

# Teacher Interview Rubric

| Indicator                                                                                                                                                                                  | 1<br>(Below Avg)                                                                                                                                                   | 2<br>(Satisfactory)                                                                                                                                                 | 3<br>(Good)                                                                                                                                                                                       | 4<br>(Very Good)                                                                                                                                                                        | 5<br>(Excellent)                                                                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Verbal Communication Skills</b><br>5 marks                                                                                                                                              | Difficult to understand. Unclear explanations; poor vocabulary; monotone or inappropriate voice tone; lacks variation in pitch or volume, causing listener fatigue | Sometimes unclear; limited vocabulary; often needs to repeat; occasionally flat or inappropriate tone; some variation in pitch or volume, but generally disengaging | Mostly clear; acceptable vocabulary; occasional need for repetition; acceptable tone with some variation in pitch and volume, though it may not always be engaging or perfectly suited to content | Clear, concise explanations; good vocabulary; rare need for repetition; engaging tone with good variation in pitch and volume; generally suited to the content, making it more engaging | Exceptionally clear and articulate; excellent vocabulary; no need for repetition; dynamic, expressive voice tone with excellent variation in pitch and volume, perfectly suited to content and very engaging |
| <b>Non-verbal Communication Skills</b><br>5 marks                                                                                                                                          | Poor body language; no eye contact; awkward or distracting gestures                                                                                                | Inconsistent eye contact; limited or awkward gestures                                                                                                               | Generally good body language; makes adequate eye contact                                                                                                                                          | Strong eye contact; appropriate, confident gestures; engages audience                                                                                                                   | Excellent body language; dynamic gestures; fully engages audience                                                                                                                                            |
| <b>Professional Attire</b><br>5 marks                                                                                                                                                      | Wears casual, inappropriate clothing (e.g., jeans, t-shirts, sportswear); lacks grooming or hygiene attention                                                      | Attire is not suitable for a formal interview but not completely inappropriate (e.g., casual shoes, slightly mismatched clothing)                                   | Appearance is neat but lacks full professionalism (e.g., simple attire with minor details that could be improved, like non-formal shoes)                                                          | Mostly professional attire with minor inconsistencies (e.g., appropriate shoes and accessories, but lacking attention to small details)                                                 | Perfectly groomed and appropriately dressed for a formal, professional setting; polished from head to toe                                                                                                    |
| The following indicators will be assessed through scenario-based questions allowing the interviewers to evaluate the teacher's performance and responses based on these specific criteria. |                                                                                                                                                                    |                                                                                                                                                                     |                                                                                                                                                                                                   |                                                                                                                                                                                         |                                                                                                                                                                                                              |
| <b>Use of Whiteboard/ Blackboard</b><br>5 marks                                                                                                                                            | Teacher demonstrates a lack of understanding or skill in using teaching aids effectively.                                                                          | Teacher struggles with consistency in using teaching aids and often fails to enhance clarity.                                                                       | Teacher demonstrates basic competency in using teaching aids, showing some clarity and organization.                                                                                              | Teacher demonstrates highly creative and effective use of teaching aids, providing excellent clarity and organization.                                                                  | Teacher demonstrates highly creative and effective use of teaching aids, providing excellent clarity and organization.                                                                                       |

# Rubric For Teacher Interview

**Mary C. Herring, Matthew J.  
Koehler, Punya Mishra**



## **Rubric For Teacher Interview:**

*English Teacher's Guide to Performance Tasks and Rubrics* Amy Benjamin, 2013-11-20 This book provides step by step procedures student hand outs and samples of student work      *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      **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 school's 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      **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

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

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

The BEST Experience Implementation Guide: Teacher Induction and Mentoring ,

*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

**Toward a 21st-Century School Library Media Program** Esther Rosenfeld,David V. Loertscher,2007-10-15 This collection of enlightening and stimulating articles written by some of the most important figures in school librarianship demonstrates how teacher librarians classroom teachers and administrators can work together to create a 21st century school library media program With topics that

emphasize student success leadership partnerships curriculum design collaborative planning and teaching literacy 21st century skills emerging technologies and so much more this compendium brings together the best of the best discussions The practicing teacher librarian as well as the student seeking to expand his or her knowledge of the field will find this compilation especially beneficial in providing an overview of the most critical issues related to the role the teacher librarian plays in their school The articles previously published in the peer reviewed Teacher Librarian The Journal for School Library Professionals with several included from the magazine VOYA Voice of Youth Advocates reveal how school libraries and teacher librarians are moving forward to meet the challenges of this new century     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

## Unveiling the Magic of Words: A Report on "**Rubric For Teacher Interview**"

In a world defined by information and interconnectivity, the enchanting power of words has acquired unparalleled significance. Their ability to kindle emotions, provoke contemplation, and ignite transformative change is really awe-inspiring. Enter the realm of "**Rubric For Teacher Interview**," a mesmerizing literary masterpiece penned by a distinguished author, guiding readers on a profound journey to unravel the secrets and potential hidden within every word. In this critique, we shall delve into the book's central themes, examine its distinctive writing style, and assess its profound affect on the souls of its readers.

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## Rubric For Teacher Interview Introduction

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