment? 3. What are your expectations of ORU COE's candidate teachers and faculty and staff?
STAFF AND GRADUATE ASSISTANTS	1. What services do you provide to students, faculty, dean and the partners? 2. Which aspects of your role are participatory in providing information/processes/services that have been directly used to prepare for this NCATE/State BOE? 3. What resources, campus facilities are available to enable you do your job effectively?

The following was pulled from the 2006 NCATE file:
Interviews Conducted by the BOE Team

The BOE team typically spends most of the first day of the onsite visit conducting interviews with individuals and groups. Interviews help team members (1) verify information in the institutional report, exhibits, and IR addendum and (2) clarify areas of concern related to the standards. Many of the questions are specific to the unit and revolve around the knowledge that the BOE has gained during the offsite review, in the IR addendum, and also while onsite. Other questions help the BOE team understand the perceptions of key stakeholders regarding the extent to which the unit is meeting professional, state, and institutional standards.

The interview schedule is developed jointly by the team chair(s), state consultant, and institutional representatives. The template for the visit suggests timeframes for interviews, but these may need to be modified to ensure that key persons can be interviewed. If someone is not available for an interview, the BOE chair should make arrangements to meet with an acceptable substitute.

In addition to prearranged meetings with groups and individuals, the BOE team may need to schedule additional interviews as follow-up to third-party testimony received, to gather more data on areas of concern, to resolve
conflicting information, or simply to ensure that adequate input is received from all parties. The template for the BOE visit also includes open interview sessions with faculty and candidates. During the previsit, the team chair should remind institutional representatives to disseminate broadly the time and location of the open interviews and the fact that the sessions are open only to respective members of each group. The names of faculty and candidates who attend these sessions must be included in the "Persons Interviewed" section of the onsite BOE report.

Individual Interviews

During the onsite visit, BOE team members interview a number of individuals who can describe the ways in which the unit meets standards. The questions asked should clarify and expand on information read in the institutional report, exhibits, and the IR addendum documents. The questions should be related to the standards. Key individuals who should be interviewed include:

- The chief executive officer (i.e., president or chancellor),
- The chief academic officer at the institution (i.e., provost or vice president),
- The head of the professional education unit (e.g., dean, director, or chair),
- The director of clinical/laboratory/internship experiences,
- An affirmative action officer or equivalent,
- The person in charge of admission to the unit,
- Counselors and advisors to education candidates,
- The director of field experiences,
- Selected faculty and administrators in education and other units at the institution,
- Deans of other units involved in preparing candidates,
- The NCATE coordinator at the institution,
- Selected internship supervisors, and
- Selected principals of P-12 schools where candidates complete field experiences.

If the unit does not have persons working in one or more of the roles listed above, then the BOE chair should schedule interviews with persons in the unit whose responsibilities most closely match those of the listed positions. Not all persons listed above may need to be interviewed at every onsite visit, but the BOE chair and the unit should work together to determine who are the most critical interviewees.

Team members are expected to interview school personnel who are involved with the unit as employers of graduates, student teacher or internship supervisors, members of a professional development school (PDS) team, participants in joint research sites, recipients of in-service by the unit, advisory board members, and graduates. These interviews often are conducted in participating P-12 schools. Some of these interviews occur when team members visit P-12 schools in which interns are assigned and/or collaborative efforts exist with the unit. Teachers, principals, and other professional school personnel may also come to campus to meet with the team. The team chair may arrange to conduct telephone or interactive video interviews with administrators, cooperating teachers, and interns/candidates in schools that are located so far from campus that travel to the site is not reasonable.

Group Interviews

In addition to individual interviews, the team conducts group interviews with candidates, university faculty, internship supervisors, university and school administrators, and other members of the professional education community. Arrangements for these interviews should be made during the pre-visit. Types of questions that the BOE may ask during the group interviews are outlined below.

A. Group Interview with Initial Teacher Preparation Candidates:

1. What kinds of teachers do your professors strive to produce?
2. What links do you see between your courses? Between courses and field experiences?
3. What types of knowledge and skills have you learned to help you teach students from diverse backgrounds?
4. What technological skills have you learned that will help you have a positive effect on student learning? In what ways do your professors integrate technology into their courses?
5. What information and techniques are you learning that will help you in today's classrooms?
6. What are the different phases in your program? How do you move from one phase to the next?
7. What assessments do you complete as you move through your program? How are the assessments used in your program?

B. Group Interview with Faculty:

18. What kinds of teachers do you strive to produce? What are their characteristics?
19. What aspects of your unit were developed as a result of collaborative work with faculty members from other programs and departments on campus? With clinical faculty based in P–12 schools? [Prompt: development of conceptual framework(s), assessment system, and clinical experiences]
20. How do you know that your candidates are able to work effectively with students from diverse backgrounds?

21. What factors (internal and external) have the most impact on your teaching? [Prompt: conferences, conceptual framework, assessment system, etc.] How is technology integrated into your courses?
22. How do the assessments link to the unit's conceptual framework?
23. How do you identify candidates who are not meeting program requirements? What strategies do you use in working with these candidates?

C. Group Interview with School-Based Faculty

11. To what extent are candidates adequately prepared by this program to be effective teachers? What are the strengths and challenges?
12. As mentor teachers, what types of assessment do you use to determine candidate learning? To what extent did you collaborate with university faculty to design and implement these assessments?
13. What criteria do you use to evaluate candidate abilities to work with diverse students?
14. What type of teachers do you strive to produce? What characteristics describe these teachers?
15. To what extent do you help to plan and evaluate the field experiences component of the program? Can you provide an example of when the unit was responsive to suggestions for improvement?

D. Group Interview with Members of a Teacher Education Advisory Committee:

1. How do you know when candidates are ready to be recommended for licensure?
2. How is the unit fostering collaborative efforts within the professional community? What have been the opportunities for collaborative effort? [Prompts: development of conceptual frameworks, development of assessment system and instruments, development of field experiences and clinical internships]
3. How has the faculty benefited from professional development activities provided by the unit? What training is provided for clinical faculty?
4. What do your evaluations tell you about the availability and use of resources for the preparation of teachers, especially in reference to technology? What other types of information have you learned from your evaluations?
5. What are the best indicators you currently have that demonstrate candidate growth and development in content and pedagogical knowledge?
6. How are internship supervisors selected and evaluated?

E. Group Interview with P–12 Administrators:

1. What role do you play in the planning of field-based experiences of candidates? In selecting mentor teachers or other internship supervisors?
2. What are the learning expectations for candidates completing field experiences in your schools?
3. How are candidate proficiencies assessed during the field experiences? during clinical practice?
4. What are the strengths of most candidates from XYZ University? In what areas would the candidates benefit from more instruction? In what ways is the unit responsive to suggestions for improvement?
5. Who participates in evaluations of the clinical practices? What have been the major findings?

F. Group Interview with Initial Teacher Education Program Graduates:

1. In what areas of teaching were you best prepared by your teacher education program? [Prompts: Developing units and writing lesson plans, content knowledge, assessment, collaborating with peers, classroom management, etc.]
2. In what areas of teaching would you like to have had more instruction? [Prompts: Developing units and writing lesson plans, assessment, collaborating with peers, classroom management, etc.]
3. In what ways did you benefit from the field experiences?
4. In what ways did your teacher education program prepare you to work effectively with students from diverse backgrounds?
5. What aspects, if any, of the faculty's teaching do you attempt to copy in your own teaching?

G. Group Interview with Advanced Teacher Preparation Program Candidates:

1. In what ways are you or will you be a better teacher as a result of your master's program?
2. How has your program helped you to be more effective with diverse learners?
3. How are you using technology in your classroom? In what ways do your professors integrate technology into their courses?
4. What are the different phases in your program? How do you move from one phase to the next? What type of field-based projects does your program require?
5. How are the assessments used in your program?

H. Group Interview with Graduates from Non-Teaching Programs:

1. In what ways has your program prepared you to handle your job effectively?
2. In which aspects of your job, if any, would you have liked to have had more instruction?
3. In what ways did your program prepare you to work effectively with students, parents, and communities from diverse backgrounds?
4. How, if in any ways, were you influenced by the faculty, particularly their teaching and assessment techniques?

The institution is responsible for inviting participants to the group interviews, but team members may want to arrange follow-up interviews with some of the individual participants in the group interviews to collect additional information. Teams should never limit their interviews to the persons scheduled for individual or group interviews. They should also talk to candidates in the halls, P–12 school settings, and student lounges. When they are visiting P–12 schools, they will have the opportunity to talk with practitioners who have not been included in other interviews. These interviews will confirm findings and sometimes raise important questions for further investigation. Teams usually interview the following groups:

- Candidates in initial teacher preparation programs,
- Teachers in master's programs,
- Candidates preparing for other school personnel roles,
- Candidates who are leaders in student professional education associations,
- Education faculty,
- Internship supervisors,
- Principals and personnel directors from area schools,
- Members of policy and advisory committees, and

- Members of unit committees (e.g., assessment committee).

The number of persons in a group interview should not exceed eight to ten in order to allow everyone the opportunity to participate. Group interviews usually are scheduled for 45 to 60 minutes. The participants should be of similar status within the institution (i.e., candidates in initial teacher education programs, candidates in graduate programs preparing for new roles in schools, faculty members, department and/or program heads, P–12 administrators, and graduates) to reduce power struggles among participants.