

Mock Interview Rubric

Student:					
	4	3	2	1	0
Appearance	The student is obviously clean, well-groomed, and dressed in professional clothing.	The student is fairly clean, well-groomed, and dressed in mostly professional clothing.	The student is only somewhat clean and well-groomed, and/or they are dressed in mostly unprofessional clothing. The student can identify what went wrong.	The student is only somewhat clean and well-groomed, and/or they are dressed in mostly unprofessional clothing. The student cannot identify what went wrong.	The student did not participate in trying to appear professional for the interview.
Introduction	The student shook the interviewer's hand, greeted them verbally, and introduced themselves.	The student did not either: shake the interviewer's hand, greet them verbally, or introduce themselves.	The student only shook the interviewer's hand, greeted them verbally, or introduced themselves.	The student did not shake the interviewer's hand, greet them verbally, or introduce themselves until prompted.	The student did not introduce themselves or refused to participate.
Spoken Language	The student spoke clearly, confidently, at an appropriate volume, and with correct grammar.	The student missed one of the following: speaking clearly, confidently, at an appropriate volume, or with correct grammar.	The student missed two of the following: speaking clearly, confidently, at an appropriate volume, or with correct grammar.	The student missed three of the following: speaking clearly, confidently, at an appropriate volume, or with correct grammar.	The student missed all criteria or refused to participate.

Rubric For Interviewing Teachers

Lee McCallum, Christine Coombe



Rubric For Interviewing Teachers:

An English Teacher's Guide to Performance Tasks & Rubrics Amy Benjamin, 2000 First Published in 2000
Routledge is an imprint of Taylor Francis an informa company

Teaching Writing With Rubrics Laura A. Flynn, Ellen M. Flynn, 2004-03-29 What a gift I used your book from the first day Using your guidelines I am now developing my own units and rubrics Rebecca Kennerly Student Resident Teacher Program University of New Mexico Take the guesswork out of writing instruction and assessment The step by step instructions scheduling guidelines lesson plans rubric assessments and reproducible forms in this guide are the result of years of research planning and fine tuning in the classroom Inspiring student creativity while addressing standards and meeting the needs of every student has never been so easy Special features include Step by step instructions on how to set up a classroom writing program Eleven comprehensive classroom tested lesson plans Methods for adapting rubrics for high school students gifted students English Language Learners and students with learning disabilities Strategies for evaluating every step of the writing process from pre writing to final draft How to incorporate Six Trait Writing Discover the excellent writing your students can produce when provided with a rubric and challenged to do their best Once you have used the strategies and materials in this guide you may wonder how you ever got along without them

The Teacher Quality Index James H. Stronge, Jennifer L. Hindman, 2006 We know that teachers make a profound difference in the lives of students and are the single most important school related influence on student achievement When it comes to teacher selection district and building level administrators are challenged to predict what kind of teacher a candidate will be based on information collected through an application and one or two interviews In this book James H Stronge and Jennifer L Hindman explain how to take the guesswork out of hiring decisions Their Teacher Quality Index TQI is a structured research based interview protocol built on the quality indicators explored in Stronge s best selling Qualities of Effective Teachers Here educators with hiring responsibilities will find interview questions that reveal what they most need to know about teacher candidates and question specific descriptive rubrics that support consistent evaluation of candidates responses The Teacher Quality Index is the easiest most reliable way to see that new hires possess both the personal qualities essential to effective teachers and the requisite proficiencies in classroom management instructional planning and delivery and the monitoring of student progress and potential An accompanying CD ROM provides forms and scoring rubrics for both screening interviews and building based interviews The question sets are presented in multiple configurations variations for experienced and novice teachers as well as interviewer s choice formats which allow for additional customization Protocol guidelines succinct discussions of underlying research and response rating exercises ensure readers will come away with the rationale know how and tools to implement this teacher selection process and ultimately increase the overall effectiveness of their teaching staff

Effective Teacher Interviews Jennifer L. Hindman, 2014-10-07 Teacher quality is the school related factor that most affects student learning so selecting the best

candidate for open teaching positions has enormous implications In *Effective Teacher Interviews* Jennifer L Hindman provides practical advice on how to conduct hiring interviews that reliably predict a teacher s success including guidance on applying research to the interview process developing meaningful legal interview questions assembling and training an interview team matching candidates skills to your schools needs and using the best interview strategies With these tips on refocusing the interview process you ll be better prepared to select and hire the teachers who will make a positive difference for your students and your school

10 Steps for Hiring Effective Teachers Mary C. Clement,2015-01-08 The quick read step by step guide to hiring outstanding teachers Whether you are new to teacher hiring or ready for a fresh approach this invaluable guide helps you select the best possible candidates Mary Clement a nationally awarded expert on teacher hiring presents proven strategies for identifying high performing teachers Readers will learn Ten best practices that address every stage of hiring from recruitment through interviewing to final negotiations Key techniques and sample questions for Behavior Based Interviewing the interviewing approach that predicts on the job performance Guidance on legally sensitive interview questions How to involve teacher peers in interviewing and mentoring new hires

[Teaching Science in the Block](#) Alvin Pettus,Myron Blosser,2014-01-09 This book provides detailed instructional strategies sample lesson plans and sample assessments to help science teachers make the best us of the additional time available in a block schedule

[Handbook of Technological Pedagogical Content Knowledge \(TPACK\) for Educators](#) Mary C. Herring,Matthew J. Koehler,Punya Mishra,2016-01-29 The 2nd edition of the Handbook of Technological Pedagogical Content Knowledge TPACK for Educators addresses the concept and implementation of technological pedagogical content knowledge the knowledge and skills that teachers need in order to integrate technology meaningfully into instruction in specific content areas Driven by the growing influence of TPACK on research and practice in both K 12 and higher education the 2nd edition updates current thinking about theory research and practice Offering a series of chapters by scholars in different content areas who apply the technological pedagogical content knowledge framework to their individual content areas the volume is structured around three themes Current thoughts on TPACK Theory Research on Technological Pedagogical Content Knowledge in Specific Subject Areas Integrating Technological Pedagogical Content Knowledge into Teacher Education and Professional Development The Handbook of Technological Pedagogical Content Knowledge TPACK for Educators is simultaneously a mandate and a manifesto on the engagement of technology in classrooms

The Work of Mathematics Teacher Educators Kathleen Lynch-Davis,Robin L. Rider,2015-10-01 Originally published in 2004 A major focus of teacher education is the development of preservice teachers However it should not be the only focus of those who work in teacher education Educating inservice teachers in equally important and the conversation among those involved in mathematics teacher education needs to include discussion of this group as well This conversation also highlights a need for professional development for teacher educators and research on the development of teacher educators This monograph discusses issues

in educating all of these groups of individuals in an effort to continue the conversation among those involved in mathematics teacher education

Assessing Teachers for Professional Certification Lawrence Ingvarson, John Hattie, 2008-02-04
The National Board for Professional Teaching Standards NBPTS in the USA is the most ambitious and successful attempt by any country to establish a certification system for recognizing and rewarding teachers who reach high professional standards

This book focuses on The National Board for Professional Teaching Standards NBPTS

The New Elementary Teacher's Handbook Kathleen Jonson, Nancy Cappelloni, Mary Niesyn, 2013-11-05
Elementary school provides foundational development and education for students and there is much that a new teacher must consider when taking on the responsibility of shaping young minds

In *The New Elementary Teacher's Handbook* veteran educators give first year teachers a multitude of classroom tested strategies for those critical first days of school New teachers need just as much guidance as students in order for everyone to come away with a valuable learning experience This authoritative handbook gives teachers practical and thorough instruction on Organizing the classroom and preparing engaging and effective lesson plans Teaching using technology and the Internet Dealing with difficult parents and conducting conferences Motivating students and increasing positive interactions Balancing personal and professional matters With resources samples templates homework contracts strategies checklists and proven solutions to everyday challenges this book shows teachers how to turn their plans into effective strategies in the classroom Rest assured that you are not alone and you will succeed

Research Based Undergraduate Science Teaching Dennis W. Sunal, Cynthia S Sunal, Emmett L. Wright, Cheryl L. Mason, Dean Zollman, 2014-07-01
Research in Science Education RISE Volume 6 Research Based Undergraduate Science Teaching examines research theory and practice concerning issues of teaching science with undergraduates This RISE volume addresses higher education faculty and all who teach entry level science The focus is on helping undergraduates develop a basic science literacy leading to scientific expertise RISE Volume 6 focuses on research based reforms leading to best practices in teaching undergraduates in science and engineering The goal of this volume is to provide a research foundation for the professional development of faculty teaching undergraduate science Such science instruction should have short and longterm impacts on student outcomes The goal was carried out through a series of events over several years The website at <http://nseus.org> documents materials from these events The international call for manuscripts for this volume requested the inclusion of major priorities and critical research areas methodological concerns and results of implementation of faculty professional development programs and reform in teaching in undergraduate science classrooms In developing research manuscripts to be reviewed for RISE Volume 6 researchers were asked to consider the status and effectiveness of current and experimental practices for reforming undergraduate science courses involving all undergraduates including groups of students who are not always well represented in STEM education To influence practice it is important to understand how researchbased practice is made and how it is implemented The volume should be considered as a first step in thinking

through what reform in undergraduate science teaching might look like and how we help faculty to implement such reform

The Assessment of L2 Written English across the MENA Region Lee McCallum,Christine Coombe,2020-12-19 This edited book brings together contributions from different educational contexts across the Middle East and North Africa MENA in order to explore how L2 English writing is assessed Across seven MENA countries the book covers aspects of practice including task design and curriculum alignment test re development rubric design the subjective decision making that underpins assessing students writing and feedback provision learner performance and how research methods help shed light on initiatives to improve student writing In such coverage chapter authors provide concrete evidence of how assessment practice is governed by their unique context yet also influenced by international standards trends and resources This book will be of interest to second language teachers assessors and programme developers as well as test designers and evaluators

Re-examining Pedagogical Content Knowledge in Science Education Amanda Berry,Patricia Friedrichsen,John Loughran,2015-03-24 Pedagogical Content Knowledge PCK has been adapted adopted and taken up in a diversity of ways in science education since the concept was introduced in the mid 1980s Now that it is so well embedded within the language of teaching and learning research and knowledge about the construct needs to be more useable and applicable to the work of science teachers especially so in these times when standards and other measures are being used to define their knowledge skills and abilities Re examining Pedagogical Content Knowledge in Science Education is organized around three themes Re examining PCK Issues ideas and development Research developments and trajectories Emerging themes in PCK research Featuring the most up to date work from leading PCK scholars in science education across the globe this volume maps where PCK has been where it is going and how it now informs and enhances knowledge of science teachers professional knowledge It illustrates how the PCK research agenda has developed and can make a difference to teachers practice and students learning of science *Teaching and Assessment in Global Aviation English* Eric Friginal,Malila Prado,Jennifer

Roberts,2025-01-23 Combining the expertise of renowned academics and aviation experts this edited collection draws together the latest research into language in the aviation industry with a focus on teaching and assessment Exploring the different practices and challenges within the current teaching and assessment of aviation English the volume provides highly valuable research based recommendations for building successful curricula that advance training and learning It investigates the challenges and future direction of the International Civil Aviation Organization Language Proficiency Requirements the training of aviation language teachers the benefits of a programmatic approach phraseology training and computer assisted language learning the use of radiotelephony role play the use of corpus linguistics and the assessment of pilots listening comprehension Advocating for best practice this book is a significant contribution to continued development and improvement within the teaching and assessment of aviation English worldwide *Teaching and Learning High School*

Mathematics Charlene E. Beckmann,Denisse R. Thompson,Rheta N. Rubenstein,2009-11-02 Too many high school students

faced with mathematics in courses at the level of algebra and beyond find themselves struggling with abstract concepts and unwilling to pursue further study of mathematics. When students curtail their course taking in mathematics they may be impacting their college and career options. Thus high school mathematics teachers have the responsibility to help students recognize the value and importance of mathematics while also designing instruction that makes mathematics accessible to all students. Ball and Bass 2000 as well as other mathematics educators have recognized that mathematics teachers not only need to know mathematics content and mathematics pedagogy i.e. teaching strategies but they also need to know how these ideas are integrated. This mathematical knowledge for teaching is the knowledge that teachers of mathematics need and it differs from the knowledge that research or applied mathematicians must know. This text is designed to provide teachers with insights into this mathematical knowledge for teaching. Teaching and Learning High School Mathematics is likely different from many other texts that you have used. It integrates both content and pedagogy to help you develop and build your own understanding of teaching. The text is designed to help you develop deep conceptual understanding of fundamental mathematics. Ma 1999 so that you are able to approach mathematics from multiple perspectives with many tools. Such flexibility in teaching is essential if teachers are to help all students become mathematically proficient. Throughout this book you are encouraged to work in cooperative teams. This strategy is designed to help you develop a mathematics learning community and build a professional network that will be a valuable resource during your professional career. Hopefully you will experience the benefits of engaging in rich mathematical discussions with peers and consider how to encourage such learning environments in your own classrooms. Lesson planning is another element pervasive throughout this text. To help teachers plan for effective student centered lessons the Question Response Support QRS Guide is introduced in Lesson 1.1 and used throughout the remainder of the lessons. The QRS Guide is a tool on which teachers may record tasks or questions. Q for students expected and observed student responses, R and teacher support, S in the form of additional just enough questions to support students in their progress on the task. In each unit teachers expand their repertoire of teaching and learning elements and strategies and incorporate these elements as they plan additional lesson segments. In Unit 4 lesson planning is formally introduced as teachers put together elements from previous units into complete cohesive lesson plans.

Enhancing Teaching and Learning through Assessment Steve Frankland, 2007-10-16 Assessment is the daily life of a teacher. Designing plans, setting questions, giving feedback, and grading are all activities that teachers undertake on a regular basis. This book provides a practical guide on the effective use of assessment. It includes the use of assessment tools and pedagogical design that help students deepen their learning. Major issues on assessment and some excellent examples are presented as a useful resource to university teachers in enhancing teaching and students learning. Change(d) Agents Betty Achinstein, Rodney T. Ogawa, 2015-04-24 This book examines both the promises and complexities of racially and culturally diversifying today's teaching profession. Drawing from a 5 year study of the lives of 21 new teachers of color.

working in urban hard to staff schools this book documents the tensions these teachers experience between serving as role models and fulfilling district and state mandates When Critical Multiculturalism Meets Mathematics Patricia L. Marshall, Jessica T. DeCuir-Gunby, Allison W. McCulloch, 2015-12-14 When Critical Multiculturalism Meets Mathematics details the development and outcomes of a teacher professional development project that merged multiculturalism and mathematics In six compact chapters the authors describe the impetus for their multi year project and present rich case studies of nine teacher participants The cases stand alone as compelling reading yet Marshall et al extend beyond their distinctiveness to explain the statistical data related to the project s broader impact Emphasizing both qualitative and quantitative findings makes this book ideal for novice researchers interested in mixed method study Likewise the authors unveil the anatomy and a few complexities of conducting research in the real world contexts of schools including participant recruitment and resolution of unanticipated matters that can arise within research teams A unique twist in the final chapter is Marshall et al s critique of their own missteps as researchers which are used skillfully and unobtrusively to proffer tips for future studies They conclude by theorizing affirmed intersectionality identified as the critical element that facilitated teachers recognition and acceptance of the compatibility between the study s two components *Becoming a Better Teacher* Giselle O. Martin-Kniep, 2000 Provides K 12 educators with information on some of the most effective teaching and learning tools available today Each of these innovations has a long history of use and has been studied and evaluated in a variety of settings Innovations were chosen because they foster a student centered classroom **Developing Learning Communities Through Teacher Expertise** Giselle O. Martin-Kniep, 2003-10-14 Learn practical methods for developing a collaborative environment where teachers and administrators work together to enhance teachers practices increase student learning and produce valuable school processes

Delve into the emotional tapestry woven by Emotional Journey with in **Rubric For Interviewing Teachers** . This ebook, available for download in a PDF format (*), is more than just words on a page; it's a journey of connection and profound emotion. Immerse yourself in narratives that tug at your heartstrings. Download now to experience the pulse of each page and let your emotions run wild.

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