

## 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

**RJ Shavelson**



## **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

**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

**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 use of the additional time available in a block schedule

**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

**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 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

**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 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

*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

**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 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 **Teacher Selection and Interview Portfolios** Ronald K. Theel, 2002-04-27 The major research questions for this study were a What forms do teacher interview portfolios take b What meaning do school principals make of these portfolios c How if at all are teacher portfolios being used by principals in deciding whom to hire This was a case study

using qualitative research procedures The study was situated in the hiring policies and practices of Central City School District from 1995 to 1999 Semi structured interviews of 18 k 12 principals and 4 key informants were primary means of data gathering Document analyses supplemented interview data Interview portfolios typically consisted of lesson plans photographs of projects activities and teacher student interactions and supporting examples of classroom practice Statements of educational philosophy credentials letters of reference transcripts and other background information were also included Most principals viewed portfolios as a way for candidates to express their educational beliefs illustrate skills and methods and supplement the interview with examples from applicants experience Principals expressed a desire for more evidence of having used the portfolio development process as a means of reflection and introspection Overall interview portfolios were not key contributors to principals hiring decisions The reasons for this varied Some principals mentioned time constraints during interviews Others expressed skepticism that portfolios provided meaningful evidence of candidates teaching ability and people skills Propositions and implications for future research center on portfolio format and assessment criteria authenticity and self knowledge selection interview procedures teacher preparation teacher recruitment and hiring and information management in Central City School District Perhaps one of the most valuable benefits of the portfolio process lies in the development of a new norm for the profession placing discussion and debate about what constitutes good teaching into a public forum

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

*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

**Master the Art of Experiential Learning** Dr. P.K. Roy, 2025-08-26 MASTER THE ART OF

**EXPERIENTIAL LEARNING** Unlock the Power of Learning by Doing Master the Art of Experiential Learning is a transformative guide that empowers educators trainers and facilitators to harness the power of hands on learning Rooted in the pioneering work of John Dewey Kurt Lewin Jean Piaget and L S Vygotsky this book bridges timeless educational theories with modern day classroom applications Through real world examples and practical insights this handbook explores core elements of experiential learning its role in shaping 21st century skills and strategies to overcome implementation challenges Whether you re an educator seeking to engage students more effectively or a trainer looking to enhance learning outcomes this book provides the tools to turn theory into impactful practice     *Math Instruction for Students with Learning Difficulties* Susan Perry Gurganus,2021-11-29 This richly updated third edition of Math Instruction for Students with Learning Difficulties presents a research based approach to mathematics instruction designed to build confidence and competence in preservice and inservice PreK 12 teachers Referencing benchmarks of both the National Council of Teachers of Mathematics and Common Core State Standards for Mathematics this essential text addresses teacher and student attitudes towards mathematics as well as language issues specific mathematics disabilities prior experiences and cognitive and metacognitive factors Chapters on assessment and instruction precede strands that focus on critical concepts Replete with suggestions for class activities and field extensions the new edition features current research across topics and an innovative thread throughout chapters and strands multi tiered systems of support as they apply to mathematics instruction     **Proceedings of the 2nd International Conference on Languages and Arts across Cultures (ICLAAC 2022)** I. G. A. Lokita Purnamika Utami,Ni Putu Era Marsakawati,2022-12-14 This is an open access book The 2nd International Conference on Languages and Arts across Cultures ICLAAC aims to provide a venue for lecturers teachers researchers as well as language and art professionals to share their insights experiences and ideas This conference will also bridge the knowledge gap by presenting their works on languages and arts issues The event will provide limitless resources and opportunities to interact with prominent scholars in this field worldwide This will allow us to significantly expand our existing global network The conference theme will give us a better understanding of humans through languages and arts The development of cultural value occurring in today s global communities is certainly a stimulant for artist and language users in creating their artifacts Restoring cross cultural understanding is a bridge to understanding the complexities of language culture and the role of art in them Cross cultural understanding refers to people s attempts to understand one another particularly between people of different cultural backgrounds Significant cultural and artistic creations are incorporated into a language that promotes scholarly debate and scientific comprehension As an attempt to minimize the spread of covid 19 virus the conference presenters will be invited to present their papers online via zoom     *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      **Rethinking Letter Grades** Caren Cameron, Kathleen Gregory, 2014-10-21 Authors Caren Cameron and Kathleen Gregory offer a practical five step process for arriving at letter grades that moves away from collecting a string of marks and calculating a grade They offer an alternative assessment method by examining a wide variety of assessment tools rating scales scoring keys rubrics test scores observation records discussion notes symbols portfolio collections and more and match the student evidence with a description of achievement

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### **Rubric For Interviewing Teachers Introduction**

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