

| STUDENT            | VIDEO LINK  | CU FACULTY | P12 FACULTY    |
|--------------------|---|------------|----------------|
| Bannister, Daniel  | <a href="https://drive.google.com/file/d/0B_be12DkE7BZMzIUWUU1STE0SFE/view?usp=sharing">https://drive.google.com/file/d/0B_be12DkE7BZMzIUWUU1STE0SFE/view?usp=sharing</a>               | Cheatham   | Hannah Jones   |
| Leake, Kristina    | <a href="https://drive.google.com/file/d/0B1cNoRMGwKWIMV9KzJNHT3FHYKE/view?usp=sharing">https://drive.google.com/file/d/0B1cNoRMGwKWIMV9KzJNHT3FHYKE/view?usp=sharing</a>               | Flanagan   | Lauryn Tedrow  |
| Phelps, Katie      | <a href="https://drive.google.com/file/d/0B3dA-ASRtUvaZzZPbmlKeGwwQjA/view?usp=sharing">https://drive.google.com/file/d/0B3dA-ASRtUvaZzZPbmlKeGwwQjA/view?usp=sharing</a>               |            |                |
| Coy, Andrew        | <a href="https://drive.google.com/file/d/0B43cuWRGEaB0VfV0Y0hLSU1IZnc/view?ts=59189e1a">https://drive.google.com/file/d/0B43cuWRGEaB0VfV0Y0hLSU1IZnc/view?ts=59189e1a</a>               | Blevins    | Danita Johnson |
| Ison, Jordan       | <a href="https://drive.google.com/file/d/0B5ovfVUx9cMWUZGeFY1aEdOSms/view?usp=sharing">https://drive.google.com/file/d/0B5ovfVUx9cMWUZGeFY1aEdOSms/view?usp=sharing</a>                 | Magruder   | Rhonda Yates   |
| Ware, Taylor       | <a href="https://drive.google.com/file/d/0BwnsTZphz2BS2pYZlZXX1BfU0k/view?usp=sharing">https://drive.google.com/file/d/0BwnsTZphz2BS2pYZlZXX1BfU0k/view?usp=sharing</a>                 | Garrison   | Cyndi Chadwick |
| Patterson, Lucas   | <a href="https://drive.google.com/file/d/0BxorkW9OwB3yWUROOV90TXVMTzQ/view?usp=sharing">https://drive.google.com/file/d/0BxorkW9OwB3yWUROOV90TXVMTzQ/view?usp=sharing</a>               |            |                |
| Chewning, John     | <a href="https://drive.google.com/file/d/1VlSfHAYLo7q1UUXR2NdnNOirK0JUCtHG/view?usp=sharing">https://drive.google.com/file/d/1VlSfHAYLo7q1UUXR2NdnNOirK0JUCtHG/view?usp=sharing</a>     |            |                |
| Swafford, Emily    | <a href="https://www.youtube.com/watch?v=19sOZMqH0JI">https://www.youtube.com/watch?v=19sOZMqH0JI</a>   | Garrison   | Cyndi Chadwick |
| Konsavage, Noah    | <a href="https://www.youtube.com/watch?v=b7kqpbEDB4s&amp;feature=youtu.be">https://www.youtube.com/watch?v=b7kqpbEDB4s&amp;feature=youtu.be</a>   | Magruder   | Rhonda Yates   |
| Weeks, Kathryn     | <a href="https://www.youtube.com/watch?v=Mzv7TESYJ6U&amp;feature=em-share_video_user">https://www.youtube.com/watch?v=Mzv7TESYJ6U&amp;feature=em-share_video_user</a>                   | Wheat      | Tonya Rogers   |
| Burchett, Kaylee   | <a href="https://youtu.be/f9I7b0z8-es">https://youtu.be/f9I7b0z8-es</a>   | Cheatham   | Hannah Jones   |
| Evans, Allie       | <a href="https://youtu.be/GmCBRKSSkPY">https://youtu.be/GmCBRKSSkPY</a>   | Blevins    | Danita Johnson |
| McWilliams, Rachel | <a href="https://youtu.be/Om1w94kWXwl">https://youtu.be/Om1w94kWXwl</a>   | Flanagan   | Lauryn Tedrow  |
| Rolstad, Sara Jo   | <a href="https://youtu.be/ydWdivM-M8E">https://youtu.be/ydWdivM-M8E</a>   |            |                |
| Stevens, Sabrina   | <a href="https://youtu.be/zYDchWZuAa4">https://youtu.be/zYDchWZuAa4</a>   |            |                |
| Abell, Alex        |   |            |                |
| Bailey, Heather    |   |            |                |
| Edelen, Taylor     |   |            |                |
| England, Alex      |   |            |                |
| Farlow, Destiny    |   |            |                |
| Frye, Brittany     |   |            |                |
| Hall, Hayley       | <a href="https://www.youtube.com/watch?v=bpil5yuYyZw&amp;t=2s">https://www.youtube.com/watch?v=bpil5yuYyZw&amp;t=2s</a>   |            |                |
| Hunt, Sheyann      | <a href="https://drive.google.com/drive/folders/10S_RZTFKzHUhFlu4ZkaXGyKRMNoMK4ZX?usp=sharing">https://drive.google.com/drive/folders/10S_RZTFKzHUhFlu4ZkaXGyKRMNoMK4ZX?usp=sharing</a> |            |                |
| Jones, Caly        |   |            |                |
| Kiger, David       |   |            |                |
| Lee, Marissa       | <a href="https://drive.google.com/file/d/0B1AYE6Fclol0QndtMkk2VkgT3c/view?usp=sharing">https://drive.google.com/file/d/0B1AYE6Fclol0QndtMkk2VkgT3c/view?usp=sharing</a>                 |            |                |
| McQuery, Hunter    |   |            |                |
| Montgomery, Olivia |   |            |                |
| Parmley, Randal    |   |            |                |
| Peters, Jacob      |   |            |                |
| Prozanski, Lindsey |   |            |                |
| Ramos, Maria       |   |            |                |
| Roach, Hannah      |   |            |                |
| Rodgers, Kayla     |   |            |                |
| Stevens, Mallory   |   |            |                |
| Warner, Molly      |   |            |                |
| Zhou, Jieting      |   |            |                |

CAP 2 Video/Interview Project

Project Components: Candidates for admission to the Educator Preparation Program will submit a 8-10 minute video for evaluation by candidate, faculty and P12 partners. The video will consist of approximately two minutes of candidates discussing who they are, why they chose teaching as a career, and any experiences they have already had working with children. The remainder of the video will be clips of the candidate working with children.

Evaluation: The rubric provided was developed with 21<sup>st</sup> Century Skills as the foundation. The evaluator will review all ratings before making a decision on the level of performance observed in the video. The final score is a holistic analysis of each skill.

Evaluator: Jammy Wilson Candidate: Hunter McGeaney

Holistic Score (Check a box):  I  D  A  E

| 21 <sup>st</sup> Century Skills         | Ineffective   | Developing   | Accomplished  | Exemplary  |
|---|---|--|---|--|
| Information, media, & Technology Skills | Video quality poor, limited or no editing, no reference to research                       | Video quality sufficient with minor distractions from content, research implied          | Video quality is good and has smooth transitions, some reference to research ✓  | Video quality is enhanced by editing and research is obvious   |
| Life and Career Skills                  | No obvious connection to life or career goals, decisions clearly unclear or not supported | Discussion implies supports for career choices, matter-of-fact, not obviously passionate | Clearly stated rationales for career choice, desire for career obvious, notes value of working with students ✓                | Clearly connects comments to career objectives and desire to impact student learning with specific learning, passionate              |
| Creativity                              | Lack of any originality in thought or action  | Models others with little evidence of personal contributions                             | Models the teaching practice of others with some obvious personal contributions ✓   | Innovative use of opportunities beyond mimicking others  |
| Collaboration                           | Unaware of peer or mentor influences  | Mentions working with others, but little specific connection to influences               | Aware of contributions of others, mentions work with peers and mentors, acknowledges possible influence; co-teach mentioned ✓ | Considerate of contributions of others, acknowledges influence of work with mentors and peers; co-teaching mentioned and/or observed |
| Critical Thinking                       | Relies on impulsive decisions, does not consider options                                  | Thoughts are random, lack originality, some awareness of decisions and potential results | Obvious thoughtful considerations, some rationales not clearly supported, considers alternatives ✓                            | Well thought out rationales, perceptive reactions to others, reflective feedback   |
| Communication                           | Poor grammar, voice level distracting, fails to listen for purpose                        | Voice not distracting, some minor grammar deficiencies, awareness of others peripherally | Voice is appropriate, acceptable grammar, listening to students ✓   | Good voice, correct grammar, listening to students, genuine interest   |

Comments: Hard to understand at times because he is talking to the board.  
What are the students doing? Could show a little more excitement