

# Professional Interview Scoring Rubric

Name: \_\_\_\_\_

	Excellent (4pts.)	Proficient (3 pts.)	Devel. Prof. (2 pts.)	Unacceptable (1 pt.)
<b>Listening</b> <i>Did the student answer the question that was presented?</i>	Answer reflected an explicit understanding of the question;	Answer reflected a general understanding of the question; May have missed a detail;	Answer reflected a partial understanding of the question;	Answer did not reflect an understanding of the question <u>or</u> answered an unasked question;
<b>Speaking</b> <i>Did the student speak in an articulate manner and integrate professional language?</i>	Spoke clearly and articulately; Was confident in knowledge; Integrated professional language throughout the response; No "um's, uh's, er's" etc."	Spoke articulately most of the time; Used general words at times instead of details; Integrated a good amount of professional language throughout response; Some "um's, uh's, er's";	Spoke in a somewhat nervous manner; Lacked confidence in knowledge; Sketchy use of professional language; Many "um's, uh's, er's, etc.";	Nervous; Incomplete thoughts; Not articulate; No use of professional language; Response riddled with "um's, uh's, er's, etc.";
<b>Integrating</b> <i>Did the student integrate knowledge, content and experiences?</i>	Fully integrated knowledge, content and experiences in an organized, accurate and detailed manner; Engaged listener with unique answers;	Integrated knowledge, content or experiences in a generally organized and accurate manner; Invited response from the listener;	Integrated some knowledge, content or experiences; Response was somewhat rambling or missing details; Listener needed to clarify responses;	Failed to integrate knowledge, content or experiences; Inaccurate and/or incomplete responses; Listener was confused;
<b>Expressing</b> <i>Did the student express opinions in a tactful and mature manner?</i>	Recognized that opinions might be at odds with listener's; Identified that it was own opinion; Expressed opinions in a highly tactful and mature manner;	Did not recognize that opinions might be at odds with listener's; Identified that response was own opinion; Expressed opinions in a generally tactful manner;	Did not recognize that opinions might be at odds with listener's; Did not identify that response was own opinion; Expressed opinions in an open, but unprofessional manner;	Did not recognize that opinions might be at odds with listener's; Did not identify that response was own opinion; Expressed opinions in a biased, or inappropriate manner;
<b>Body Language</b> <i>Did the student's body language convey interest and facilitate the responses?</i>	Body language conveyed eagerness to respond; Sat in upright and alert manner; Seemed natural and at ease;	Body language conveyed interest in responding; Sat in an upright manner; Seemed fairly natural most of the time;	Body language was difficult to interpret (Too nervous and/or too casual); Sat upright at times, but slouched at others; Extraneous movements detracted from response;	Body language conveyed disinterest and/or extreme nervousness; Slouched or moved nervously throughout the interview;
<b>Gestures</b> <i>Did the student's gestures seem natural and facilitate the responses?</i>	Gestures fully facilitated and enhanced the responses; Hand and facial movements were natural, timed effectively and emphasized key points;	Gestures were appropriate and added to effectiveness of the response; Hand and facial movements were generally natural and timed to emphasize key points;	Gestures were somewhat limited, unnatural and/or stiff; Hand and/or facial movements were timed inappropriately or were distracting;	Gestures were not evident or were exceptionally distracting to the listener;
<b>Eye Contact</b> <i>Did the student's eye contact seem natural and facilitate the responses?</i>	Sustained, appropriate and natural eye contact; Conveyed interest in the topic and the listener; Showed confidence in interacting with the listener;	Appropriate, fairly consistent and natural eye contact; Generally conveyed interest in the topic and listener; Showed generally good levels of confidence in interacting with listener;	Intermittent or inconsistent eye contact; Conveyed non-interest in the topic and/or listener; Did not seem confident of interactions with the listener;	Limited or no eye contact; Seemed disengaged with topic and/or listener;
<b>Professional Dress</b> <i>Did the student dress in a professional manner?</i>	Dressed in a highly professional manner (suit, sport coat, tie, dress); Neat and well-groomed;	Dressed in a professional manner (skirt/blouse, dress pants/blouse, shirt and tie); Generally neat and well-groomed;	Dressed in a casual, but not necessarily professional manner (Revealing blouse, open collar/no tie); Fairly neat;	Dress was inappropriate and/or unkempt;

Revised 10/2017

Total: \_\_\_\_\_ Excellent (28-32 pts.) Proficient (21-27 pts.) Developing Proficiency (15-20 pts.) Unacceptable (0-14 pts.)

White = Student's Copy

Yellow = Education Department's copy

Pink = Certification File Copy

# Sample Teacher Interview Questions Scoring Rubric

**BM King**



## **Sample Teacher Interview Questions Scoring Rubric:**

**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 **Exploring classroom assessment practices and teacher decision-making** Dennis Alonzo, Chris Davison, Chris Ann Harrison, 2023-05-25

**Engaging Teachers, Students, and Families in K-6 Writing Instruction** Danielle L. DeFauw, 2020-06-03 This text draws on interviews assignments field notes and observations from a flipped writing methodology course conducted with preservice elementary teachers in the US In doing so the text powerfully illustrates the benefits of using flipped methodologies in K 6 instruction to engage students teachers and families in authentic writing practices Engaging Teachers Students and Families in K 6 Writing Instruction demonstrates the use of flipped writing methodologies to engage preservice teachers in literacy instruction increase their confidence as writers and bolster their understanding and application of pedagogical content knowledge In turn this underpins teachers ability to teach writing as an authentic purpose driven audience focused process In particular chapters explore effective teaching strategies including writing clinics writing contests and family literacy sessions which encourage writing development within a community of students teachers families and authors This text will be an engaging and informative guide for educational researchers teacher educators and preservice and inservice teachers looking to develop effective flipped writing pedagogies to support educators students and families **Assessing Teacher Dispositions** Judy R. Wilkerson, William Steve Lang, 2007-05-16 There is a vitally important link between teacher preparation and the performance of those teachers and their students Assessing Teacher Competency and Assessing Teacher Dispositions provide a strong underpinning to improve teacher competencies in both the cognitive and affective domains in ways that we can hope will endure post licensure From the Foreword by Richard C Kunkel Well researched and standards based with activities worksheets definitions and rubrics Addresses a topic that has been a mystery to assessment gurus Marilyn K Troupe Director Division of Educator Preparation Kentucky Education Professional Standards

Board At last a step by step guide for assessing teacher dispositions that addresses national accreditation standards While school leaders have long sought a definitive tool for assessing teacher affect and dispositions a practical method for measurement has proven elusive until now Assessing Teacher Dispositions presents a conceptual framework that helps educators understand what appropriate dispositions are why it is important to measure them and how to implement an assessment process in their schools and districts This indispensable companion to Assessing Teacher Competency introduces the authors research based five step DAATS model combining user friendly definitions and guiding questions with an examination of assessment design planning instrument development decision making and data management Linked to national standards for best practice set by NCATE INTASC and NBPTS the DAATS approach offers A step by step implementation sequence with worksheets and training activities Examples from preservice and inservice settings A comprehensive assessment system when used with the CAATS model for assessing teacher competency knowledge and skills This groundbreaking text offers a field tested valid and reliable process for dispositions assessment that is ideal for schools of education teacher induction programs and preservice and inservice training

*When Teaching Writing Gets Tough*  
Annamary Consalvo, Ann D. David, 2024 Writing instruction is a particular challenge because there is no singular linear solution to teaching students to write well This book approaches writing as a wicked problem that takes place in complicated contexts Through both scholarly research and teacher reflection it examines ELA classrooms and the experiences of writing teachers to identify approaches that have proven effective with adolescents The book uses wickedity to frame the problems of teaching writing and offers context specific solutions enacted by teachers While it addresses the realities of standardized ways of teaching and assessing writing the book also highlights the deep professional knowledge and practical strategies teachers bring to writing instruction in middle and high school classrooms Chapters grapple with tensions between testing and authenticity assessing writing in nuanced ways and finding enjoyment in the work of teaching writing amid and alongside persistent complexities Specific topics include students writing process revision students as decision makers multimodal writing assessment and writer s notebooks data driven instruction the high school to college transition and teacher professional development Book Features Includes examples of how teachers approach specific challenges associated with teaching writing to adolescents analyzing how and why their solutions proved effective Focuses on students engaged in writing in classrooms teachers implementing writing strategies and professional learning Offers a range of relevant voices on the topic of writing instruction with authors that include classroom teachers and scholars

**The Teacher Quality Index**  
James H. Stronge, Jennifer L. Hindman, 2006-02-15 Provides a systematic structure and steps for conducting teacher interviews at district and school levels

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

**Assessing Teacher Performance** Sharon Castle,Beverly D. Shaklee,2006 What does performance based assessment in teacher education mean How can colleges and schools of education bring together faculty across programs and within programs to develop and implement a performance based assessment program for their candidates This volume is designed to share elements of effective performance based assessments examine the issues related to credibility of the evidence from performance based assessments and provide practical examples of works in progress from initial licensure through advanced degree programs in teacher education

**Maximizing Motivation for Literacy Learning** Barbara A. Marinak,Linda B. Gambrell,Susan A. Mazzoni,2012-10-04 Simply put this book is designed to maximize motivation so that students develop the reading habit With this goal in mind the authors present motivating classroom activities that promote intrinsic literacy motivation Many of the activities described in the chapters in the book provide opportunities for the integration of the language arts and include many suggestions for engaging students in listening speaking reading and writing

*A Field Guide for Activating the Learner* Mario C. Barbiere,2018-09-26 How will a teacher plan his her instructional delivery and deliver their plan How will he she know if the assessments they used were effective and what will they do with that information What is Consolidation for Closure What role is reflection in lesson planning These questions and many more were addressed and answered in the field guide so the readers would have a theoretical construct for each strategy is provided Having a theoretical framework for instruction is useful but how theory intersects with practice is important The theory must be applicable in the classroom This field guide provides practical application of the skills presented via activities and worksheets that are provided within each chapter The activities and worksheets can be used for professional development sessions Professional Learning communities PLC and grade level meetings Included are rubrics for classroom environment differentiated instruction Objective and Demonstration of Student Learning DSL rubric Objective and Demonstration of Student Learning DSL checklist student engagement student interviews use of data can be used for self improvement peer coaching or for self improvement

**Strategies for Teaching Mathematics** Deborah V. Mink,Linda H.,Janis K. Drab Fackler,2009-07-15 Enhance mathematics instruction and build students understanding of mathematical concepts with this exceptional resource notebook Choose from a wide range of easy to implement strategies that enhance mathematical content

*Innovations in Teaching and Learning: International Approaches in Developing Teacher Education and Curriculum for The Future* Marco Ferreira,Lawrence Meda,Markus

Talvio,2024-04-16 During the last few years teachers across cultures have faced a lot of unprecedented demands in developing their methods in instruction Population mobility unstable labour market and globalisation change society around us rapidly In addition education per se is constantly changing and redefining and modifying learning and teaching environments are an ongoing process For example modern educational psychology including positive psychology movements emphasizing collaborative knowledge creation calls teachers to facilitate their students learning and wellbeing and to create a positive learning environment instead of using traditional frontal teaching and other teacher centered methods Digital revolution has challenged teachers to adapt new educational settings and to update their pedagogical approaches into more use of digital solutions Indeed the COVID 19 pandemic propelled the teachers to offer new optimal learning experiences

**The Responsive Writing Teacher, Grades K-5** Melanie Meehan,Kelsey Sorum,Corwin,2021-02-18 This book is an instructive call to action for all of us who need to be reminded of what hope enacted as classroom practice can look like Cornelius Minor Every classroom is shaped by the skills languages social and cultural identities perspectives and passions of the children within it When you approach writing instruction with a deep understanding of children in your classroom everything else assessment planning differentiated instruction mentor and shared texts begins to fall into place And you can teach writing with inclusion equity and agency at the forefront Authors Melanie Meehan and Kelsey Sorum show you how to adapt curriculum to meet the needs of the whole child Each chapter offers intentional steps for responsive instruction across four domains academic linguistic cultural and social emotional Features include Inspiration classroom examples and scaffolded tips for creating individualized resources Customizable information gathering and planning tools classroom charts and writing samples Space for making notes and working through ideas Links to online content including printable templates Just as you adapt instruction to your students this book adapts to you The authors designed every guide tool and resource to be usable in its original form or customized as you see fit This indispensable resource will make responsive instruction

actionable and your students feel valued and heard as they recognize the possibility and power they have as writers **The Hitchhiker's Guide to Writing Research** Xinghua Liu,Michael Hebert,Rui A. Alves,2023-09-30 This book brings together the work of established scholars from around the world to celebrate and honor the many ways in which Steve Graham has contributed to the advancement of teaching and researching writing Focusing on writing development and writing instruction in different contexts of education original contributions in this book critically engage with theoretical and empirical issues raised in Steve Graham s influential body of work and significantly extend our understandings of the importance of writing in developing learners literacy and the roles of writing in teaching and learning processes This book is organized around themes central to Steve Graham s work including theories and models of writing effective instructional methods in teaching writing surveys on teaching and learning writing and systematic review studies on writing Apart from regular chapters the book also features personal and scholarly reflections revealing the powerful ways in which Steve

Graham's work has influenced our thinking in the field of writing research and continues to open up new avenues for future research endeavors

**Disability and World Language Learning** Sally Scott, Wade Edwards, 2018-12-21 The release of a report by the Modern Language Association Foreign Languages and Higher Education New Structures for a Changed World focused renewed attention on college foreign language instruction at the introductory level. Frequently the report finds these beginning courses are taught by part-time and untenured instructors, many of whom remain on the fringes of the department with little access to ongoing support, pedagogical training, or faculty development. When students with sensory, cognitive, or physical disabilities are introduced to this environment, the results can be frustrating for both the student who may benefit from specific instructional strategies or accommodations and the instructor who may be ill-equipped to provide inclusive instruction. Soon after the MLA report was published, the American Council on the Teaching of Foreign Languages issued *Diversity and Inclusion in Language Programs*, a position statement highlighting the value of inclusive classrooms that support diverse perspectives and learning needs. That statement specifies that all students, regardless of background, should have ample access to language instruction. Meanwhile, in the wake of these two publications, the number of college students with disabilities continues to increase, as has the number of world language courses taught by graduate teaching assistants and contingent faculty. *Disability and World Language Learning* begins at the intersection of these two growing concerns for the diverse learner and for the world language instructor. Devoted to practical classroom strategies based on Universal Design for Instruction, it serves as a timely and valuable resource for all college instructors, adjunct faculty, long-time instructors, and graduate assistants alike confronting a changing and diversifying world language classroom.

**Transforming the Culture of School Leadership** Joseph M. Giancola, Janice K. Hutchison, 2005-05-11 Effective leaders and organizations blossom in productive climates. Personal transformation, one person at a time, is the key to building a team of empowered educators.

*Teaching Secondary and Middle School Mathematics* Daniel J. Brahier, 2024-01-22 *Teaching Secondary and Middle School Mathematics* combines the latest developments in research, technology, and standards with a vibrant writing style to help teachers prepare for the excitement and challenges of teaching secondary and middle school mathematics. The book explores the mathematics teaching profession by examining the processes of planning, teaching, and assessing student progress through practical examples and recommendations. Beginning with an examination of what it means to teach and learn mathematics, the reader is led through the essential components of teaching, concluding with an examination of how teachers continue with professional development throughout their careers. Hundreds of citations are used to support the ideas presented in the text, and specific websites and other resources are presented for future study by the reader. Classroom scenarios are presented to engage the reader in thinking through specific challenges that are common in mathematics classrooms. The seventh edition has been updated and expanded with particular emphasis on the latest technology standards and other resources. The reader is introduced to the ways that students think and how to best meet

their needs through planning that involves attention to differentiation as well as how to manage a classroom for success. Features include Following on from the sixth edition assessment takes a central role in planning and teaching Unit 3 of 5 addresses the use of summative and formative assessments to inform classroom teaching practices. A new appendix is included that lists websites that can be used in a methods class to view other teachers interacting with students for discussion of effective teaching practices. The feature entitled Links and Resources has been updated in each of the 13 chapters. Five strongly recommended and practical resources are spotlighted at the end of each chapter as an easy reference to some of the most important materials on the topic. Approximately 150 new citations have either replaced or been added to the text to reflect the latest in research materials and resources that support the teaching of mathematics. Significant revisions have been made to Chapter 12 which now includes updated research and practices as well as a discussion on culturally responsive pedagogy. Likewise Chapter 8 now includes a description of best and high leverage teaching practices and a discussion in Chapter 11 on alternative high school mathematics electives for students has been added. Chapter 9 on the practical use of classroom technology has again been revised to reflect the latest tools available to classroom teachers including apps that can be run on handheld personal devices in light of changes in education resulting from the global pandemic. An updated Instructor's Manual features a test bank, sample classroom activities, PowerPoint slide content, chapter summaries and learning outcomes for each chapter and can be accessed by instructors online at [www.routledge.com/9781032472867](http://www.routledge.com/9781032472867).

*Breaking Down the Schoolhouse Doors* Stephen V. Newton, 2018-12-14 College students finishing their academic preparation programs face the difficult challenge of transitioning into the teaching profession. In a short period of time they can no longer function as a student themselves and must immediately transform into a professional educator. This can be a difficult challenge for a young person and they need guidance doing this successfully. The one opportunity college students have in gaining practical experience as a teacher is through the student teaching experience. Unfortunately many students squander this critical opportunity and finish their assignment without maximizing their own learning and without capitalizing on professional opportunities that they will need to be hired as a teacher. By building a professional brand name through a thoughtful preservice teaching experience, novice educators are better able to survive the application and interview process and secure a teaching position. Capitalizing on the difficult transition point between the college experience and the school environment is more important than ever. When this is done in a systematic and thoughtful manner, educators can be certain that they are as prepared as possible to enter the demanding profession of education.

*Standards-Based Learning for Students with Disabilities* Marsha Craft- Tripp, Allan Glatthorn, 2013-10-18 This book describes in detail how educators can apply curriculum standards, performance standards and opportunity standards to improve education of special learners. It provides practical examples which show you how to develop and implement standards-based IEPs, use curriculum standards and benchmarks to develop long term plans, develop performance tasks for students with disabilities and develop



curriculum units for students with disabilities This book shows you that students with disabilities can profit from and be involved with the types of standards currently used with other students     Academic Skills Problems Fifth Edition Workbook  
Edward S. Shapiro,Nathan H. Clemens,2023-07-06 Updated in conjunction with Academic Skills Problems Fifth Edition the companion workbook contains reproducible forms discussed in the text as well as additional useful materials for direct assessment intervention planning and data based decision making The Workbook is geared to service delivery in a multi tiered system of support MTSS It features step by step instructions for using each form along with exercises for practicing assessment processes and procedures The convenient large size format facilitates photocopying purchasers also get access to a webpage where they can download and print the reproducible tools New to This Edition Revised throughout by new coauthor Nathan H Clemens while retaining the core elements of Edward S Shapiro s approach More concise and accessible throughout Features a new streamlined version of the Behavior Observation of Students in Schools BOSS in addition to the original version See also the authoritative text on direct assessment and intervention Academic Skills Problems Fifth Edition

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