

# 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.                                                                                       |

# **Sample Teacher Interview Rubric**

**William Coghill-Behrends, John  
Achrazoglou, Rebecca Anthony, Ann  
Feldmann**



### **Sample Teacher Interview 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 **Strategies for Teaching Mathematics** Deborah V. Mink, Janis Drab Fackler, Linda H., 2009-07-15 Enhance mathematics instruction and build students understanding of mathematical concepts with this practical research based resource Choose from a wide range of easy to implement strategies that enhance mathematics instruction including developing students mathematical vocabulary and problem solving abilities assessing students mathematics thinking and using manipulatives Highlights include tips on planning instruction and managing the mathematics classroom plus differentiation strategies for each lesson This resource is correlated to College and Career Readiness and other state standards **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 *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

**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

**ePortfolio Evaluation Rubrics for School Leadership** William Coghill-Behrends, John Achrazoglou, Rebecca Anthony, Ann Feldmann, 2010-05-28 School Leadership Rubrics and assessment tools based on the ISLLC Standards for School Leadership Assessment tools that can be used to model effective school leadership for 21st century schools

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

**Hands-On Problem Solving, Grade 3** Jennifer Lawson, Dianne Soltess, Denise MacRae, 2012-10-23 Math problem solving activities

**Hands-On Problem Solving, Grade 4** Jennifer Lawson, Dianne Soltess, Dayna Quinn-LaFleche, 2012-11-19 Math problem solving activities

*EFL Writing Teacher Education and Professional Development* Estela Ene, Betsy Gilliland, Sarah Henderson Lee, Tanita Saenkhum, Lisya Seloni, 2024-04-16 This book explores how EFL writing teacher education is theoretically pedagogically methodologically and sociopolitically shaped given teachers unique local contexts and circumstances It showcases practitioners and researchers teaching in or studying geographic areas that have as yet been under represented in international publications and it focuses on ways that specific contexts create unique opportunities and constraints on what developing teachers know and do in their work The chapters prioritize local voices and materials to build a more inclusive and comprehensive picture of L2 writing globally enabling the

book as a whole to both document and further shape pedagogical approaches to L2 writing Readers will be able to use the unique insights contained in this book in their own classrooms and professional development activities     The Teacher Quality Index James H. Stronge, Jennifer L. Hindman, 2006-02-15 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 Note This product listing is for the Adobe Acrobat PDF version of the book     *TESOL Guide for Critical Praxis in Teaching, Inquiry, and Advocacy* Crawford, Jenifer, Filback, Robert A., 2021-09-17 The field of TESOL encompasses English teachers who teach English as an additional language in English dominant countries and those teachers who teach English as a foreign language in countries where a language other than English is the official language This range of educators teaches English to children adolescents and adults in primary secondary post secondary popular education and language academies or tutoring centers The diversity of learners and contexts within the TESOL field presents a unique opportunity for educators to address varied educational and societal needs This opportunity calls for TESOL educators who can support the whole learner in a range of contexts for the greater social good There is an urgent need for readily reproducible and step by step research based practices and current standards in TESOL that bridge the gap between critical scholarship and equitable teaching practices This book would serve as a critical addition to current literature in TESOL TESOL Guide for Critical Praxis in Teaching Inquiry and Advocacy is an essential reference that provides practical and equitable step by step guides for TESOL educators through the current best practices and methods for effective and equity minded teaching critical inquiry and transformative advocacy This book is of particular value as it bridges theories to practices with a critical look at racial

and social justice in English language teaching which will lead to the integration of social justice focused practice across the new curriculum Covering topics such as integrated language instruction equity and inclusivity critical consciousness and online learning this text is essential for in service and pre service TESOL educators education students researchers administrators teacher educators and academicians

**IEPs for ELs** John J. Hoover, James R. Patton, 2017-03-22 Develop and monitor high quality IEPs for diverse learners High quality IEPs are fundamental for guiding the educational process of and developing goals for students who require special education services English learners ELs and other students with learning emotional or behavioral disabilities present unique challenges to educators responsible for referring assessing and placing them This book guides educators through the process for creating high quality IEPs for these K 12 learners Readers will find Practical guidance for developing and monitoring culturally and linguistically responsive IEPs Checklists guides and other reproducibles that support IEP development Case studies highlighting examples of appropriate IEPs

**Data Rules** Jim Knight, Michael Faggella-Luby, 2024-10-02 Data Rules provides much needed clarity on how instructional leaders can effectively leverage data It s no secret that using data can be a key driver of teacher growth and student achievement The only real question is how Coaching expert Jim Knight and professor Michael Faggella Luby distill decades of research into an accessible proven approach that explains Why data is important for transforming teaching A framework of 10 easy to apply rules for effective data use Best practices to communicate and discuss data How to analyze data for student engagement and achievement How to analyze data for instructional practice To help schools achieve sustained improvement this book also connects its data rules to the Impact Cycle Knight s field tested model for coaching teachers based on research from the Instructional Coaching Group ICG Equipped with the right tools any instructional leader or coach will be able to realize the full potential of data move the needle on classroom instruction and improve student outcomes This book is a copublication of ASCD and One Fine Bird Press

**The New Teacher's Complete Sourcebook** Paula Naegle, 2002-08 Middle school teachers will find everything you need to set up your classroom for maximum learning prepare dynamite lessons create an effective classroom management plan and so much more From getting ready for the first day to staying on target through June this must have book will be your companion for years to come

Teaching Secondary and Middle School Mathematics Daniel J. Brahier, 2020-04-01 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 sixth edition has been updated and expanded with particular emphasis on the latest technology resources and standards 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 The entire text has been reorganized so that assessment takes a more central role in planning and teaching Unit 3 of 5 now addresses the use of summative and formative assessments to inform classroom teaching practices A new feature Links and Resources has been added to each of the 13 chapters While the book includes a substantial listing of citations and resources after the 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 A Quick Reference Guide has been added to the front of the book to assist the reader in identifying the most useful chapter features by topic A significant revision to Chapter 13 now includes discussions of common teaching assessments used for field experiences and licensure as well as a discussion of practical suggestions for success in methods and student teaching experiences Chapter 9 on the practical use of classroom technology has been revised to reflect the latest tools available to classroom teachers including apps that can be run on handheld personal devices An updated Instructor's Manual features a test bank sample classroom activities Powerpoint slides chapter summaries and learning outcomes for each chapter and can be accessed by instructors online at [www.routledge.com/9780367146511](http://www.routledge.com/9780367146511)

*Student-Centered Approaches to Russian Language Teaching* Svetlana V. Nuss, Cynthia L. Martin, 2022-12-30 Student Centered Approaches to Russian Language Teaching looks at how the field of Russian language pedagogy has evolved in recent years due to advances in technology along with shifts in attitudes to language pedagogy and how the pandemic has compounded and accelerated these changes This edited collection brings together different perspectives from the field of Russian language pedagogy With pedagogical conversations now centered around students and their needs as well as the evolving role of the teacher in the 21st century this volume highlights the diverse ways in which instructional practices have evolved making curriculum and assessment more student centered and Russian language learning more engaging The collection will be of interest to current and future instructors of Russian as a foreign or additional language who wish to diversify their instruction as well as students of Russian language pedagogy and second language learning and teaching

Handbook of Research on Teaching Literacy Through the Communicative and Visual Arts James Flood, Shirley Brice Heath, Diane Lapp, 2011 The Handbook of Research on Teaching Literacy Through the Communicative and Visual Arts a comprehensive overview of research on this topic extends conceptualizations of literacy to include all of the communicative arts reading writing speaking listening viewing and the visual arts of drama dance film art video and computer technology

Exploring classroom assessment practices and teacher decision-making Dennis Alonzo,Chris Davison,Chris Ann Harrison,2023-05-25     **JSL Vol 28-N5** JOURNAL OF SCHOOL LEADERSHIP,2018-10-26

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