

JOB INTERVIEW SCORING RUBRIC

Name: _____ Date: _____

Position: _____ Interviewed by: _____

Competency	<i>Needs Work</i>	<i>Better</i>	<i>Best</i>
First Impressions	Shows up late for the interview, does not shake hands, and/or chews gum; does not bring a copy of the resume or references	Shows up on time for the interview with a copy of the resume in hand	Shows up early for the interview with a copy of the resume in hand
Preparation	Knows nothing about the company or seems to make up information as he/she goes along	Knows some general information about the company and/or its purpose	Has researched the company and the position thoroughly and is apparent by answers given in response to questions
Personal Attributes	Overbearing, overaggressive, egotistical; or shy, reserved, and overly nervous	Somewhat nervous, some lapses in eye contact; speaks too loudly or softly	Good eye contact and poise during interview; confident
General Attitude	Lack of interest and enthusiasm about the position; passive and indifferent; or overly enthusiastic	Seems interested in the position but could be better prepared or informed on certain topics	Interested in the position and enthusiastic about the interview
Personal Appearance	Dressed way below what is expected for someone in that position or "overdoes it" (too much makeup, jewelry, cologne, etc.)	Dressed similar to what employees in that position would wear or in business casual clothes.	Dressed in appropriate business attire; no sandals, tennis shoes, t-shirts, shorts, short skirts, etc.
Responses	Answers with "yes" or "no" and fails to elaborate or explain; talks negatively about past employers	Gives well-constructed responses, but sounds rehearsed or unsure	Gives well-constructed, confident responses that are genuine
OVERALL			

Teacher Interview Questions With Rubric

James H. Stronge, Jennifer L. Hindman



Teacher Interview Questions With 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 *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

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

Teaching with the Common Core Standards for English Language Arts, Grades 3-5 Lesley Mandel Morrow, Karen K. Wixson, Timothy Shanahan, 2012-12-07 The Common

Core State Standards CCSS are the first academic standards to be independently adopted by almost every state in the country The purpose and intent of the Common Core standards for English Language Arts ELA as well as Literacy in History Social Studies and Science education are the focus of this book This volume is aimed at educators administrators graduate students university professors and others who deal with students in grades 3 through 5 Each of the chapters addresses one of the major English Language Arts domains literature informational texts foundational skills writing speaking and listening language technology and assessment They contain invaluable information insight and research from literacy leaders in their respective fields Their objective is twofold to provide a theoretical background and detailed explanation of each of the CCSS ELA standards as well as practical suggestions classroom vignettes models instructional resources and unit ideas to implement the standards

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 Research on Developing Engaging Online Courses Thornburg, Amy W., Abernathy, Dixie F., Ceglie, Robert J., 2020-01-31 Online instruction is rapidly expanding the way professors think about and plan instruction In addition online instructional practices are expanding and changing as new tools and strategies are adopted It is imperative that programs and institutions of higher education explore increased online options that align with best practices to develop effective and engaging online courses The Handbook of Research on Developing Engaging Online Courses is an essential research publication that provides multiple perspectives on improving student engagement and success in online courses This book includes topics focused on the online learner online course content and effective online instruction The content contained within the title is ideal for curriculum developers instructional designers IT consultants deans chairs teachers administrators academicians researchers and students

Building Mentoring Capacity in Teacher Education John E. Henning, Dianne M. Gut, Pamela C. Beam, 2018-09-03 This book is an instructional guide for designing and implementing mentoring programs that support clinically based teacher education Veteran teacher educators John E Henning Dianne M Gut and Pam C Beam outline a developmental approach for supporting mentees as they grow in their careers from teacher candidates to early career teachers and teacher leaders

Mentors will learn how professional development occurs and how to create the conditions to foster and accelerate it In Part I chapters outline key components of the mentoring process including strategies for engaging coaching co teaching and encouraging reflection Part II demonstrates how those strategies can support mentees at different stages of their development Included throughout are case studies activities and discussion questions to facilitate learning **OECD Reviews of Evaluation and Assessment in Education Teacher Evaluation in Chile 2013** Santiago Paulo,Benavides Francisco,Danielson Charlotte,Goe Laura,Nusche Deborah,2013-11-08 This book provides from an international perspective an independent analysis of major issues facing teacher evaluation current policy initiatives and possible future approaches in Chile Out-of-Field Teaching Across Teaching Disciplines and Contexts Linda Hobbs,Raphaela Porsch,2022-02-18 This edited book is a compilation of research by the members of the Out of Field Teaching Across Specialisations OOF TAS Collective and is the second book by the Collective It extends from the work begun in the 2019 book Examining the Phenomenon of Teaching Out of Field by showcasing the broad range of research agendas and findings relating to this phenomenon internationally This book provides research and commentary relating to the out of field teaching phenomenon in primary secondary and tertiary education and across different subjects It provides snapshots of the effects causes measurement and other characteristics of out of field teaching in and across contexts including states and countries school types and school levels subjects and specializations The different chapters provide commentary at different units of analysis and focus on the effects of out of field teaching for teachers and their students the school contexts cultures that do or do not support them the leadership practices that assign the teachers to out of field subjects and the systems that create perpetuate the need for out of field teaching assignments Chapter 15 is available open access under a Creative Commons Attribution 4 0 International License via link [springer.com](https://www.springer.com) **10 Models of Teacher Evaluation** David Silverberg,Linda Jungwirth,2014-02-04 For the first time school districts around the country are being required to adopt formal accountability measures to assess teacher effectiveness In a radical shift teacher quality will be based on outputs student achievement teacher observations rather than inputs years of service degrees attained This change in school culture and practice is an attempt to improve everything from individual student learning to national economic competitiveness It also requires that administrators implement new and rigorous teacher evaluation programs that align with state and federal guidelines Busy administrators lack the training and experience necessary to quickly and efficiently craft a teacher evaluation system that successfully meets the needs of their district Questions like What is the best program for my district or How do I get the teachers on board are being asked by school leaders across the country This book provides real world answers by highlighting 10 diverse model programs from around the country **Contemporary Foundations for Teaching English as an Additional Language** Polina Vinogradova,Joan Kang Shin,2020-10-29 This engaging volume on English as an Additional Language EAL argues persuasively for the importance of critical participatory pedagogies that embrace

multilingualism and multimodality in the field of TESOL. It highlights the role of the TESOL profession in teaching for social justice and advocacy and explores how critical participatory pedagogies translate into English language teaching and teacher education around the world. Bringing together diverse scholars in the field and practicing English language teachers, editors Polina Vinogradova and Joan Kang Shin present 10 thematically organized units that demonstrate that language teaching pedagogy must be embedded in the larger sociocultural contexts of teaching and learning to be successful. Each unit covers one pedagogical approach and includes three case studies to illustrate how English language teachers across the world implement these approaches in their classrooms. The chapters are supplemented by discussion questions and a range of practical sources for further exploration. Addressing established and emerging areas of TESOL, topics covered include Critical and postmethod pedagogies, Translingualism, Digital literacy and multiliteracies, Culturally responsive pedagogy, Advocacy. Featuring educators implementing innovative approaches in primary, secondary and tertiary contexts across borders.

Contemporary Foundations for Teaching English as an Additional Language is an ideal text for methods and foundational courses in TESOL and will appeal to in-service and preservice English language teachers as well as students and teacher educators in TESOL and applied linguistics.

Women's Studies Quarterly (28: 3-4) Nancy Hoffman, Nitza Hidalgo, Ellen Silber, 2000. Groundbreaking volume provides positive strategies for eliminating gender bias in middle school and high school classrooms.

Reading Assessment Program Guide For Grade 1 Jennifer Katz, 2013-10-25. The series *Tools for Instructions and Reading Assessment* is a companion piece to Dr. Jennifer Katz's book *Teaching to Diversity*. The series, which supports the three-block model of universal design for learning, offers two instructional guides: A Model Unit and Reading Assessment Program Guide for each grade from 1 to 12. The Reading Assessment Program Guide includes a guide that focuses on how to assess students' progress in reading comprehension and fluency decoding. Accompanying blackline masters and grade-specific rubrics. Four levelled Reading Passages to use for assessment throughout the school year.

Reading Assessment Program Guide For Grade 10 Jennifer Katz, 2013-10-28. The series *Tools for Instructions and Reading Assessment* is a companion piece to Dr. Jennifer Katz's book *Teaching to Diversity*. The series, which supports the three-block model of universal design for learning, offers two instructional guides: A Model Unit and Reading Assessment Program Guide for each grade from 1 to 12. The Reading Assessment Program Guide includes a guide that focuses on how to assess students' progress in reading comprehension and fluency decoding. Accompanying blackline masters and grade-specific rubrics. Four levelled Reading Passages to use for assessment throughout the school year.

Reading Assessment Program Guide For Grade 5 Jennifer Katz, 2013-10-28. The series *Tools for Instructions and Reading Assessment* is a companion piece to Dr. Jennifer Katz's book *Teaching to Diversity*. The series, which supports the three-block model of universal design for learning, offers two instructional guides: A Model Unit and Reading Assessment Program Guide for each grade from 1 to 12. The Reading Assessment Program Guide includes a guide that focuses on how to assess students' progress in reading comprehension and

fluency decoding Accompanying blackline masters and grade specific rubrics Four levelled Reading Passages to use for assessment throughout the school year **Reading Assessment Program Guide For Grade 4** Jennifer Katz,2013-10-28

The series Tools for Instructions and Reading Assessment is a companion piece to Dr Jennifer Katz s book Teaching to Diversity The series which supports the three block model of universal design for learning offers two instructional guides A Model Unit and Reading Assessment Program Guide for each grade from 1 to 12 The Reading Assessment Program Guide includes A guide that focuses on how to assess students progress in reading comprehension and fluency decoding Accompanying blackline masters and grade specific rubrics Four levelled Reading Passages to use for assessment throughout the school year *Reading Assessment Program Guide For Grade 6* Jennifer Katz,2013-10-28

The series Tools for Instructions and Reading Assessment is a companion piece to Dr Jennifer Katz s book Teaching to Diversity The series which supports the three block model of universal design for learning offers two instructional guides A Model Unit and Reading Assessment Program Guide for each grade from 1 to 12 The Reading Assessment Program Guide includes A guide that focuses on how to assess students progress in reading comprehension and fluency decoding Accompanying blackline masters and grade specific rubrics Four levelled Reading Passages to use for assessment throughout the school year Reading Assessment Program Guide For Grade 3 Jennifer Katz,2013-10-28

The series Tools for Instructions and Reading Assessment is a companion piece to Dr Jennifer Katz s book Teaching to Diversity The series which supports the three block model of universal design for learning offers two instructional guides A Model Unit and Reading Assessment Program Guide for each grade from 1 to 12 The Reading Assessment Program Guide includes 1 A guide that focuses on how to assess students progress in reading comprehension and fluency decoding 2 Accompanying blackline masters and grade specific rubrics 3 Four levelled Reading Passages to use for assessment throughout the school year **Reading Assessment Program Guide For Grade 12** Jennifer Katz,2013-10-28

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assessment throughout the school year

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