

Mock Interview Scoring Rubric

Student's Name: _____

Interviewer's Name: _____

Date: _____

Criteria	1	2	3
Appearance _____/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 is appropriate <input type="checkbox"/> Well-groomed attire <input type="checkbox"/> Good behavior and conduct	<input type="checkbox"/> Disorganized <input type="checkbox"/> Multiple errors <input type="checkbox"/> Little regard for conduct
Preparation _____/3 points	<input type="checkbox"/> Outline prepared <input type="checkbox"/> Discuss preparation thoroughly <input type="checkbox"/> Excellent interview preparation skills	<input type="checkbox"/> Late preparation <input type="checkbox"/> Appropriate for the role <input type="checkbox"/> Adequate interview preparation skills	<input type="checkbox"/> Late and inappropriate <input type="checkbox"/> No clearly defined <input type="checkbox"/> Barely any interview preparation skills
Communication _____/3 points	<input type="checkbox"/> Speaks clearly <input type="checkbox"/> Age appropriate language <input type="checkbox"/> Engages appropriate topics	<input type="checkbox"/> Speaks clearly but not quickly <input type="checkbox"/> Too much detail <input type="checkbox"/> Engages appropriate topics	<input type="checkbox"/> Mumbled or doesn't respond <input type="checkbox"/> Inappropriate language <input type="checkbox"/> Little interaction
Active Participation _____/3 points	<input type="checkbox"/> Actively engages in conversation <input type="checkbox"/> Responds enthusiastically <input type="checkbox"/> Engaged with interviewer while preparing for questions	<input type="checkbox"/> Interviewer must carry the conversation <input type="checkbox"/> Conversational skills are good <input type="checkbox"/> On topic responses	<input type="checkbox"/> Little interaction from the student <input type="checkbox"/> Distracted, off-task <input type="checkbox"/> Off topic responses
Total Score (add all ratings together)	_____/12 points		

Comments (Use additional sheets)

- ☐ _____
- ☐ _____
- ☐ _____

Teacher Interview Scoring Rubric

Craig A. Mertler



Teacher Interview Scoring Rubric:

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

The BEST Experience Implementation Guide: Teacher Induction and Mentoring, *Assessing Teacher Competency* Judy R. Wilkerson, William Steve Lang, 2007-04-13 This comprehensive five step model for measuring teacher knowledge and skills helps teacher educators and school administrators prepare fair valid and reliable assessments of teacher performance

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

An Interview Protocol and Scoring Rubric for Evaluating Teacher Performance Claudia P. Flowers, 2003

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

Interpreting Standardized Test Scores Craig A. Mertler, 2007-04-13 Interpreting Standardized Test Scores Strategies for Data Driven Instructional Decision Making is designed to help K 12 teachers and administrators understand the nature of standardized tests and in particular the scores that result from them This useful manual helps teachers develop the skills necessary to incorporate these test scores into various types of instructional decision making a process known as data driven decision making necessitated by the needs of their students

Primer to Developing a Successful Pre-service Teacher Portfolio James P. Takona, Roberta J. Wilburn, 2004 This guide for pre service teachers provides the means for documenting professional growth and development Takona educational technology and media LeMoyne Owen College and Wilburn early childhood education LeMoyne Owen College explain the principles and practice of developing and using a port

[The Teacher Quality Index](#) James H. Stronge, Jennifer L. Hindman, 2006-02-15 Provides a systematic structure and steps for conducting teacher interviews at

district and school levels The New Teacher's Complete Sourcebook Paula Naegle, 2002-08 Middle school teachers will find everything you need to set up your classroom for maximum learning prepare dynamite lessons create an effective classroom management plan and so much more From getting ready for the first day to staying on target through June this must have book will be your companion for years to come Models Of Authentic Assessment For Speaking Skills In Tourism Vocational School Suparmi, M.Pd, Afnesha Noveriana Chang, S.Pd., M.A, 2020-10-10 *Alternative Routes to Teacher Certification* , 2004 **Resources in Education** , 2001 **Metrics, Standards and Alignment in Teacher Policy** Jessica Holloway, 2021-01-07 This book looks at the narrowing effects of contemporary modes of teacher and teaching policy and governance It draws on political theory to provide new ways of conceptualising the effects of teacher and teaching policies and practices It adds a new dimension to the robust body of literature related to teacher policy by looking at three interrelated domains 1 teacher preparation and development 2 teacher evaluation and 3 teacher leadership Drawing from case studies from the USA UK and Australia it illustrates how a coalescence around metrics standards and compliance is producing increasingly restricted notions of teachers and teaching It shows how the rationalities and techniques associated with accountability and standardisation are limiting the possibilities for multiple conceptualisations of teaching and teachers to exist or emerge Using pluralism as the main framework it challenges the dangers associated with rigid compliance and alignment and argues that pluralism can help secure schools as socially and culturally responsive to the needs of the community JSL Vol 28-N5 JOURNAL OF SCHOOL LEADERSHIP, 2018-10-26 **Linking Reading Assessment to Instruction** Arleen Shearer Mariotti, Susan P. Homan, Arleen P. Shearer, 2005-05-06 This worktext applies current theory to classroom practice by providing in each chapter a brief explanation of major concepts followed by guided practical experience in administering scoring and interpreting reading assessment techniques Like the popular previous editions the Fourth Edition emphasizes the use of assessment and diagnosis for instructional decision making rather than for simply giving grades stresses the use of informal assessment techniques reflecting the current emphasis in educational assessment theories but also includes coverage of standardized test scores provides both classroom tested results and interpretations of the data giving students step by step experience in administering scoring and interpreting assessment techniques and includes numerous hands on activities For children to be good readers they must be taught phonemic awareness phonics skills how to read fluently and how to apply comprehension strategies Linking Reading Assessment to Instruction An Application Worktext for Elementary Classroom Teachers Fourth Edition covers all four areas This text is designed for undergraduate or graduate reading methods courses that include a diagnosis component reading diagnosis courses exceptional education courses and inservice courses on reading literacy development Changes in the Fourth Edition discussion of the text's relationship to the areas of reading proposed by the National Reading Panel Report phonemic awareness phonics fluency vocabulary and comprehension updated Suggested Readings for all chapters additional references

to diagnostic assessments for word analysis skills and spelling stages additional grouping scenarios new section on determining a diagnostic path with instructional suggestions relevant ESOL information added in several places and revised Instructor s Manual includes more activities **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 **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

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 Teaching and

Learning in Art Education Debrah C. Sickler-Voigt,2019-10-08 In this student centered book Debrah C Sickler Voigt provides proven tips and innovative methods for teaching managing and assessing all aspects of art instruction and student learning in today s diversified educational settings from pre K through high school Up to date with the current National Visual Arts Standards this text offers best practices in art education and explains current theories and assessment models for art instruction Using examples of students visually stunning artworks to illustrate what children can achieve through quality art instruction and practical lesson planning Teaching and Learning in Art Education explores essential and emerging topics

such as managing the classroom in art education artistic development from early childhood through adolescence catering towards learners with a diversity of abilities integrating technology into the art field and understanding drawing painting paper arts sculpture and textiles in context Alongside a companion website offering Microsoft PowerPoint presentations assessments and tutorials to provide ready to use resources for professors and students this engaging text will assist teachers in challenging and inspiring students to think creatively problem solve and develop relevant skills as lifelong learners in the art education sector

Teacher Interview Scoring Rubric Book Review: Unveiling the Power of Words

In some sort of driven by information and connectivity, the ability of words has be evident than ever. They have the ability to inspire, provoke, and ignite change. Such may be the essence of the book **Teacher Interview Scoring Rubric**, a literary masterpiece that delves deep into the significance of words and their effect on our lives. Published by a renowned author, this captivating work takes readers on a transformative journey, unraveling the secrets and potential behind every word. In this review, we shall explore the book is key themes, examine its writing style, and analyze its overall affect readers.

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