

## Mock Interview Scoring Rubric

Student's Name: \_\_\_\_\_

Interviewer's Name: \_\_\_\_\_

Date: \_\_\_\_\_

Criteria	1	2	3
<b>Appearance</b> _____/3 points	<input type="checkbox"/> Neat, well-groomed <input type="checkbox"/> Well-dressed <input type="checkbox"/> Appropriate behavior and conduct	<input type="checkbox"/> Looking in person/online <input type="checkbox"/> Well-groomed <input type="checkbox"/> Well-dressed <input type="checkbox"/> Good behavior and conduct	<input type="checkbox"/> Disorganized <input type="checkbox"/> Multiple errors <input type="checkbox"/> Little regard for conduct
<b>Preparation</b> _____/3 points	<input type="checkbox"/> On task, prepared <input type="checkbox"/> Demonstrates knowledge <input type="checkbox"/> Excellent interview technique	<input type="checkbox"/> Late, unprepared <input type="checkbox"/> Appropriate for the role <input type="checkbox"/> Adequate interview technique	<input type="checkbox"/> Late and unprepared <input type="checkbox"/> Not clearly dressed <input type="checkbox"/> Poor interview technique
<b>Communication</b> _____/3 points	<input type="checkbox"/> Speaks clearly <input type="checkbox"/> Age appropriate language <input type="checkbox"/> Engages appropriate audience	<input type="checkbox"/> Speaks too quickly or too slowly <input type="checkbox"/> Too casual for a professional interview <input type="checkbox"/> Engages or neglects audience	<input type="checkbox"/> Mumbled or doesn't respond <input type="checkbox"/> Inappropriate language <input type="checkbox"/> Little interaction
<b>Active Participation</b> _____/3 points	<input type="checkbox"/> Actively engages in conversation <input type="checkbox"/> Responds, understands <input type="checkbox"/> Engaged with knowledge of the organization for questions	<input type="checkbox"/> Interviewer must carry the conversation <input type="checkbox"/> Conversational skills are poor <input type="checkbox"/> One topic only	<input type="checkbox"/> Little interaction from the student <input type="checkbox"/> Distracted, off-task <input type="checkbox"/> Off topic responses
<b>Total Score</b> (add all ratings together)	_____/12 points		

Comments (Use additional sheets)

- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

# Rubric For Interviewing Teachers

**James H. Stronge, Jennifer L. Hindman**



## **Rubric For Interviewing Teachers:**

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      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      *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 school's 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      *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 Science in the Block* Alvin Pettus, Myron Blosser, 2014-01-09 This book provides detailed instructional strategies sample lesson plans and sample assessments to help science teachers make the best use of the additional time available in a block schedule 10 Steps for Hiring Effective Teachers Mary C. Clement, 2015-01-08 The quick read step by step guide to hiring outstanding teachers Whether you are new to teacher hiring or ready for a fresh approach this invaluable guide helps you select the best possible candidates Mary Clement a nationally awarded expert on teacher hiring presents proven strategies for identifying high performing teachers Readers will learn Ten best practices that address every stage of hiring from recruitment through interviewing to final negotiations Key techniques and sample questions for Behavior Based Interviewing the interviewing approach that predicts on the job performance Guidance on legally sensitive interview questions How to involve teacher peers in interviewing and mentoring new hires **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 Technological Pedagogical Content Knowledge (TPACK) for Educators Mary C. Herring, Matthew J. Koehler, Punya Mishra, 2016-01-29 The 2nd edition of the Handbook of Technological Pedagogical Content Knowledge TPACK for Educators addresses the concept and implementation of technological pedagogical content knowledge the knowledge and skills that teachers need in order to integrate technology meaningfully into instruction in specific content areas Driven by the growing influence of TPACK on research and practice in both K 12 and higher education the 2nd edition updates current thinking about theory research and practice Offering a series of chapters by scholars in different content areas who apply the technological pedagogical content knowledge framework to their individual content areas the volume is structured around

three themes Current thoughts on TPACK Theory Research on Technological Pedagogical Content Knowledge in Specific Subject Areas Integrating Technological Pedagogical Content Knowledge into Teacher Education and Professional Development The Handbook of Technological Pedagogical Content Knowledge TPACK for Educators is simultaneously a mandate and a manifesto on the engagement of technology in classrooms **Teaching and Learning High School**

**Mathematics** Charlene E. Beckmann, Denisse R. Thompson, Rheta N. Rubenstein, 2009-11-02 Too many high school students faced with mathematics in courses at the level of algebra and beyond find themselves struggling with abstract concepts and unwilling to pursue further study of mathematics When students curtail their course taking in mathematics they may be impacting their college and career options Thus high school mathematics teachers have the responsibility to help students recognize the value and importance of mathematics while also designing instruction that makes mathematics accessible to all students Ball and Bass 2000 as well as other mathematics educators have recognized that mathematics teachers not only need to know mathematics content and mathematics pedagogy i e teaching strategies but they also need to know how these ideas are integrated This mathematical knowledge for teaching is the knowledge that teachers of mathematics need and it differs from the knowledge that research or applied mathematicians must know This text is designed to provide teachers with insights into this mathematical knowledge for teaching Teaching and Learning High School Mathematics is likely different from many other texts that you have used It integrates both content and pedagogy to help you develop and build your own understanding of teaching The text is designed to help you develop deep conceptual understanding of fundamental mathematics Ma 1999 so that you are able to approach mathematics from multiple perspectives with many tools Such flexibility in teaching is essential if teachers are to help all students become mathematically proficient Throughout this book you are encouraged to work in cooperative teams This strategy is designed to help you develop a mathematics learning community and build a professional network that will be a valuable resource during your professional career Hopefully you will experience the benefits of engaging in rich mathematical discussions with peers and consider how to encourage such learning environments in your own classrooms Lesson planning is another element pervasive throughout this text To help teachers plan for effective student centered lessons the Question Response Support QRS Guide is introduced in Lesson 1 1 and used throughout the remainder of the lessons The QRS Guide is a tool on which teachers may record tasks or questions Q for students expected and observed student responses R and teacher support S in the form of additional just enough questions to support students in their progress on the task In each unit teachers expand their repertoire of teaching and learning elements and strategies and incorporate these elements as they plan additional lesson segments In Unit 4 lesson planning is formally introduced as teachers put together elements from previous units into complete cohesive lesson plans

**Information Literacy in the Workplace** Serap Kurbanoğlu, Joumana Boustany, Sonja Špiranec, Esther Grassian, Diane Mizrachi, Lorie Roy, 2018-01-25 This book constitutes the refereed post conference proceedings of the 5th European

Conference on Information Literacy ECIL 2017 held in Saint Malo France in September 2017 The 84 revised papers included in this volume were carefully reviewed and selected from 358 submissions The papers cover a wide range of topics in the field of information literacy and focus on information literacy in the workplace They are organized in the following topical sections workplace information literacy employability and career readiness data literacy and research data management media literacy copyright literacy transliteracy reading literacy digital literacy financial literacy search engine literacy civic literacy science literacy health information literacy information behavior information literacy in higher education information literacy in K 12 information literacy instruction information literacy and libraries and theoretical framework **The New**

**Elementary Teacher's Handbook** Kathleen Jonson,Nancy Cappelloni,Mary Niesyn,2013-11-05 Elementary school provides foundational development and education for students and there is much that a new teacher must consider when taking on the responsibility of shaping young minds In The New Elementary Teacher s Handbook veteran educators give first year teachers a multitude of classroom tested strategies for those critical first days of school New teachers need just as much guidance as students in order for everyone to come away with a valuable learning experience This authoritative handbook gives teachers practical and thorough instruction on Organizing the classroom and preparing engaging and effective lesson plans Teaching using technology and the Internet Dealing with difficult parents and conducting conferences Motivating students and increasing positive interactions Balancing personal and professional matters With resources samples templates homework contracts strategies checklists and proven solutions to everyday challenges this book shows teachers how to turn their plans into effective strategies in the classroom Rest assured that you are not alone and you will succeed **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

*The Assessment of L2 Written English across the MENA Region* Lee McCallum,Christine Coombe,2020-12-19 This edited book brings together contributions from different educational contexts across the Middle East and North Africa MENA in order to explore how L2 English writing is assessed Across seven MENA countries the book covers aspects of practice

including task design and curriculum alignment test re development rubric design the subjective decision making that underpins assessing students writing and feedback provision learner performance and how research methods help shed light on initiatives to improve student writing In such coverage chapter authors provide concrete evidence of how assessment practice is governed by their unique context yet also influenced by international standards trends and resources This book will be of interest to second language teachers assessors and programme developers as well as test designers and evaluators

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

**Change(d) Agents** Betty Achinstein, Rodney T. Ogawa, 2015-04-24 This book examines both the promises and complexities of racially and culturally diversifying today's teaching profession Drawing from a 5 year study of the lives of 21 new teachers of color working in urban hard to staff schools this book documents the tensions these teachers experience between serving as role models and fulfilling district and state mandates

**When Critical Multiculturalism Meets Mathematics** Patricia L. Marshall, Jessica T. DeCuir-Gunby, Allison W. McCulloch, 2015-12-14 When Critical Multiculturalism Meets Mathematics details the development and outcomes of a teacher professional development project that merged multiculturalism and mathematics In six compact chapters the authors describe the impetus for their multi year project and present rich case studies of nine teacher participants The cases stand alone as compelling reading yet Marshall et al extend beyond their distinctiveness to explain the statistical data related to the project's broader impact Emphasizing both qualitative and quantitative findings makes this book ideal for novice researchers interested in mixed method study Likewise the authors unveil the anatomy and a few complexities of conducting research in the real world contexts of schools including participant recruitment and resolution of unanticipated matters that can arise within research teams A unique twist in the final chapter is Marshall et al's critique of their own missteps as researchers which are used skillfully and unobtrusively to proffer tips for future studies They conclude by theorizing affirmed intersectionality identified as the critical element that facilitated teachers recognition and acceptance of the compatibility between the study's two components

Becoming a Better Teacher Giselle O. Martin-Kniep, 2000 Provides K 12 educators with information on some of the most effective teaching and learning tools available today Each of these innovations has a long history of use and has been studied and evaluated in a variety of settings Innovations were chosen because they foster a student centered classroom

*Developing Learning Communities Through Teacher Expertise* Giselle O.

Martin-Kniep,2003-10-14 Learn practical methods for developing a collaborative environment where teachers and administrators work together to enhance teachers practices increase student learning and produce valuable school processes

**Rethinking Letter Grades** Caren Cameron,Kathleen Gregory,2014-10-21 Authors Caren Cameron and Kathleen Gregory offer a practical five step process for arriving at letter grades that moves away from collecting a string of marks and calculating a grade They offer an alternative assessment method by examining a wide variety of assessment tools rating scales scoring keys rubrics test scores observation records discussion notes symbols portfolio collections and more and match the student evidence with a description of achievement

**Developing Teachers and Teaching Practice** Christopher Day,Ciaran Sugrue,2004-01-14 Pressure is increasing on all those involved in education from teachers to policy makers to transform schools as organisations while continuing to implement effective new approaches to teaching and learning The demand is not only to reach attained targets but also to be accountable for teaching methods Developing Teachers and Teaching Practice brings together a selection of papers given at the ninth conference of the International Study Association of Teachers and Teaching ISATT The collection takes as a central theme the issue of education as a key concern within the international rhetoric of globalisation The book offers insights in to the nature of teaching and learning including the key new research area of emotions It then goes on to explore the nature of teacher learning before looking at the impact of major policy initiatives on the work of teachers internationally Developing Teachers and Teaching Practice contains contributions from some of the best known academics in the field and will be of great interest to teacher educators and educational researchers around the world



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## **Table of Contents Rubric For Interviewing Teachers**

1. Understanding the eBook Rubric For Interviewing Teachers
  - The Rise of Digital Reading Rubric For Interviewing Teachers
  - Advantages of eBooks Over Traditional Books
2. Identifying Rubric For Interviewing Teachers
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an Rubric For Interviewing Teachers
  - User-Friendly Interface
4. Exploring eBook Recommendations from Rubric For Interviewing Teachers
  - Personalized Recommendations
  - Rubric For Interviewing Teachers User Reviews and Ratings
  - Rubric For Interviewing Teachers and Bestseller Lists
5. Accessing Rubric For Interviewing Teachers Free and Paid eBooks
  - Rubric For Interviewing Teachers Public Domain eBooks
  - Rubric For Interviewing Teachers eBook Subscription Services
  - Rubric For Interviewing Teachers Budget-Friendly Options

6. Navigating Rubric For Interviewing Teachers eBook Formats
  - ePub, PDF, MOBI, and More
  - Rubric For Interviewing Teachers Compatibility with Devices
  - Rubric For Interviewing Teachers Enhanced eBook Features
7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of Rubric For Interviewing Teachers
  - Highlighting and Note-Taking Rubric For Interviewing Teachers
  - Interactive Elements Rubric For Interviewing Teachers
8. Staying Engaged with Rubric For Interviewing Teachers
  - Joining Online Reading Communities
  - Participating in Virtual Book Clubs
  - Following Authors and Publishers Rubric For Interviewing Teachers
9. Balancing eBooks and Physical Books Rubric For Interviewing Teachers
  - Benefits of a Digital Library
  - Creating a Diverse Reading Collection Rubric For Interviewing Teachers
10. Overcoming Reading Challenges
  - Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
11. Cultivating a Reading Routine Rubric For Interviewing Teachers
  - Setting Reading Goals Rubric For Interviewing Teachers
  - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Rubric For Interviewing Teachers
  - Fact-Checking eBook Content of Rubric For Interviewing Teachers
  - Distinguishing Credible Sources
13. Promoting Lifelong Learning
  - Utilizing eBooks for Skill Development
  - Exploring Educational eBooks
14. Embracing eBook Trends
  - Integration of Multimedia Elements

- Interactive and Gamified eBooks

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