

## JOB INTERVIEW SCORING RUBRIC

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

Position: \_\_\_\_\_ Interviewed by: \_\_\_\_\_

<b>Competency</b>	<i>Needs Work</i>	<i>Better</i>	<i>Best</i>
<b>First Impressions</b>	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
<b>Preparation</b>	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
<b>Personal Attributes</b>	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
<b>General Attitude</b>	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
<b>Personal Appearance</b>	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.
<b>Responses</b>	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
<b>OVERALL</b>			

# Teacher Interview Questions And Scoring Rubric

**Ron Pelfrey**



## **Teacher Interview Questions And 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 **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 Models Of Authentic Assessment For Speaking Skills In Tourism Vocational School Suparmi, M.Pd, Afnesha Noveriana Chang, S.Pd., M.A, 2020-10-10 *A Field Guide for Activating the Learner* Mario C. Barbieri, 2018-09-26 How will a teacher plan his her instructional delivery and deliver their plan How will he she know if the assessments they used were effective and what will

they do with that information What is Consolidation for Closure What role is reflection in lesson planning These questions and many more were addressed and answered in the field guide so the readers would have a theoretical construct for each strategy is provided Having a theoretical framework for instruction is useful but how theory intersects with practice is important The theory must be applicable in the classroom This field guide provides practical application of the skills presented via activities and worksheets that are provided within each chapter The activities and worksheets can be used for professional development sessions Professional Learning communities PLC and grade level meetings Included are rubrics for classroom environment differentiated instruction Objective and Demonstration of Student Learning DSL rubric Objective and Demonstration of Student Learning DSL checklist student engagement student interviews use of data can be used for self improvement peer coaching or for self improvement

**Resources in Education** ,2001-10 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 *Teaching Secondary and Middle School Mathematics* Daniel J. Brahier,2020-04-01 Teaching Secondary and Middle School Mathematics combines the latest developments in research technology and standards with a vibrant writing style to help teachers prepare for the excitement and challenges of teaching secondary and middle school mathematics The book explores the mathematics teaching profession by examining the processes of planning teaching and assessing student progress through practical examples and recommendations Beginning with an examination of what it means to teach and learn mathematics the reader is led through the essential components of teaching concluding with an examination of how teachers continue with professional development throughout their careers Hundreds of citations are used to support the ideas presented in the text and specific websites and other resources are presented for future study by the reader Classroom scenarios are presented to engage the reader in thinking through specific challenges that are common in mathematics classrooms The sixth edition has been updated and expanded with particular emphasis on the latest technology resources and standards The reader is introduced to the ways that students think and how to best meet their needs through planning that involves attention to differentiation as well as how to manage a classroom for success Features include The entire text has been reorganized so that assessment takes a more central role in planning and teaching Unit 3 of 5 now addresses the use of summative and formative assessments to inform classroom teaching practices A new feature Links and Resources has been added to each of the 13 chapters While the book includes a substantial listing of citations and resources after the chapters five strongly recommended and practical resources are spotlighted at the end of each chapter as an easy reference to some of the most important materials on the topic Approximately 150 new citations have either replaced or been added to the text to reflect the latest in research materials and resources that support the teaching of mathematics A Quick Reference Guide has been added to the front of the book to assist the reader in identifying the most useful chapter features by topic A significant

revision to Chapter 13 now includes discussions of common teaching assessments used for field experiences and licensure as well as a discussion of practical suggestions for success in methods and student teaching experiences Chapter 9 on the practical use of classroom technology has been revised to reflect the latest tools available to classroom teachers including apps that can be run on handheld personal devices An updated Instructor s Manual features a test bank sample classroom activities Powerpoint slides chapter summaries and learning outcomes for each chapter and can be accessed by instructors online at [www.routledge.com/9780367146511](http://www.routledge.com/9780367146511) 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 **Innovative Technologies and Learning** Yueh-Min Huang,Tânia Rocha,2023-07-31 This book constitutes the refereed proceedings of the 6th International Conference on Innovative Technologies and Learning ICITL 2023 held in Porto Portugal during August 28 30 2023 The 64 full papers included in this book were carefully reviewed and selected from 147 submissions They cover a wide range of many different research topics such as artificial intelligence in education computational thinking in education design and framework of learning systems pedagogies to innovative technologies and learning STEM STEAM education VR AR MR XR in education and application and design of innovative learning software Reflectivity and Cultivating Student Learning Edward G. Pultorak,2014-07-03 Many educator preparation programs have a teacher reflection component and or model however the current available literature provides little information regarding reflection s impact on teacher performance and student learning Reflectivity and Cultivating Student Learning includes theory research and practice appropriate for teacher educators teacher candidates classroom teachers school administrators and educational researchers This text will be useful for teacher education programs graduate programs in education and professional development for educators The goal of this book is to substantiate the knowledge skills and dispositions that have been used to establish teacher reflectivity as a foundation of teacher education and to advance the acquisition applications and appreciation of teacher reflectivity as a critical aspect of professional growth and development Pultorak and his contributors enrich the literature and provide greater clarity regarding reflectivity s impact on student learning in our global society The BEST Experience Implementation Guide: Teacher Induction and Mentoring , **Maximizing Motivation for Literacy Learning** Barbara A. Marinak,Linda B. Gambrell,Susan Anders Mazzoni,2012-10-25 This indispensable book presents a wealth of concrete ways to promote children s intrinsic motivation to read It provides 30 practical strategies and activities such as Citizen of the Month High Five and Your Life in Books that are ready to implement in the K 6 classroom Teachers get step by step instructions for

creating a motivating classroom environment nurturing children's self-concepts as literacy learners and fostering appreciation of the value of reading and writing. More than a dozen reproducibles include two helpful assessment tools: the large size format facilitates photocopying. How to Grade for Learning Ken O'Connor, 2017-10-04. Implement standards-based grading practices that help students succeed. Classroom assessment methods should help students develop to their full potential but meshing traditional grading practices with students' achievement on standards has been difficult. Making lasting changes to grading practices requires both knowledge and willpower. Discover eight guidelines for good grading recommendations for practical applications and suggestions for implementing new grading practices as well as the why's and the how-to's of implementing standards-based grading practices. Tips from 48 nationally and internationally known authors and consultants. Additional information on utilizing level scores rather than percentages. Reflective exercises. Techniques for managing grading more efficiently. Targets for Teachers Judy K. Werder Sargent, Ann E. Smejkal, 2000.

*When Teaching Writing Gets Tough* Annamary 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 wickedness 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 Testing Trap George Hillocks, 2002-04-12. Do statewide assessments really do what they are supposed to do? Through interviews with over three hundred teachers and administrators, Hillocks examines whether state writing tests in Illinois, Kentucky, Oregon, New York, and Texas actually improve students' ability to express their thinking in writing. Ultimately, Hillocks argues that the majority of existing tests actually have a harmful effect on the way students are taught to write. In addition to providing analyses of assessments that do not encourage good writing, *The Testing Trap* contrasts them to those that do. Concluding with practical procedures for examining and evaluating writing assessments, this book is a provocative

and essential read for administrators teachers policymakers parents and all who care about the education of our children

**Fostering Children's Mathematical Power** Arthur Baroody, Arthur J. Baroody, Jesse L.M. Wilkins, Ronald T. Coslick, 1998-09-01 Teachers have the responsibility of helping all of their students construct the disposition and knowledge needed to live successfully in a complex and rapidly changing world To meet the challenges of the 21st century students will especially need mathematical power a positive disposition toward mathematics curiosity and self confidence facility with the processes of mathematical inquiry problem solving reasoning and communicating and well connected mathematical knowledge an understanding of mathematical concepts procedures and formulas This guide seeks to help teachers achieve the capability to foster children s mathematical power the ability to excite them about mathematics help them see that it makes sense and enable them to harness its might for solving everyday and extraordinary problems The investigative approach attempts to foster mathematical power by making mathematics instruction process based understandable or relevant to the everyday life of students Past efforts to reform mathematics instruction have focused on only one or two of these aims whereas the investigative approach accomplishes all three By teaching content in a purposeful context an inquiry based fashion and a meaningful manner this approach promotes children s mathematical learning in an interesting thought provoking and comprehensible way This teaching guide is designed to help teachers appreciate the need for the investigative approach and to provide practical advice on how to make this approach happen in the classroom It not only dispenses information but also serves as a catalyst for exploring conjecturing about discussing and contemplating the teaching and learning of mathematics

**The Mathematics Program Improvement Review** Ron Pelfrey, 2006 How good is your school s mathematics program Test scores can provide some general trend information but what you and your students parents really need are specifics about the quality of the curriculum the effectiveness of the instruction and the school s overall capacity to support mathematics learning The Mathematics Program Improvement Review MPIR is a proven evaluation process focused on standards for high quality mathematics programs in grades K 12 Based on research into effective program evaluation methods the MPIR approach uses multiple data sources to clarify exactly what is working within an individual school s math program and what is not Author and MPIR developer Ron Pelfrey has used this process to evaluate mathematics programs in more than 300 rural urban and suburban schools and has trained hundreds of educators to conduct reviews Now this handbook makes the MPIR process and its benefits available to everyone Inside you ll find guidelines for training review team members and all the materials needed to conduct a review including Lists of standards and indicators for the 10 essential components of an effective mathematics program Templates for questionnaires interviews and classroom observations Detailed evaluation rubrics Forms for compiling ratings and generating a final report Whether used as a basis for informal faculty or departmental discussion to promote best practices in a particular area such as curriculum or instruction or to guide a formal program evaluation this book will help any school or district apply MPIR tools and procedures

to bring about positive change in students mathematics learning

**Crossing the Border from Preservice to Inservice Science Teacher** Dennis W. Sunal, Cynthia S Sunal, Justina A. Ogoto, 2024-09-01 This RISE volume examines various approaches researchers have used to induct new teachers and mitigate the high turnover rates Crossing the Border From Preservice to Inservice Science Teacher Research Based Induction as Professional Development offers readers various tested strategies for supporting and retaining early career science teachers Some of the common tested effective strategies involve increasing teacher reflection fostering teacher leadership developing collegial collaboration strengthen teacher identity introducing PLC involvement in both preservice and inservice settings expanding IHE teacher preparation to more deeply include classroom teachers using graduate coursework to introduce induction PD and longterm follow up of early career teachers The contributing authors explain different approaches successfully implemented in various settings and their impact on developing high quality teachers with the self efficacy to positively impact student learning The ideas provided in the volume can be replicated in part and whole in other settings with the potential for similar results

**Handbook of Research on Assessment Technologies, Methods, and Applications in Higher Education** Schreiner, Christopher S., 2009-05-31 This research publication accommodates in depth studies that elucidate both the prospects and problems of learning assessment in higher education Provided by publisher



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