

Professional Interview Scoring Rubric

Name: _____

	Excellent (4pts.)	Proficient (3 pts.)	Devel. Prof. (2 pts.)	Unacceptable (1 pt.)
Listening <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;
Speaking <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.";
Integrating <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;
Expressing <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;
Body Language <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;
Gestures <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;
Eye Contact <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;
Professional Dress <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

Laura A. Flynn, Ellen M. Flynn



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

When Teaching Writing Gets Tough Annamary Consalvo, Ann D. David, 2024 Through scholarly research and teacher reflection this volume examines ELA classrooms and the experiences of writing teachers to identify approaches that have proven effective with adolescents *Speaking Across the Curriculum*, 2004 *Speaking Across the Curriculum* gives teachers ready made speaking and listening activities that can be infused into any curriculum Over 50 activities help teachers encourage debate and discussion and teach students speaking and listening skills Students will learn how to outline a speech build active listening skills develop a media presentation persuade an audience and speak spontaneously Activities also help students analyze and evaluate arguments and sources including web sites

Middle Grades Education Pat Williams-Boyd, 2003-11-12 An expert guide to the development of the middle school model as the best educational environment designed to address students developmental and social needs as well as educational needs *Middle Grades Education A Reference Handbook* explores the distinctive middle school approach to helping adolescents develop as human beings and citizens as well as students with coverage that ranges from the conceptual foundations of the middle school model to research based best practices to sample lesson plans and activities Edited by Pat Williams Boyd with contributions from experienced frontline educators the book showcases a number of places where the ideal middle school has become reality where individual talents are nurtured families are involved teachers serve as role models and advocates and crucial health and developmental needs are met Readers will experience classrooms where students dance their math sing their science and breathe the winds of history and where the joy of learning is bounded only by the educator s imagination

Working Towards a Proficiency Scale of Business English Writing: A Mixed-Methods Approach Li Wang, Jason Fan, 2021-09-29 This book presents an empirical study to develop and validate a proficiency scale of business English writing in the Chinese tertiary context Through a mixture of intuitive quantitative and qualitative methods the book demonstrates how a pool of descriptors are collectively formulated statistically calibrated and meticulously validated for the establishment of a proficiency scale of business English writing The writing scale differs in significant ways from the existing language scales most of which were constructed in English as L1 or L2 contexts and applied to English for General Purposes EGP domains This book also provides important insights into the construct of business English writing as well as the methods for English for Specific Purposes ESP proficiency scale development and validation It is of particular interest to those who work in the area of ESP teaching and assessment

Bridge to Reading Zone Teacher's Resource Guide, 2013-03-01 Perfect for small group instruction geared toward Response to Intervention BTR Zone Bridge to Reading

motivates reluctant and struggling readers with high interest nonfiction focused on science adventure biography history and sports With scaffolds such as on page definitions photographs illustrations captions subheads and informational graphics BTR Zone books provide practice with the text features so important to understanding informational text A teaching plan steeped in Common Core State Standards for Literacy provides instruction for vocabulary fluency comprehension and authentic writing truly providing a bridge for students to become more strategic readers

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

Unveiling the Energy of Verbal Beauty: An Emotional Sojourn through **Sample Teacher Interview Questions Scoring Rubric**

In a world inundated with displays and the cacophony of instant transmission, the profound energy and mental resonance of verbal artistry usually disappear in to obscurity, eclipsed by the regular onslaught of noise and distractions. Yet, located within the lyrical pages of **Sample Teacher Interview Questions Scoring Rubric**, a captivating work of literary splendor that pulses with natural emotions, lies an memorable journey waiting to be embarked upon. Composed with a virtuoso wordsmith, this interesting opus manuals visitors on a mental odyssey, gently exposing the latent potential and profound affect stuck within the complex web of language. Within the heart-wrenching expanse of this evocative analysis, we shall embark upon an introspective exploration of the book is key subjects, dissect its charming writing design, and immerse ourselves in the indelible impression it leaves upon the depths of readers souls.

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