

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

Hussin A.Rothana



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 **A Student's Guide to Academic and Professional Writing in Education** Katie O. Arosteguy, Alison Bright, Brenda J. Rinard, 2019 This concise handbook helps educators write for the rhetorical situations they will face as students of education and as preservice and practicing teachers It provides clear and helpful advice for responding to the varying contexts audiences and purposes that arise in four written categories in education classroom research credential and stakeholder writing The book moves from academic to professional writing and chapters include a discussion of relevant genres mentor texts with salient features identified visual aids and exercises that ask students to apply their understanding of the concepts Readers learn about the scholarly and qualitative research processes prevalent in the field of education and are encouraged to use writing to facilitate change that improves teaching and learning conditions At the heart of this book is a commitment to the value of teachers voices From the Foreword by Mya Poe director Writing Program Northeastern University This book is one tool to help prospective educators embrace all the writing that is to come Anne Elrod Whitney Penn State College of Education The authors know the questions students might ask and the places where they might misstep The book is supportive analytical logically sequenced clear and student friendly Tim Dewar UC Santa Barbara ENC Focus ,2003 Aspen's Practical Guide to Interviewing Teachers Whaley,1996 This practical guide provides all the tools needed for principals to review and screen candidates conduct effective interviews to help them uncover the strengths and weaknesses of potential teachers make decisions about the best way to assess teaching skills and probe references to get the most accurate picture of a candidate *A Concise Guide to Writing a Thesis or Dissertation* Halyna M. Kornuta, Ron W. Germaine, 2019-04-11 A Concise Guide to Writing a Thesis or Dissertation provides clear succinct and intentional guidelines about organizing and writing a thesis or dissertation Part I provides an overview for writing a thesis or dissertation It describes the big picture of planning and formatting a research study from identifying a topic to focusing on writing quality Part II describes the framework and substance of a research study It models the pattern generally found in a formal five chapter research study Each chapter of a thesis or dissertation has a specific purpose and this book focuses on each in an easy to follow structure Chapter One reviews the headings and contents expected in the introduction of a study Chapter Two provides advice for writing a literature review Chapter Three discusses what to include when describing the methodology These first three chapters form the proposal section of a study Two additional chapters present results Chapter Four and provide discussion and conclusions Chapter Five Appendices offer resources for instructors and students including a rubric for evaluating writing exercises to strengthen skills in APA format sample purpose statements a research planning organizer and a guide for scholarly writing The book is designed overall to be a practical guide and resource for students for their thesis or dissertation process Note to readers Due to publishing limitations some of the titles within the book do not accurately conform with APA format For precise APA format please see the APA manual 2010 pp 62 63 or refer to Table 1 1 p 8 or Table

D 1 p 107 in this book **The Educator's Guide to Writing a Book** Cathie E. West,2015-09-07 The Educator's Guide to Writing a Book is for educators who dream of sharing their knowledge and skills with a broader audience This exciting resource provides step by step guidance on how to set publishing goals create well written content and resource material develop an informative yet accessible writing style prepare professional level manuscripts and anticipate each stage in the publishing process Chapters include authentic writing examples tips from veteran authors and publishing professionals and supportive resources The Educator's Guide to Writing a Book is an invaluable guide that helps aspiring and novice authors move publishing goals from dreams to reality **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 **Designing Teacher Evaluation Systems** Thomas

Kane,Kerri Kerr,Robert Pianta,2014-06-03 WHAT IS EFFECTIVE TEACHING It's not enough to say I know it when I see it not when we're expecting so much more from students and teachers than in the past To help teachers achieve greater success with their students we need new and better ways to identify and develop effective teaching The Measures of Effective Teaching MET project represents a groundbreaking effort to find out what works in the classroom With funding by the Bill Melinda Gates Foundation the MET project brought together leading academics education groups and 3 000 teachers to study teaching and learning from every angle Its reports on student surveys observations and other measures have shaped policy and practice at multiple levels This book shares the latest lessons from the MET project With 15 original studies some

of the field's most preeminent experts tap the MET project's unprecedented collection of data to offer new insights on evaluation methods and the current state of teaching in our schools. As feedback and evaluation methods evolve rapidly across the country, *Designing Teacher Evaluation Systems* is a must-read and timely resource for those working on this critical task.

PRAISE FOR DESIGNING TEACHER EVALUATION SYSTEMS This book brings together an all-star team to provide true data-driven policy-relevant guidance for improving teaching and learning. From student achievement to student perceptions, from teacher knowledge to teacher practices, the authors address key issues surrounding the elements of a comprehensive teacher evaluation and improvement system. Highly recommended for anyone seriously interested in reform.

PETE GOLDSCHMIDT, Assistant Secretary, New Mexico Public Education Department. This book is an invaluable resource for district and state leaders who are looking to develop growth and performance systems that capture the complexity of teaching and provide educators with the feedback needed to develop in their profession.

TOM BOASBERG, Superintendent, Denver Public Schools. A rare example of practical questions driving top-quality research and a must-read for anyone interested in improving the quality of teaching.

ROBERT C. GRANGER, Former President, Ret. The William T. Grant Foundation. This will be the go-to source in years to come for those involved in rethinking how teachers will be evaluated and how evaluation can and should be used to increase teacher effectiveness. The superb panel of contributors to this book presents work that is incisive, informative, and accessible, providing a real service to the national efforts around teacher evaluation reform.

JOHN H. TYLER, Professor of Education, Brown University.

A Practical Guide to Teaching Modern Foreign Languages in the Secondary School Norbert Pachler, Ana Redondo, 2006-10-23. This practical guide offers valuable support for student teachers and teachers in their early professional development. Divided into three sections, it covers key pedagogical issues and planning, developing key skills, knowledge, and understanding, broadening your perspective. Teaching is rapidly becoming a more research- and evidence-informed profession, and the materials in this book are specifically designed to support developments in the pedagogical knowledge base in teaching. The guide extends the popular *Learning to Teach Modern Foreign Languages in the Secondary School* by providing detailed examples of theory in practice. These examples are based on the up-to-date research and practice. In addition, they provide links to relevant sources supporting evidence-informed practice.

Innovative Technologies and Learning Yueh-Min Huang, Tânia Rocha, 2023-07-31. This book constitutes the refereed proceedings of the 6th International Conference on Innovative Technologies and Learning (ICITL 2023) held in Porto, Portugal, during August 28-30, 2023. The 64 full papers included in this book were carefully reviewed and selected from 147 submissions. They cover a wide range of many different research topics, such as artificial intelligence in education, computational thinking in education, design and framework of learning systems, pedagogies to innovative technologies and learning, STEM/STEAM education, VR/AR/MR/XR in education and application, and design of innovative learning software.

Quality Research in Literacy and Science Education Mack C. Shelley, Larry D. Yore, Brian B.

Hand, 2008-12-30 Statistical models attempt to describe and quantify relationships between variables. In the models presented in this chapter, there is a response variable, sometimes called the dependent variable, and at least one predictor variable, sometimes called the independent or explanatory variable. When investigating a possible cause and effect type of relationship, the response variable is the putative effect and the predictors are the hypothesized causes. Typically, there is a main predictor variable of interest; other predictors in the model are called covariates. Unknown covariates or other independent variables not controlled in an experiment or analysis can affect the dependent or outcome variable and mislead the conclusions made from the inquiry. Bock Velleman gives the model p as the probability that a relationship is seen by mere chance. The smaller the p value, the more confident we can be that the pattern seen in the data is not random. In the type of models examined here, the R measures the proportion of the variation in the response variable that is explained by the predictors specified in the model. If R is close to 1, then almost all the variation in the response variable has been explained. This measure is also known as the multiple correlation coefficient. Statistical studies can be grouped into two types: experimental and observational.

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