



Admission to Teacher Education Interview Rubric

Pre-Candidate's Name _____ Advisor _____

Interview Date _____ Major _____ Concentration _____

Interview Committee: sign _____ position _____

sign _____ position _____

sign _____ position _____

Recommendations: _____

The pre-candidate must score an average of 2.0 on the Admission to Teacher Education Interview Rubric in order to be considered for Admission to Teacher Education without individual counsel and a Corrective Action Plan. Evaluators, please circle one number for each theme using the descriptors listed below the theme as the basis for your rating and make comments in the blank space under each scale. Average your score for the final score, and please add overall comments.

3 = Proficient= *Mastered important concepts/Deep Learning evident*

2 = Developing= *Understanding of important concepts evident/Able to answer questions adequately*

1 = Emerging= *Surface/Limited understanding/Some answers need clarification and justification*

0 = Not Observed= *Unable to answer or Poor response*

1. Caring Disposition and Ethical Responsibility	Not Observed	Emerging	Developing	Proficient
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Circle your score.	0	1	2	3
	Response is not accurate or relevant.	<p>1. Candidate’s response is superficial and lacks details (e.g., I like teaching and all students can learn)</p> <p>2. Candidate’s theoretical underpinnings (i.e. belief system) are vague in their response. The candidate does not clearly describe how those beliefs affect their decisions such teaching strategies and management.</p>	<p>1. Candidate’s response is satisfactory. Candidate is clear as to what impacted their decision to become a teacher but offers minimal details in their response.</p> <p>2. Candidate’s theoretical underpinnings (i.e. belief system) are present in their response. The candidate somewhat describes how those beliefs affect their decisions such as teaching strategies and management.</p>	<p>1. Candidate’s response is insightful and detailed. There is a direct link between the candidate’s experiences and their decision to become a teacher.</p> <p>2. Candidate’s theoretical underpinnings (i.e. belief system) are evident in their response. The candidate describes how those beliefs affect their decisions such as teaching strategies and management.</p>

Comments:

2. Communication	Not Observed	Emerging	Developing	Proficient
Circle your score.	0	1	2	3
	Response is not relevant.	Candidate can identify at least one mode of communication (e.g., email)	Candidate identifies at least two modes of communication (e.g., email and telephone call)	Candidate identifies three or more modes of communication (e.g., webpage, email, telephone call)

3. Knowledgeable and Reflective	Not Observed	Emerging	Developing	Proficient
Circle your score.	0	1	2	3

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	<p>1. Response is not accurate or relevant.</p> <p>2. Candidate is unable to recall and describe at least one of the seven components of the FSU COE Conceptual Framework.</p>	<p>1. Demonstrates limited knowledge and understanding of NCSCOS. Candidate provides minimal descriptions and/or examples.</p> <p>2. Candidate is able to recall and partially describe two of the seven components of the FSU COE Conceptual Framework. Link between components and field of study are vague and/or absent.</p>	<p>1. Demonstrates basic knowledge and understanding of NCSCOS. Candidate provides satisfactory descriptions, explanations, and examples.</p> <p>2. Candidate is able to recall and accurately describe two of the seven components of the FSU COE Conceptual Framework. Link between components and field of study are sufficient.</p>	<p>1. Demonstrates substantial knowledge and understanding of NCSCOS. Candidate provides accurate descriptions, explanations, and examples.</p> <p>2. Candidate is able to recall and accurately describe two of the seven components of the FSU COE Conceptual Framework. Link between components and field of study are insightful and detailed.</p>
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Comments:

4. Research and Leadership	Not Observed	Emerging	Developing	Proficient
Circle your score.	0	1	2	3
	<p>Response is not accurate or relevant.</p>	<p>1. Candidate attempts to define evidence-based practices but response is limited.</p> <p>2. Candidate demonstrates limited knowledge and understanding of the impact of research in their coursework and provided minimal descriptions and/or examples.</p>	<p>1. Candidate adequately defines evidence-based practices but it is clear the candidate does not have a thorough understanding of the terminology.</p> <p>2. Candidate demonstrates basic knowledge and understanding of the impact of research in their coursework and provided adequate descriptions and/or examples.</p>	<p>1. Candidate’s response accurately defines the term evidence-based practice. It is evident in the Candidates response they have a thorough understanding of the terminology.</p> <p>2. Candidate demonstrates substantial knowledge and understanding of the impact of research in their coursework and provides</p>

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				thorough descriptions and/or examples.
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Comments:

5. Respect for Diversity and Individual Worth	Not Observed	Emerging	Developing	Proficient
Circle your score.	0	1	2	3
	Response is not accurate or relevant.	1. Candidate’s definition is superficial and lacks examples of the different types of diverse learners 2. Candidate’s response acknowledges stereotypes exist and somewhat demonstrates somewhat of an understanding of how to foster acceptance and inclusion of diverse learners in classroom communities	1. Candidate’s definition is somewhat clear and identifies some forms of diversity found in P-12 classrooms 2. Candidate’s response demonstrates a basic understanding of how to challenge stereotypes and how to foster acceptance and inclusion of diverse learners in classroom communities	1. Candidate’s definition is clear and identifies multiple forms of diversity found in P-12 classrooms 2. Candidate’s response challenges systems of oppression and stereotypes, is actionable, and demonstrates a clear understanding of how to foster acceptance and inclusion of diverse learners in classroom communities.

Comments:

6. Technological Competence and Educational Applications	Not Observed	Emerging	Developing	Proficient
Circle your score.	0	1	2	3
	Response is not accurate or relevant.	1. Candidate is able to identify different types of technology but is unable to discuss a plan	1. Candidate provides a basic plan for the use of technology relative to their field of study.	1. Candidate provides a clear and concise plan for the use of technology

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		for implementation and how the students will benefit from the use of technology. Examples may not be relevant to his/her field of study.	The candidate is able to provide examples but does not directly address how their students will engage and benefit from the use of these technologies.	relative to their field of study. The candidate provides authentic examples and directly addresses how their students will engage and benefit from the use of these technologies.
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Comments:

7. Working with Families and Communities	Not Observed	Emerging	Developing	Proficient
Circle your score.	0	1	2	3
	Response is not accurate or relevant.	<p>1. The Candidate has a limited understanding of how family engagement relates to student achievement and/or a rudimentary idea of how to create engagement opportunities.</p> <p>2. Candidate’s ideas for ways to foster community engagement in their relevant field of study are underdeveloped.</p>	<p>1. The Candidate has a satisfactory understanding of how family engagement relates to student achievement and is able to discuss basic plans for creating engagement opportunities.</p> <p>2. Candidate demonstrates adequate knowledge of ways they might foster community engagement in their relevant field of study.</p>	<p>1. The Candidate is able to thoroughly discuss how family engagement relates to student achievement and have a clear idea of how they would create engagement opportunities.</p> <p>2. Candidate demonstrates originality and forethought in ways they might foster community engagement in their relevant field of study.</p>

Comments:

Professional Appearance	Did the pre-candidate dress appropriately? Yes ___ No ___
Punctuality	Did the pre-candidate arrive on time for the interview? Yes ___ No ___

Preparation	Did the pre-candidate bring a resume to the interview? Yes ___ No ___
Final Average Score	Overall Comments: