

# Rubric for Admission to Student Teaching-Interview

Name of Student Teaching Candidate \_\_\_\_\_

		<b>Unacceptable (1 Point)</b>	<b>Acceptable (2 Points)</b>	<b>Target (3 Points)</b>	<b>Score</b>
<b>Knowledgeable and Reflective (3)</b>		Candidate is unable to answer questions related to content knowledge, the profession of teaching, instructional resources, and the daily routine of the school. Indicates little interest in the profession and has problems articulating professional goals.	Candidate demonstrates some knowledge of the teaching profession, 21 <sup>st</sup> century skills and content in instruction, instructional resources, and the daily routine of the school. Is familiar with some of the themes and indicators of the Conceptual Framework and the NCSCOS. Demonstrates moderate interest in the profession and has developed at least one professional goal.	Candidate responds accurately and enthusiastically to questions concerning the 1) <b>teaching profession, 21<sup>st</sup> century skills and content in instruction.</b> 2) <b>Can discuss the SOE Conceptual Framework themes and indicators, and 3) can name specific professional resources, organizations, and standards, with reference to the NCSCOS.</b> Is 4) <b>knowledgeable about the daily routine of the school.</b> 5) <b>Is able to articulate high quality professional goals.</b>	
<b>Research and Leadership (4)</b>		Candidate expresses a belief that the teacher is not responsible for student learning. Is not able to discuss any current or relevant educational research or related current events.	Candidate articulates a belief that all children can learn and that the teacher is responsible for student learning. Is able to discuss relevant educational research, with a moderate level of understanding.	1) Candidate believes that all students can learn and that the teacher should accept responsibility for student learning. 2) The candidate can discuss educational research that positively impacts student learning.	
<b>Communication (2)</b>		Candidate makes grammatical errors, mumbles, mispronounces words, or speaks too softly/loudly to be understood. Candidate's vocabulary is limited and inadequate for professional practice. <b><u>(If the candidate has a speech related disability, please indicate so in the comments area.)</u></b>	Candidate makes no grammatical errors or corrects himself/herself, pronounces most words correctly, and speaks clearly and audibly. Vocabulary is limited, but appropriate.	Candidate uses clear voice and correct, precise pronunciation of words, and makes no grammatical errors. Vocabulary is mature and appropriate for professional practice.	

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<p><b>Caring Dispositions and Ethical Responsibility (1)</b></p>		<p>Candidate is unable to articulate what it means to be fair, honest or ethical in the professional setting. Has no knowledge of the NC Code of Ethics and Standards for Professional Conduct.</p>	<p>Candidate can articulate the role of honesty, integrity, fair treatment, and respect for others, in the professional setting. Is minimally aware of the NC Code of Ethics and Standards for Professional Conduct.</p>	<p>1) Candidate demonstrates a clear understanding of honesty, integrity, fair treatment, and respect for others, in the professional setting. 2) Gives examples from the NC Code of Ethics and Standards for Professional Conduct.</p>	
<p><b>Respect for Diversity and Individual Worth (5)</b></p>		<p>Candidate demonstrates little understanding of professional respect for differences in race, culture, ethnicity, religion, gender, ability, etc.</p>	<p>Candidate demonstrates some understanding of professional respect for diverse students and the need for differentiated instruction and high expectations for all students.</p>	<p>Candidate demonstrates understanding of and the ability to respect diverse students and the need to differentiate instruction; has some knowledge of special education law, and the need to have high expectations for all students.</p>	
<p><b>Working with Families and Communities (7)</b></p>		<p>Candidate is unable to respond to questions related to the needs of families, and the significance of family and community support in student success. Candidate shows little interest in the needs and involvement of families in student learning.</p>	<p>Candidate indicates understanding and sensitivity to the needs of families and the importance of their involvement in their child's learning. Candidate is able to articulate the need to collaborate and seek solutions to overcome obstacles that prevent family and community involvement.</p>	<p>Candidate can give specific examples of how to encourage family and community involvement in student learning. Candidate discusses the significance of working collaboratively with families and significant adults to increase student success.</p>	
<p><b>Technological Competence and Educational Applications (6)</b></p>		<p>Candidate is unable to discuss the use of technology in creating one's own educational projects or the importance of global readiness.</p>	<p>Candidate demonstrates a moderate understanding of the role of technology in contributing to personal and professional growth, global readiness or P-12 student learning.</p>	<p>Candidate can discuss the integration of technology in their instruction, how to help P-12 students use technology to learn content, and the implications for global readiness.</p>	

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<b>Personal Appearance</b>		Candidate is dressed inappropriately (too casual-jeans, t-shirt; too provocative; dirty or wrinkled); Jewelry or make-up excessive, shoes unpolished or dirty; hair dirty or unkempt.	Candidate is dressed appropriately casual. Clothing is clean, pressed, and well fitting. Hair is clean and neat. Jewelry, make-up and clothes are not distractions. Shoes clean.	Candidate is dressed in business-like attire (business suit or dress). Clothing is clean, pressed and well fitting. Hair is clean and neat. Jewelry, make-up and clothes are not distractions. Shoes clean.	
<b>Non-verbal/Personal Presentation</b>		Candidate exhibits poor posture, makes no eye contact, lacks confidence and poise. <b><u>(If the candidate has a physical disability, please indicate so in the comments area.)</u></b>	Candidate exhibits good posture, makes appropriate eye contact. Confidence and poise are evident.	Candidate exhibits appropriate level of eye contact, gestures, facial expression and confidence. Good posture. Engages audience.	
		<b>OVERALL SCORE</b>			
		<b>Comments:</b>			

**25-27 points = Target**

Teacher candidates reflect a thorough understanding of the relationship of content and content-specific pedagogy delineated in professional, state, and institutional standards. They have in-depth understanding of the content that they plan to teach and are able to provide multiple explanations and research-based instructional strategies so that all students learn. They present the content to students in challenging, clear, and compelling ways, using real-world contexts and integrating technology appropriately. Candidates are able to work with students, families, colleagues, and communities in ways that reflect the professional dispositions expected of professional educators as delineated in professional, state, and institutional standards. Candidates demonstrate behaviors that create caring and supportive learning environments and encourage self-directed learning by all students. Candidates recognize when their own professional dispositions and appearance may need to be adjusted and are able to do so.

**18-24 points = Acceptable**

Teacher candidates understand the relationship of content and content-specific pedagogy delineated in professional, state, and institutional standards. They have a broad knowledge of research-based instructional strategies that draws upon content and pedagogical knowledge and skills delineated in professional, state, and institutional standards to help all students learn. They facilitate student learning of the content through presentation of the content in clear and meaningful ways and through the integration of technology. Candidates are familiar with the professional dispositions delineated in professional, state, and institutional standards. Candidates discuss behaviors that are consistent with the ideal of fairness and the belief that all students can learn. Their appearance reflects the level of professionalism needed to work with students, families, colleagues and communities.

**below 18 = Unacceptable**

Teacher candidates do not understand the relationship of content and content-specific pedagogy delineated in professional, state, and institutional standards in a way that helps them develop learning experiences that integrate technology and build on students' cultural backgrounds and knowledge of content so that students learn. Candidates are not familiar with professional dispositions delineated in professional, state, and institutional standards. Candidates do not demonstrate classroom behaviors that are consistent with the ideal of fairness and the belief that all students can learn. They do not model these professional dispositions, and their professional appearance could impede work with students, families, colleagues, and communities.