

**TROY STATE UNIVERSITY
COLLEGE OF EDUCATION**

**Admission to the Professional Education Program (PEP)
Alternative-A Non-Traditional Masters Programs**

Admission to the Professional Education Program (PEP): Admission to graduate school does not qualify a student for admission to the Professional Education Program. Students must make a written application to the Professional Education Program. Requirements for admission are as follows:

- a. Admission to an Alternative-A Non-Traditional masters program in education.
- b. A grade point average of 3.0 on all attempted graduate coursework in the program.
- c. A grade of “B” or better in the required research methodology course.
- d. An initial score on the Alabama Prospective Teacher Test. (Music students must also receive a passing score on the Basic Music Skills Test.)
- e. Successful completion of the required speech and interview.
- f. Completion of a minimum of 25 clock hours of classroom observation/participation at an advisor-approved site.
- g. Mandatory attendance at a group advisement session. Group advisement sessions are held each semester.

For additional information, consult your teacher education advisor. If further assistance is needed, contact the Department Chair. Admission to the Professional Education Program must be completed a minimum of two full semesters (by the last day to add a class) prior to student internship. For summer session, this date will be the last day to add a class summer session I.

**Speech and Interview
(K-6 Elementary and K-6 Collaborative Majors)
Procedure for Speech Sessions**

Students must sign up for the speech and interview in the Department of Curriculum & Teaching (124 McCartha). The dates for the Speech and Interview sessions are posted on the College of Education web page each semester. The sign-up sheets are usually posted about 2-3 weeks prior to the dates of the sessions. Each student will take to the session a copy of the Speech/Interview Evaluation Form (available on the Department of Teacher Education web site, which can be accessed through the College of Education web site.). The top of the form should be completed.

It may be completed on line and printed. At the beginning of the session, each student will:

- draw a speech topic
- Be given one 5" x 8" note card for preparing notes for the speech
- Have 10 minutes to prepare an outline for the speech (The outline—not the entire speech—will be written on the note card.)

After 10 minutes, the note cards and Speech/Interview Evaluation Forms will be collected by the faculty members evaluating speeches. Each student will be called in order of the number of the topic he or she drew. Each student will speak from 3 to 5 minutes. At the end of 5 minutes, one of the evaluators will ask the speaker to end the speech. (A 3-minute signal will be given during the speech.) After all students have spoken, the students will exit the classroom and wait outside to be called in to receive the results of the evaluation.

Guidelines for Preparation and Delivery of the Speech

Length of preparation time—10 minutes

Acceptable notes—one 5" x 8" note card

Organization of speech: introduction, body, and conclusion

Length of speech—3 to 5 minutes

SPEAKER MUST TELL THE SPEECH FROM A PREPARED OUTLINE—READING THE SPEECH IS NOT ACCEPTABLE!

Other evaluative criteria are listed in the PEP packet information on the Department of Teacher Education web page. (See the Speech/Interview Evaluation Form.)

Note: The form gives the length of the speech as 4 to 5 minutes. The 3 to 5 minutes time limit will be used for fall semester 2002.

General Speech Topics

Speech titles will be designed around the following general topics:

- Pleasant/unpleasant experiences from elementary school
- Effective/ineffective teachers
- Exemplary teachers
- Innovative teachers (teaching)
- Technology in the classroom
- Roles of a teacher
- Reasons for becoming a teacher
- Home/school connections
- Parents' role as related to education
- Diversity in the classroom
- The ideal classroom
- The impacts on the classroom of problems in today's society
- Religious issues related to education

Speech and Interview (Secondary and P-12 Majors)

As part of the requirements for admission to the Professional Education Program at Troy State University, students must successfully complete a speech and interview before a panel consisting of three faculty members and one public school educator/administrator. The speech topics from which students may choose are listed below. Each student will prepare a four to five minute speech. Note cards may be used as a guide during the speech; however, the speech may not be read. Immediately after the speech, the panel will ask some follow up questions related to the speech topic and the student's interest in teacher education.

Dates and times for the speech and interview are posted each semester. Students will need to contact the Department of Curriculum and Teaching and/or your advisors to sign up for a time to complete your speech and interview.

Speech topics from which you may choose:

- Characteristics of a “Master Teacher”
- Special skills a modern teacher needs to possess
- Importance of the parent-teacher partnership
- Importance of involving parents in the educational planning for children with special needs
- How schools can be used to bring about change in the outside world
- How schools can provide multicultural education
- How pressure groups influence American education
- Role of a teacher
- Why collaboration is essential between regular and special education teachers

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Professional Education Program
Speech/Interview Evaluation Form

Student's Name _____ **Date** _____

Social Security No. _____ **Major** _____

Indicate your evaluation of the traits below by circling one of the numbers at the right of each statement according to the following system:

1-Poor 2-Below Average 3-Average 4-Above Average 5-Superior

- | | | | | | | |
|----|---|---|---|---|---|---|
| 1. | Used logical development of main ideas | 1 | 2 | 3 | 4 | 5 |
| 2. | Expressed hi/her ideas clearly and fluently | 1 | 2 | 3 | 4 | 5 |
| 3. | Used skillful transitions to connect ideas | 1 | 2 | 3 | 4 | 5 |
| 4. | Used correct grammar and pronunciation | 1 | 2 | 3 | 4 | 5 |
| 5. | Presented professional appearance | 1 | 2 | 3 | 4 | 5 |

- | | | | | | | |
|-----|---|---|---|---|---|---|
| 6. | Used voice effectively (rate, volume, intonations) | 1 | 2 | 3 | 4 | 5 |
| 7. | Spoke with confidence and poise | 1 | 2 | 3 | 4 | 5 |
| 8. | Used body effectively (gestures, facial expressions, movement, posture) | 1 | 2 | 3 | 4 | 5 |
| 9. | Displayed interest and enthusiasm | 1 | 2 | 3 | 4 | 5 |
| 10. | Conformed to time limit | 1 | 2 | 3 | 4 | 5 |

_____ Speech/Interview successfully completed (student scored 3 or above on items 1-5 and an average of 3 or above on items 6-10).

_____ Speech/Interview unsuccessfully completed. Remedial work in the following areas is recommended: _____

Evaluator's Signature

Printed Name of Evaluator