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| Interview Rubric (Check one: <input type="checkbox"/>Program Admission <input type="checkbox"/>Principal's Panel) | | | | | | |
| NAME: | | DATE: | | TOTAL SCORE: | | |
| Communication (All Questions) | | | | | | |
| Unacceptable (1) | Competent (2) (Required for Admission) | Proficient (3) (Required for Principal's Panel) | Accomplished (4) | Score 1 | Score 2 | Final |
| Rate of speech and gestures largely inappropriate Voice projection too loud or too soft; poor enunciation Use of many fillers/vocalized pauses (um, ah, er, you know, okay, like, etc.) No attempt to engage interviewers Inappropriate language use: slang, colloquialism, and informal language | Appropriate Rate of speech & gestures; may have some lapses Voice Projection and enunciation appropriate Absence of fillers/vocalized pauses (um, ah, er, you know, okay) Some interviewer engagement Language use is standard and appropriate | Appropriate Rate of speech & gestures; few if any lapses Voice Projection and enunciation appropriate Absence of fillers/vocalized pauses (um, ah, er, you know, okay) Conveys some enthusiasm to engage interviewers Language use is standard and Appropriate | Appropriate Rate of speech and gestures Voice projection and words enunciated clearly No fillers or vocalized pauses Conveys enthusiasm to engage interviewers Excellent command of language | | | |
| Content Knowledge and Application (EPP conceptual framework, Social Justice, characteristics of target age group, content specific knowledge) #3, 4, 6 | | | | | | |
| Unacceptable | Competent | Proficient | Accomplished | Score 1 | Score 2 | Final |
| Limited knowledge of conceptual framework, discipline specific terminology; inappropriate or inaccurate use Surface knowledge of (a critical issue, one major critical theory/concepts; incorrectly applied to text | Basic knowledge of a range of discipline specific terminology; appropriate use Basic knowledge of at least one major critical theory/concepts; theory applied accurately to text Adequate discussion of characteristics of specific group of teaching area | Knowledge of a range of discipline specific terminology; appropriate use Knowledge of at least one major critical theory/concepts; theory applied accurately to text Ability to discuss wide range of characteristics of specific group of teaching area in detail | Deep knowledge of a wide range of discipline specific terminology and its appropriate use Deep knowledge of several major critical theories/concepts; one or more applied accurately to text Ability to discuss the characteristics of specific group | | | |

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|---|---|--|---|---------|---------|-------|
| Limited ability to discuss of characteristics of specific group of teaching area Limited knowledge of social justice | Basic knowledge of social justice to include a definition | Can apply the concept of social justice to a specific example | of teaching area and implications for teaching In depth knowledgeable about role/impact of social justice in education | | | |
| Critical/Creative Thinking #3B, 7 | | | | | | |
| Unacceptable | Competent | Proficient | Accomplished | Score 1 | Score 2 | Final |
| Superficial or unclear discussion of the significance of critical thinking to teaching. Little or no evidence of critical thinking in response. | Discussion provides some evidence of awareness of the importance of critical thinking for teachers. Some evidence of critical thinking in responding to this prompt. | Presents evidence of the importance of critical thinking for teachers Demonstrates critical thinking in response to the prompt. | Presents a clear and systematic analysis of why critical and creative thinking is essential for teachers. Clear evidence of critical and creative thinking in responding to this prompt. | | | |
| Efficacy Beliefs (self-confidence, self-direction and motivation) #2, 5 | | | | | | |
| Unacceptable | Competent | Proficient | Accomplished | Score 1 | Score 2 | Final |
| Low self-confidence (nervousness, insecure, some self-doubt) Lack of self-direction and motivation (requiring a great deal of direction and guidance) Low self-efficacy beliefs | Self-confidence (some nervousness throughout) Self-direction and self-motivation (requires some direction / coaching) Moderate self-efficacy beliefs | Self-confident (some nervousness, but overcomes it quickly) Self-directed and self-motivated (requires little direction/coaching) Strong self-efficacy beliefs | Self-confident (minimal nervousness) Self-directed and self-motivated (requiring no direction/coaching) High self-efficacy beliefs | | | |
| Professionalism/Dispositions (professional development, punctuality, preparation, positive response to constructive criticism (difficult and/or challenging assignment – what actions did you take) (#4, 5, & 6) | | | | | | |
| Unacceptable | Competent | Proficient | Accomplished | Score 1 | Score 2 | Final |

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|--|--|--|---|--|--|--|
| Limited/ no evidence of PD Late w/o notification/ explanation and unprepared for Interview Defensive/appears unreceptive Little/no positive interaction with or understanding of target population | Periodic evidence of PD and limited knowledge of its impact on their Prof. Practice Arrives on time and is prepared Receptive and non-defensive Positive interaction with and understanding of the needs of target population | Periodic evidence of PD and some application to their Prof. Practice Arrives on time and is prepared Receptive and non-defensive Positive interaction with and understanding of the needs of target population | Evidence of ongoing PD and understanding of its importance to their continual professional growth Arrives early to be situated and prepared for the interview Receptive and non-defensive and shows evidence of intent to use feedback to modify behavior Seek opportunities to interact positively with target population, especially in formal educational setting | | | |
|--|--|--|---|--|--|--|

Professional Dress (No Questions)

| Unacceptable | Competent | Proficient | Accomplished | Score 1 | Score 2 | Final |
|---|---|--|---|------------|------------|-------|
| Overall appearance is untidy Choice in clothing is inappropriate for any job interview (torn, unclean, wrinkled) Poor grooming Dress not appropriate for a professional interview Look un-kept Clothes wrinkled Improper dress Hygiene needs improvements | Overall appearance is somewhat untidy Choice in clothing is inappropriate (shirt un-tucked, tee-shirt, too much jewelry, etc.) Grooming attempt is evident Dress was not distracting and acceptable for a professional interview Not dressed for position Hygiene needs improvement | Overall neat appearance Choice in clothing is acceptable for the type of interview Well groomed (i.e., shirt tucked in, jewelry blends with clothing, minimal wrinkles) Good Hygiene Clean but not pressed and polished | Overall appearance is very neat Choice in clothing is appropriate for any job interview Very well groomed (hair, make-up, clothes pressed, etc.) Overall appearance is businesslike Excellent dress for professional interview Good Hygiene Dressed for one position higher looking | | | |

Presentation Skills (All Questions)

| Unacceptable | Competent | Proficient | Accomplished | Score 1 | Score 2 | Final |
|--|---|---|---|------------|------------|-------|
| Fidgeted – ex. constant movement of hands and feet Lack of eye contact Slouching all the time | Fidgeted – ex. movement of hands and feet frequently Eye contact is made intermittently Occasionally slouching | Minimal fidgeting (ex. occasionally shifting) Occasional loss of eye contact Brief slouching, but quickly correcting self | No fidgeting Eye contact made Sitting straight in chair | | | |

Overall Rating/Comment:

Communication Skills/Presentation Skills

Content Knowledge/Application:

Creative/CT/PB:

Efficacy Beliefs:

Professionalism/Dispositions:

Professional Dress

Presentation Skills