

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

Teacher Interview Scoring Rubric

J Rink



Teacher Interview Scoring Rubric:

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 The BEST Experience Implementation Guide: Teacher Induction and Mentoring , **Assessing Teacher Competency** Judy R. Wilkerson, William Steve Lang, 2007-04-13 Presents a five step model for measuring teacher competence that helps teacher educators and school administrators prepare accurate and reliable evaluations and accountability reports This title provides guidance for the complete assessment process It is intended for preservice and inservice faculty administrators and supervisors Assessing Teacher Performance Sharon Castle, Beverly D. Shaklee, 2006 What does performance based assessment in teacher education mean How can colleges and schools of education bring together faculty across programs and within programs to develop and implement a performance based assessment program for their candidates This volume is designed to share elements of effective performance based assessments examine the issues related to credibility of the evidence from performance based assessments and provide practical examples of works in progress from initial licensure through advanced degree programs in teacher education

An Interview Protocol and Scoring Rubric for Evaluating Teacher Performance Claudia P. Flowers, 2003 The Work of Mathematics Teacher Educators Kathleen Lynch-Davis, Robin L. Rider, 2015-10-01 Originally published in 2004 A major focus of teacher education is the development of preservice teachers However it should not be the only focus of those who work in teacher education Educating inservice teachers is equally important and the conversation among those involved in mathematics teacher education needs to include discussion of this group as well This conversation also highlights a need for professional development for teacher educators and research on the development of teacher educators This monograph discusses issues in educating all of these groups of individuals in an effort to continue the conversation among those involved in mathematics teacher education Interpreting Standardized Test Scores Craig A. Mertler, 2007-04-13 Interpreting Standardized Test Scores Strategies for Data Driven Instructional Decision Making is designed to help K 12 teachers and administrators understand the nature of standardized tests and in particular the scores that result from them This useful manual helps teachers develop the skills necessary to incorporate these test scores into various types of instructional decision making a process known as data driven decision making necessitated by the needs of their students **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

Primer to Developing a Successful Pre-service Teacher Portfolio James P. Takona,Roberta J. Wilburn,2004 This guide for pre service teachers provides the means for documenting professional growth and development Takona educational technology and media LeMoyne Owen College and Wilburn early childhood education LeMoyne Owen College explain the principles and practice of developing and using a port

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 Models Of Authentic Assessment For Speaking Skills In Tourism Vocational School Suparmi, M.Pd,Afnesha Noveriana Chang, S.Pd., M.A,2020-10-10

Alternative Routes to Teacher Certification ,2004 **JSL Vol 28-N5** JOURNAL OF SCHOOL LEADERSHIP,2018-10-26

Teaching and Learning in Art Education Debrah C. Sickler-Voigt,2019-10-08 In this student centered book Debrah C Sickler Voigt provides proven tips and innovative methods for teaching managing and assessing all aspects of art instruction and student learning in today s diversified educational settings from pre K through high school Up to date with the current National Visual Arts Standards this text offers best practices in art education and explains current theories and assessment models for art instruction Using examples of students visually stunning artworks to illustrate what children can achieve through quality art instruction and practical lesson planning Teaching and Learning in Art Education explores essential and emerging topics such as managing the classroom in art education artistic development from early childhood through adolescence catering towards learners with a diversity of abilities integrating technology into the art field and understanding drawing painting paper arts sculpture and textiles in context Alongside a companion website offering Microsoft PowerPoint presentations assessments and tutorials to provide ready to use resources for professors and

students this engaging text will assist teachers in challenging and inspiring students to think creatively problem solve and develop relevant skills as lifelong learners in the art education sector **Resources in Education** ,2001 **Metrics, Standards and Alignment in Teacher Policy** Jessica Holloway,2021-01-07 This book looks at the narrowing effects of contemporary modes of teacher and teaching policy and governance It draws on political theory to provide new ways of conceptualising the effects of teacher and teaching policies and practices It adds a new dimension to the robust body of literature related to teacher policy by looking at three interrelated domains 1 teacher preparation and development 2 teacher evaluation and 3 teacher leadership Drawing from case studies from the USA UK and Australia it illustrates how a coalescence around metrics standards and compliance is producing increasingly restricted notions of teachers and teaching It shows how the rationalities and techniques associated with accountability and standardisation are limiting the possibilities for multiple conceptualisations of teaching and teachers to exist or emerge Using pluralism as the main framework it challenges the dangers associated with rigid compliance and alignment and argues that pluralism can help secure schools as socially and culturally responsive to the needs of the community **Linking Reading Assessment to Instruction** ,

Mixed Methods Applications in Action Research Nataliya V. Ivankova,2014-09-25 This first of its kind book provides readers with the information they need to design and conduct a mixed methods action research MMAR study in a practical and pragmatic manner Using a multidisciplinary focus the author provides a scholarly and applied orientation to meet the varied epistemological and professional needs of scholar practitioners The book is applicable to broad audiences with different levels of research skills including students learning how to conduct research in practical settings practitioners faced with the need to address pertinent issues in their professional practices community leaders seeking to inform policy changes and college faculty who teach research methods and conduct funded research in collaboration with practitioner researchers and community stakeholders A wide variety of pedagogical features make it appropriate for use as an instructional text aimed at developing skills in designing conducting implementing and reporting an action research study that integrates mixed methods **Effective Delivery of Integrated Interventions in Early Childhood: Innovations in Evidence Use, Monitoring, Evaluation and Learning** Jane Fisher,Abhay Gaidhane,Mahalaqua Nazli Khatib,Zahiruddin Quazi

Syed,2021-12-01 *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

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