

Name: _____

Date: _____

| Mock job Interviewer Rubric | 25 | 20 | 15 | 10 |
|---|----|----|----|------|
| Resume <ul style="list-style-type: none"> ● Is resume professional and neat? ● Is resume free of errors? ● Does resume "sell" examples of transferable skills? | | | | |
| Appearance and Poise <ul style="list-style-type: none"> ● Is interviewee dressed professionally and appropriately? ● Does the interviewee appear confident and poised? ● Does interviewee maintain good posture? ● Does interviewee make eye contact with the interviewers? ● Does the interviewee give an appropriate handshake? | | | | |
| Skill Presentation <ul style="list-style-type: none"> ● Does interviewee answer content of each question clearly? ● Does interviewee "sell" their skills? ● Does interviewee appear prepared and knowledgeable about the position they are applying for? ● Does interviewee reference items on their resume? ● Does interviewee appear to give straightforward, honest responses? ● Does interviewee come across as someone who can work well with others? | | | | |
| Delivery and Language <ul style="list-style-type: none"> ● Does interviewee use proper language and enunciate their responses? ● Is the interviewee professional and mature throughout the interview? ● Does the interviewee answer questions with appropriate wait time? ● Does interviewee avoid distracting mannerisms and phrases? ("um", "uh", hair twirling, etc.) | | | | 7.50 |

Comments:

Rubric scale: 25- excellent, 20-good, 15-satisfactory, 10-needs improvement

Rubric For Teacher Interview

B Lingard



Rubric For Teacher Interview:

English Teacher's Guide to Performance Tasks and Rubrics Amy Benjamin, 2013-11-20 This book provides step by step procedures student hand outs and samples of student work **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 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

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

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

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

The BEST Experience Implementation Guide: Teacher Induction and Mentoring, Toward a 21st-Century School Library Media Program Esther Rosenfeld, David V. Loertscher, 2007-10-15 A collection of articles written by leading experts in the school library field that explain how school teachers librarians and administrators can work together to improve library services and meet the needs of all students

Indicators and Instruments in the Context of Inquiry-Based Science Education Jana Heinz, Katrin Lipowski, Alexander Gröschner, 2012 This report documents indicators and instruments in the context of inquiry based science education IBSE It is embedded in a project that aims at disseminating inquiry based science teaching on a large scale across Europe Recent research about IBSE is rather specific to individual research questions and focuses on single aspects of IBSE Furthermore the instruments and indicators underlying the different studies are predominately not systematically covered In this report single indicators and instruments in the context of science education are brought together Thereby a coherent database and a link to different research results are presented The indicators and instruments in this report originate from a systematic literature review about IBSE from 2005 2009 To receive a comprehensive picture about research on IBSE the scope of this review contains instructional aspects 1 implementation areas of politics stakeholders 2 and teacher education and teacher professional development 3 This report contributes to supplying a systematic overview about instruments and indicators in the field of IBSE It addresses researchers politicians and stakeholders teacher educators and teachers who are interested in methods of research and dissemination in the context of science education and IBSE

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 cover Towards the implementation of formal formative assessment in inquiry-based science education in Switzerland Regula Grob, 2016-06-29 Inquiry has been an important part of educational theory and practice for the last decades As in other competence oriented approaches to teaching and learning the appropriate support and assessment of the students competences has been much debated in the context of inquiry based science education One way to support and assess students in their learning is formative assessment The concept is also known as assessment for learning which means that the information on the students levels of achievement is not used for grading but for planning the next steps in teaching and learning The use of formative assessment methods as a means of support for students learning is promoted in national and international position papers and reports However in the Swiss teaching practice formative assessment particularly formal formative assessment methods which involve a certain degree of pre definition planning and formality are not widely used nor researched Therefore the focus of this study is on exploring possibilities and challenges for the implementation of formal formative assessment methods in the context of inquiry based science education in Switzerland The emphasis of the study will be on the teacher perspective **Performance Standards**

and Authentic Learning Allan A. Glatthorn, 1999 This practical guide for classroom teachers demonstrates how to implement a standards based curriculum develop performance tasks teach to those tasks and use performance assessments

Unpacking Technological Pedagogical Content Knowledge for Classroom Practice Colin Lu, Wenli Chen, 2025-08-10 This book immerses readers in an illuminating exploration of Technological Pedagogical Content Knowledge TPACK within the context of professional development for educators Based on a systematic examination of classroom realities this research intensive book delves into the intricate interplay between teachers perceived TPACK proficiency their lesson design and the actual enactment of these lessons It emphasizes the role of TPACK in empowering teachers to integrate Information and Communication Technology ICT effectively into their pedagogical practices thereby enhancing 21st Century Competencies 21CC in students This book seeks to unravel the alignment or potential misalignment between educators self assessed TPACK levels and the practical application of TPACK principles in the classroom It provides nuanced insights into the strategies employed by teachers drawing from authentic classroom experiences These insights serve as a bridge between TPACK theory and its effective integration into instructional practices Engaging and thought provoking the various chapters invite readers on an academic journey that unearths practical insights and actionable strategies for enriching the educational experience in the digital era This book represents a vital resource for educators researchers and policymakers dedicated to advancing technology integration in educational settings It also extends its benefits to educators who have engaged in TPACK design scaffold professional development and those keen on navigating the dynamic landscape of pedagogy content

and technology **The Teacher Residency Model** Cheryl A. Torrez, Marjori Krebs, 2019-11-26 Teacher residencies are on the rise across the United States as a successful way to address the high rate of teacher shortages and attrition The National Center for Teacher Residencies NCTR has been guiding this work for over ten years partnering with teacher preparation institutions local school districts and community partners to implement best practices for teacher preparation With an introduction by NCTR on the key components of successful residencies each subsequent chapter is written by an exemplary NCTR partner who have successful residency programs and who share specific aspects of their programs from which others can learn **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 *Effective Instructional Strategies* Kenneth D. Moore, 2014-01-15 A concise and easy to read K 12 methods text that covers practical information all teachers need to be effective Kenneth Moore's Fourth Edition of *Effective Instructional Strategies From Theory to Practice* provides thorough coverage of the strategies and essential skills that every teacher needs to know This text applies the latest research findings and useful classroom practices to the instructional process by presenting a Theory to Practice approach to instruction emphasizing the intelligent use of teaching theory and research to improve classroom instruction Logically and precisely providing information about how to be an effective classroom teacher this text has been carefully designed to maximize instructional flexibility and to model established principles of instruction It was further designed to expand the pedagogical teaching knowledge of teachers and their instructional repertoires *Project-Based Learning Tasks for Common Core State Standards , Grades 6 - 8* Schyrlet Cameron, Carolyn Craig, 2014-01-15 Project Based Learning Tasks for Common Core State Standards is designed to help middle school students use research skills teamwork communication and critical thinking to solve real life problems Includes a Common Core State Standards matrix Mark Twain Media Publishing Company specializes in providing captivating supplemental books and decorative resources to complement middle and upper grade classrooms Designed by leading educators the product line covers a range of subjects including mathematics sciences language arts social studies history government fine arts and character Mark Twain Media also provides innovative classroom solutions for bulletin boards and interactive whiteboards Since 1977 Mark Twain Media has remained a reliable source for a wide variety of engaging classroom resources *Handbook of Research on Human Cognition and Assistive Technology: Design, Accessibility and Transdisciplinary Perspectives* Seok, Soonhwa, Meyen, Edward L., DaCosta, Boaventura, 2010-05-31 The intent of this book is to assist researchers practitioners and the users of assistive technology to augment the accessibility of assistive technology by implementing human cognition into its design and practice Provided by publisher

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