



• COMMITTEE EVALUATION WORKSHEET FORM •



(THIS FORM MUST BE RETURNED TO HUMAN RESOURCES WITH INTERVIEW MATERIALS)

CANDIDATE NAME \_\_\_\_\_ DATE \_\_\_\_/\_\_\_\_/\_\_\_\_  
 (Last) (First) (MI)

POSITION \_\_\_\_\_ BUILDING \_\_\_\_\_

**PREVIOUS EXPERIENCE:**

KEN-TON UFSD (POSITION) \_\_\_\_\_ (BUILDING) \_\_\_\_\_ (NUMBER OF YEARS) \_\_\_\_\_

OUT OF DISTRICT (POSITION) \_\_\_\_\_ (DISTRICT) \_\_\_\_\_ (NUMBER OF YEARS) \_\_\_\_\_

APPROPRIATE CERTIFICATION       LETTERS OF REFERENCE

COMPLETED WYNRIC APPLICATION       RESUME PROVIDED

LETTER OF INTEREST PROVIDED       TRANSCRIPTS PROVIDED

Undergrad GPA		Graduate GPA	
Overall	Major		

Directions: Based on the data the interview committee has gathered from completed applications, interviews, and references, express the committee's rating of the candidate (use back side if additional space is needed):

Scoring Scale →	1-Unsatisfactory	2-Fair	3-Good	4-Excellent
Selection Criteria				
	U	F	G	E
<b>Planning and Preparation</b> <ul style="list-style-type: none"> <li>• <b>Demonstrates Knowledge of:</b> Content &amp; Pedagogy, Students (<i>Knowledge of Characteristics of Age Group, Students' Skills and Knowledge, Students' Interests and Varied Approaches to Learning</i>), Planning and Implementing Content Instruction, Designing and Implementing Student Assessment;</li> <li>• <b>Selects:</b> Appropriate Instructional Goals, Resources (materials) that Ensure All Students Were Able to Achieve the Learning Objective</li> </ul>	1	2	3	4
<b>The Classroom Environment</b> <ul style="list-style-type: none"> <li>• <b>Creates:</b> an Environment of Respect and Rapport (<i>Appropriate Teacher/Student Interaction</i>), a Culture of Learning;</li> <li>• <b>Manages:</b> Classroom Procedures (<i>Management of Instructional Groups, Transitions, Materials and Supplies etc.</i>); Student Behavior</li> </ul>	1	2	3	4
<b>Instruction</b> <ul style="list-style-type: none"> <li>• <b>Communicates</b> Clearly and Accurately (<i>Clearly states expectation for learning, directions and procedures, explanation of content</i>);</li> <li>• <b>Uses:</b> Questioning and Discussion Techniques that Lead to Higher Level Thinking, Assessment In Instruction (<i>Assessment criteria used to monitor learning, provide feedback to students and encourage student self-assessment</i>);</li> <li>• <b>Evidence of:</b> Engagement of Students In the Learning Process, Flexibility and Responsiveness (<i>Adjusts lesson based on assessment and responds to student needs</i>)</li> </ul>	1	2	3	4
<b>Professional &amp; Leadership Responsibilities</b> <ul style="list-style-type: none"> <li>• <b>Evidence of:</b> Reflection on Teaching for Improvement, Communication with Families, Participation In a Professional Community (<i>A team player that contributes and receives growth from colleagues, administrators, and parents</i>), Growth and Development Professionally;</li> <li>• <b>Demonstrates Knowledge of:</b> Current Concepts In the Field of Subject</li> </ul>	1	2	3	4
<b>Evidence of Understanding of a Variety of Learners</b> <ul style="list-style-type: none"> <li>• <b>Demonstrates Knowledge of:</b> Learning Styles, Students With Special Needs, Engaging All Students In the Learning Process, Etc.</li> </ul>	1	2	3	4
<b>Evidence of Previous Positive Teaching Experiences</b> <ul style="list-style-type: none"> <li>• <b>Provides Examples of Previous Increases In Student Achievement</b></li> </ul>	1	2	3	4
<b>Evidence of Academic Achievement</b> <ul style="list-style-type: none"> <li>• <b>Shows Academic Achievement at the:</b> Undergraduate, Graduate, and/or Post-Graduate Levels</li> <li>• <b>High Level of Performance Within Academic Major/Concentration</b></li> </ul>	1	2	3	4
<b>Evidence of High Moral Character</b> <ul style="list-style-type: none"> <li>• <b>Acts with Integrity</b> Consistent With the District's Values</li> <li>• <b>Acts in the Best Interest</b> of Students</li> </ul>	1	2	3	4
<b>Strength of References (letters and/or telephone)</b> <ul style="list-style-type: none"> <li>• <b>References:</b> Are Current, Show Strong Aptitude for Future Teaching Success, Are Knowledgeable Supervisors/Educators With the Ability to Evaluate the Candidate's Past Teaching Experiences</li> </ul>	1	2	3	4
<b>Evidence of Strong Interpersonal Skills</b> <ul style="list-style-type: none"> <li>• <b>Written and Spoken Language is Free:</b> of Grammatical Errors, Misspellings and Other Typos</li> <li>• <b>Demonstrates the Personality of Being:</b> Positive, Patient, Courteous, Open Minded, Reflective, and Empathetic</li> </ul>	1	2	3	4

<b>Total Selection Criteria Score</b>	/50
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INTERVIEWER COMMITTEE NAMES (PLEASE PRINT)

Team Leader	Principal/Dept/Head

**Directions:**

1. *Committee Evaluation Worksheet* form is to be completed via committee consensus. Refer to the *Developing Consensus* subsection of the *Responsibilities of Screening/Interview Team Members* of the Perspective Employee Hiring Guide.
2. It is suggested that the Interview Committee completes the *Committee Evaluation Worksheet Form* after the interview. The Interview Committee should refer to individual members' *Teacher Interview Evaluation Forms*, *Student Evaluation of Candidate Effectiveness Forms*, References, and Application Materials in conducting discussion towards consensus evaluation of candidates.
3. Complete 1 *Committee Evaluation Worksheet Form* per candidate.
4. Use the spaces provided below if needed for additional notes.

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