

Art/Music Teacher Candidate - Rating Scale

Answers to specific questions:

Why are you the right candidate for this position? Why do you want this position?	0	1	2	3
What do you enjoy most about working in schools?	0	1	2	3
Tell us about a tough situation with a parent, colleague or student. How did you handle it?	0	1	2	3
What values do you strive to live by? What is your teaching philosophy?	0	1	2	3
How can you help our students be successful?	0	1	2	3

0 = Weak Answer 1 = Expected Answer 2 = Strong Answer 3 = Very Strong/Thoughtful Answer

Other Criteria

Candidate was easy to understand.	0	1	2	3
Candidate made eye contact.	0	1	2	3
Candidate was friendly and positive.	0	1	2	3
Candidate was a problem solver.	0	1	2	3
Candidate made an overall good first impression.	0	1	2	3

0 = Not at all/Weakness 1 = Somewhat 2 = Most of the Time 3 = Candidate Strength

Overall Rating: /20

Additional Comments:

Teacher Interview Questions With Rubric

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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.

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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

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

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

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

Maker Literacies for Academic Libraries Katie Musick Peery,2021-02-11 Melding universities strategic goals with libraries teaching and learning mission the academic library makerspace can be a powerful catalyst for information literacy offering faculty partners a place for interdisciplinary experiential learning If you re pondering what it takes to get your makerspace into the curriculum this volume s relatable first hand accounts from librarians makerspace staff and faculty partners will give you the confidence to make the leap Contributors drawn from the IMLS funded Maker Literacies project describe pilots and assessment for a variety of demographics course subjects and makerspace equipment Guided by their experiences you ll be ready to fully partner with faculty through the course integration and assessment process Inside you ll learn why academic librarians are uniquely situated to be leaders in the realm of makerspaces and makerspace literacy how the ACRL Framework informs maker competencies methods for using competencies and assessment in designing course assignments 5 steps for guiding faculty in creating assignments for makerspaces advice on developing a new staffing and service model to handle course wide use of the makerspace steps for taking students through concept design prototype and final product in a project management course how an ethical perspective engaged a women s history course toward the In Her Shoes project

pedagogical strategies for integrating the makerspace into fine arts classes and ways to showcase makerspace outputs to generate excitement around campus

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 11 Jennifer Katz, 2013-10-09 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

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