

Rubric for Assessment of Interview

Interviewer's Name: _____

Criteria	1 – Unacceptable	2 –Acceptable	3 - Target	Comments:	Score
Appearance and Poise	<ul style="list-style-type: none"> • Candidate is not punctual. • Candidate is not dressed professionally and appropriately. • Candidate does not appear confident and poised. • Candidate does not maintain good posture. • Candidate does not make eye-contact with the Interviewers. • Candidate does not give greeting. 	<ul style="list-style-type: none"> • Candidate is punctual. • Candidate is somewhat dressed professionally and appropriately. • Candidate appears somewhat confident and poised. • Candidate generally maintains good posture. • Candidate mostly makes eye-contact with the Interviewers. • Candidate gives a general greeting. 	<ul style="list-style-type: none"> • Candidate is punctual. • Candidate is dressed professionally and appropriately. • Candidate appears confident and poised. • Candidate maintains good posture. • Candidate makes eye-contact with the Interviewers. • Candidate gives an appropriate greeting. 		Score: ____ (out of 3)
Skill and Presentation	<ul style="list-style-type: none"> • Candidate does not answer content of each question clearly or stay on topic. • Candidate does not appear prepared and knowledgeable. • Candidate does not appear to give straightforward, honest responses. • Candidate comes across as someone who cannot work well with others. • Candidate does not appear excited and passionate about teaching. 	<ul style="list-style-type: none"> • Candidate answers content of each question generally and strays from topic. • Candidate's appears mostly prepared and knowledgeable. • Candidate give general, generic responses. • Candidate comes across as someone who can mostly work well with others. • Candidate appears somewhat excited and passionate about teaching. 	<ul style="list-style-type: none"> • Candidate answers content of each question clearly and stays on topic. • Candidate's appears prepared and knowledgeable. • Candidate appears to give straightforward, honest responses. • Candidate comes across as someone who can work well with others. • Candidate appears excited and passionate about teaching. 		Score: ____ (out of 3)

<p>Delivery and Language</p>	<ul style="list-style-type: none"> • Candidate does not use proper language or enunciate his/her responses. • Candidate is not professional, and mature throughout the interview. • Candidate does not answers questions with appropriate wait time. • Candidate uses distracting mannerisms and phrases? (“ums”, tapping, hair twirling, etc.) 	<ul style="list-style-type: none"> • Candidate mostly uses proper language and enunciate his/her responses. • Candidate mostly remains professional, and mature throughout the interview. • Candidate answers most questions with appropriate wait time. • Candidate uses minimal distracting mannerisms and phrases? (“ums”, tapping, hair twirling, etc.) 	<ul style="list-style-type: none"> • Candidate uses proper language and enunciate his/her responses. • Candidate remains professional, and mature throughout the interview. • Candidate answers questions with appropriate wait time. • Candidate avoids distracting mannerisms and phrases? (“ums”, tapping, hair twirling, etc.) 		<p>Score: ____ (out of 3)</p>
<p>Application Packet</p>	<ul style="list-style-type: none"> • Application packet is disorganized and incomplete. • Components of application are full of errors. 	<ul style="list-style-type: none"> • Application packet is mostly professional and neat. • Components of application are complete with few errors. 	<ul style="list-style-type: none"> • Application packet is professional and neat. • Components of application are complete and free of errors. 		<p>Score: ____ (out of 3)</p>

Total score out of 12 points = _____

Interview Committee Signatures:

Name: _____ Program: _____ Date: _____

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School of Education Director Approval: _____ Date: _____

Rating Chart

Rating	Total Score Range
<p>Target</p> <ul style="list-style-type: none"> - stellar application - great poise, professional dress, great eye-contact - very confident - detailed and specific answers to questions - sells skills and references previous experience - appears to have many leadership qualities - appears very honest and easy to work with - candidate is professional when responding - very clear and concise manner of speaking 	<p>10-12 Points</p>
<p>Acceptable</p> <ul style="list-style-type: none"> - complete application - decent poise, professional dress, good eye-contact - somewhat confident - specific answers to questions - sells some skills - appears to have some leadership potential - appears honest and non-conflict prone - Candidate is usually professional when responding - clear manner of speaking 	<p>7-9 Points</p>
<p>Unacceptable</p> <ul style="list-style-type: none"> - application is incomplete or has many errors - no poise, dress too casual or inappropriate, poor eye-contact - lack of confidence - answers to questions are not convincing, relevant, or sufficient - inexperience is obvious - does not appear to possess leadership skills - does not come across as a dependable or responsible - candidate is not professional when responding - manner of speaking is unclear, jumbled or poorly worded 	<p>0-6 Points</p>

List of Possible Interview Questions

**Unit Faculty will select questions for interviews prior to the interview date and submit them to the School of Education Director. Each candidate must be asked the same questions to ensure continuity and fairness.*

Professional Experiences

1. What is your philosophy of education?
2. Describe your student teaching experience(s). What are some of the most significant things you learned from your cooperating teacher(s)? What did you like/dislike?
3. What is your knowledge of and experience with standards-based education?
4. What experience have you had with students from culturally diverse backgrounds?
5. When did you first become interested in teaching?
6. What opportunities have you had to bring multicultural education into your classroom?
7. Describe your experience(s) working in an urban setting.
8. How well has your college/university prepared you for the teaching profession?

Instructional Skills

1. Describe the teaching techniques or strategies that are most effective for you.
2. How would you include cooperative learning in your classroom?
3. How would you identify the special needs of your students?
4. What do you include when you write learning objectives?
5. What techniques do you use to keep students actively involved during a lesson?
6. What methods would you use to assess student learning?
7. Describe different student learning styles and how you adjust lessons to benefit those differing styles.
8. Do you feel that the teacher should be responsible for developing objectives or should they be provided in the curriculum?
9. How do you deal with the unmotivated student?
10. Is drill and practice important? How and when would you use it?
11. What would you do if 50% of your class did poorly on a test?
12. What do you see as the relative strengths and weaknesses of norm-referenced tests?
13. How would you use authentic assessment?

Technology/Computer Skills

1. How would you incorporate technology in your classroom?
2. What are your computer skills? What software have you used for instructional or classroom management purposes?
3. Assuming you have adequate equipment, how would students be allowed to use technology in your classroom?

Classroom Discipline

1. Describe your philosophy regarding discipline.
2. What techniques would you use to handle discipline problems that may arise in your classroom?
3. What was the most challenging discipline problem you've encountered and how did you handle it? Were you prepared to handle this situation? In hindsight, would you have handled this situation any differently?
4. What kind of rules do you have in your classroom? (Share an example.) How are they established?
5. How would you create and promote a safe atmosphere in your classroom?

Classroom Management

1. What is your classroom management plan/style? What are your goals?
2. Describe what you consider to be the model classroom. What would a typical day look like in this classroom?
3. Share three interesting classroom management techniques used in your classroom.
4. When students say they want their teacher to be fair, what do you think they mean?

Knowledge of Content/Materials

1. What kinds of materials have you used to assess student strengths and/or weaknesses?
2. What kinds of tests do you like to give?
3. Are there any materials you have used that you find are especially effective for slow learners or bright students?
4. What coursework have you taken that has made you especially suited for this position?
5. What kind of materials and supplies would you need to do your best job?
6. How do you stay current in your field?
7. What curricular changes do you hope to see over the next few years?

Planning Skills

1. What do you include in your daily lesson plans? How closely do you follow your plans?
2. Describe a good lesson you've planned and implemented. Explain why it was good.
3. Describe a time when a lesson was not going well. What did you do about it?
4. How would you integrate language arts across the curriculum?
5. How would you go about setting up your reading program?
6. How would you handle varied reading abilities in the content areas?
7. How much homework will you assign? How do you know how long it will take your students?

Relationships with Administration, Staff, Parents, and Students

1. Describe an outstanding teacher. What makes this educator outstanding?
2. What does "teamwork" mean to you? Give an example.
3. What should a principal expect from teachers? What should teachers expect from their principal?
4. What kind of principal would you like to work for?
5. How would your students describe you as a teacher?
6. How do you approach parent/teacher conferences?
7. What do you feel is important to know about your students? How do you gather this information?
8. Describe your approach with a parent who is upset with you - - and you know you are right.
9. How can you get students to be excited about learning?
10. Describe your use of paraprofessional aides and/or parent volunteers in your classroom.
11. How do you develop self-esteem in your students?
12. How do you keep parents informed about the daily/weekly progress of their son/daughter? What vehicles do you use to communicate with parents?
13. What kind of people do you find it difficult to work with and why?
14. Do you want students to like you? Why or why not?
15. What do you value most in a child?

Personal Qualities

1. Why have you selected teaching as a profession?
2. What are your career goals, short term and long term?
3. What makes you an effective teacher?
4. Describe yourself with three adjectives and explain why they were chosen.
5. What distinguishes you from other candidates?
6. Describe your fears as you begin your first year teaching.
7. If I were to contact your references what do you think they would say about you?
8. Would you describe yourself as a team player or an individual achiever?
9. What is your most successful accomplishment?
10. Tell me whom you would like to emulate. Why?

Miscellaneous

1. What activities would you like to become involved in within our school, district, or community?
2. Why do you want to work in our school system?
3. Tell me about yourself.
4. Describe your thoughts about student and teacher accountability.
5. What professional development topics interest you? What are your plans for professional growth?
6. What gives you the greatest pleasure teaching?
7. What do you think is wrong with public education today?
8. At which grade level do you think you would do the best job?
9. Would you be willing to teach at a different grade level (elementary) or teach a different subject (secondary)?
10. What are your greatest weaknesses?
11. Why should we hire you over the two other finalists who have comparable qualifications?

*Questions adopted from Career Services Center at University of Delaware: <http://www.udel.edu/CSC/pdf/InterviewTeach.pdf>

Rubric for Assessment of Interview (Post)

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