

### Professional Interview Scoring Rubric

Name:

	<b>Excellent (4 pts.)</b>	<b>Proficient (3 pts.)</b>	<b>Devel. Prof. (2 pts.)</b>	<b>Unacceptable (1 pt.)</b>
<b>Listening</b> <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 or answered an unasked question;
<b>Speaking</b> <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."
<b>Integrating</b> <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;
<b>Expressing</b> <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;
<b>Body Language</b> <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;
<b>Gestures</b> <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;
<b>Eye Contact</b> <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;
<b>Professional Dress</b> <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;

Total: \_\_\_\_\_ Excellent (28-32 pts.) Proficient (21-27 pts.) Developing Proficiency (15-20 pts.) Unacceptable (0-14 pts.)

Revised 10/10/10

White = Student's Copy

Yellow = Education Department's copy

Pink = Certification File Copy

# Sample Teacher Interview Questions Scoring Rubric

**Miles C. Olson**

## **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

*When Teaching Writing Gets Tough* Annamarie Consalvo, Ann D. David, 2024 Writing instruction is a particular challenge because there is no singular linear solution to teaching students to write well This book approaches writing as a wicked problem that takes place in complicated contexts Through both scholarly research and teacher reflection it examines ELA classrooms and the experiences of writing teachers to identify approaches that have proven effective with adolescents The book uses wickedity to frame the problems of teaching writing and offers context specific solutions enacted by teachers While it addresses the realities of standardized ways of teaching and assessing writing the book also highlights the deep professional knowledge and practical strategies teachers bring to writing instruction in middle and high school classrooms Chapters grapple with tensions between testing

and authenticity assessing writing in nuanced ways and finding enjoyment in the work of teaching writing amid and alongside persistent complexities Specific topics include students writing process revision students as decision makers multimodal writing assessment and writer s notebooks data driven instruction the high school to college transition and teacher professional development Book Features Includes examples of how teachers approach specific challenges associated with teaching writing to adolescents analyzing how and why their solutions proved effective Focuses on students engaged in writing in classrooms teachers implementing writing strategies and professional learning Offers a range of relevant voices on the topic of writing instruction with authors that include classroom teachers and scholars

### **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

### **The**

**Writing Process: Teacher's guide** Miles C. Olson,1982 *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

**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 *The Writing Process: Teacher's guide* ,1982 **Prentice Hall Science Explorer: Teacher's ed** ,2005

**The Definitive Guide to Getting a Teaching Job** Mary C. Clement,2007-06-15 Designed for every senior in an education program as well as those who seek to change careers into education this book is truly the one stop guide to getting a teaching job The book takes the reader through the process of reviewing certification requirements and the job market how to conduct a job search using local and Internet resources and creating a dynamic cover letter and resume Worksheets sample cover letters and resumes are included Since one of the newest trends in teacher interviews is the use of behavior based interviewing BBI readers are given sample questions and will learn how to answer questions that require them to share their past knowledge and skills The materials presented in this book have been researched and hundreds of teacher candidates have used these techniques taught by the author in her classes and seminars **Insider's Guide to Academic Writing** Susan Miller-Cochran,Roy Stamper,Stacey Cochran,2016-05-20 PACKAGE THIS TITLE WITH OUR 2016 MLA SUPPLEMENT Documenting Sources in MLA Style package ISBN 13 9781319084585 Get the most recent updates on MLA citation in a convenient 40 page resource based on The MLA Handbook 8th Edition with plenty of models Browse our catalog or contact your representative for a full listing of updated titles and packages or to request a custom ISBN All academic writing requires skills in critical thinking close reading argumentation and research but disciplinary differences among the humanities social sciences natural sciences and applied fields leave students and instructors frustrated by a one size fits all approach to these skills For writing programs committed to preparing students for the full range of disciplines they will enter An Insider's Guide to Academic Writing presents a proven pedagogy that helps students to adapt to the academic writing tasks of different disciplinary discourse communities The pedagogy features a series of flexible transferable frameworks and concrete connections to the disciplines including unique Insider's video interviews with scholars and peers Based on the best practices of a first year composition program that has trained hundreds of teachers who have instructed thousands of students An Insider's Guide to Academic Writing offers two books in one an innovative rhetoric of academic writing available as its own book and a thematic reader that foregrounds real readings from the disciplines Use ISBN 978 1 319 05355 0 to get access to the online videos for free with the brief text and ISBN 978 1 319 05354 3 for the version with readings

Resources in education ,1991-02     *An Insider's Guide to Academic Writing* Susan Miller-Cochran,Roy Stamper,Stacey Cochran,2015-10-16 Based on the best practices of one of the most innovative and productive first year composition programs in the U S An Insider s Guide to Academic Writing A Brief Rhetoric is the ideal way to prepare students no matter which discipline they are entering Through a series of flexible transferable frameworks and concrete connections to the disciplines including unique Insider s video interviews with scholars and peers it helps students use a rhetorical lens to adapt to the academic writing tasks of different disciplinary discourse communities In addition to this brief rhetoric only version The Insider s Guide is also available with a thematic reader that foregrounds real readings from the disciplines Use ISBN 978 1 319 02030 9 for this version without readings     *Inquiries in Literacy Theory and Practice* Charles K. Kinzer,Kathleen A. Hinchman,Donald J. Leu,1997     **Transforming Classroom Grading** Robert J. Marzano,2000 Robert Marzano provides a thorough discussion of what grades are for what they should include and how to compute final scores that accurately reflect student learning     **A Short Guide to Writing about Social Science** Lee J. Cuba,1997 Advanced advice for students who want to read write and learn about social sciences in preparation for a career in that field     *Meaningful Assessment* David W. Johnson,Roger T. Johnson,2002 Practical and engaging this workbook will help instructors utilize cooperative learning to make their assessments more meaningful and manageable Meaningful Assessment A Manageable and Cooperative Process contends that the more skillfully instruction and assessment are interwoven in cooperative learning groups the more students will learn and the more successful teachers will be In this friendly and open book the authors draw on extensive research and experience in order to provide a workbook rich with assessment documents classroom activities assignments self evaluation sheets guidelines questions and checklists For pre service and in service educators encouraging cooperative learning

*Teaching Academic Writing* Patricia Friedrich,2008-05-21 Teaching Academic Writing examines the issues that confront teachers of academic writing classes In a series of ten teacher focused chapters Friedrich offers practical advice and solutions in areas of teaching assessment and feedback     *The Field Guide to Teaching* Richard J. Marchesani,2007 The goal of The Field Guide to Teaching A Handbook for New Teachers is to provide very specific and practical guidance for those who are entering the teaching profession The book offers guidelines hints and fundamental information geared to help the novice teacher avoid common pitfalls and to make a start on the road to becoming a professional educator It is written from the point of view that those who read the book are unfamiliar with the profession beyond the training they have or will receive in their college teacher preparation program or other alternate route program Publisher s website     **Engaging Teachers in Assessment of Their Students' Narrative Writing** ,1994

## **Sample Teacher Interview Questions Scoring Rubric** Book Review: Unveiling the Magic of Language

In a digital era where connections and knowledge reign supreme, the enchanting power of language has been apparent than ever. Its power to stir emotions, provoke thought, and instigate transformation is truly remarkable. This extraordinary book, aptly titled "**Sample Teacher Interview Questions Scoring Rubric**," written by a very acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound affect on our existence. Throughout this critique, we shall delve into the book's central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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tune needed? Aug 2, 2015 — Hello all. I am a newbie here and I have a question. We own a 2013 Tri Glide and I just installed Screaming Eagle pre EPA mufflers and a K&N a ... PEUGEOT 308 HANDBOOK In this document you will find all of the instructions and recommendations on use that will allow you to enjoy your vehicle to the fullest. It is strongly. Peugeot 308 Car Handbook | Vehicle Information This handbook has been designed to enable you to make the most of your vehicle in all situations. Please note the following point: The fitting of electrical ... Peugeot 308 & 308SW Vehicle Handbook this handbook has been designed to enable you to make the most of your vehicle in all situations. Page 4 . . Contents. Overview. User manual Peugeot 308 (2022) (English - 260 pages) Manual. View the manual for the Peugeot 308 (2022) here, for free. This manual comes under the category cars and has been rated by 7 people with an average ... User manual Peugeot 308 (2020) (English - 324 pages) Manual. View the manual for the Peugeot 308 (2020) here, for free. This manual comes under the category cars and has been rated by 3 people with an average ... Peugeot Driver Manual 308 | PDF Peugeot Driver Manual 308 - Free ebook download as PDF File (.pdf), Text File (.txt) or read book online for free. Peugeot for Driver Manual 308. Peugeot 308 (2018) user manual (English - 324 pages) User manual. View the manual for the Peugeot 308 (2018) here, for free. This manual comes under the category cars and has been rated by 34 people with an ... Peugeot 308 (2021) user manual (English - 244 pages) User manual. View the manual for the Peugeot 308 (2021) here, for free. This manual comes under the category cars and has been rated by 8 people with an ... PEUGEOT 308 HANDBOOK Pdf Download View and Download PEUGEOT 308 handbook online. 308 automobile pdf manual download. Peugeot 308 owner's manual Below you can find links to download for free the owner's manual of your Peugeot 308. Manuals from 2008 to 2008. ... Looking for another year or model? Let us ...