



Admission to Teacher Education Interview Rubric

Student's Name _____ Advisor _____ Interview Date _____

Major _____ Concentration _____

Interview Committee: sign _____ position _____

sign _____ position _____

sign _____ position _____

Recommendations: _____

The student 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.

Proficient=*Mastered important concepts/Deep Learning evident*

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

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

Not Observed=*Unable to answer or Poor response*

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Committee feedback**

The student:	Not Observed	Emerging	Developing	Proficient
1. Caring Disposition and Ethical Responsibility (Circle your score.)	0	1	2	3
<ul style="list-style-type: none"> a. is honest and trustworthy in communications and interactions with others b. maintains positive attitudes in the classroom c. is sensitive to students and families from different cultures and with special needs d. maintains high expectations of all students 	Comments:			
The student:	Not Observed	Emerging	Developing	Proficient
2. Communication (Circle your score.)	0	1	2	3
<ul style="list-style-type: none"> a. uses clear voice b. uses correct, precise pronunciation of words c. makes minimal or no grammatical errors d. vocabulary is mature and appropriate 	Comments:			
The student:	Not Observed	Emerging	Developing	Proficient
3. Knowledgeable and Reflective (Circle your score.)	0	1	2	3
<ul style="list-style-type: none"> a. is aware of the NCSCOS b. is aware of the SOE Conceptual Framework c. can discuss the relationship 	Comments:			

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<p>between global issues and relevant content area</p> <p>d. articulates the importance of literacy instruction</p> <p>e. successfully completes coursework</p> <p>f. can identify 21st century skills</p> <p>g. acknowledges the importance of on-going professional development</p>				
<p>The student:</p>	<p>Not Observed</p>	<p>Emerging</p>	<p>Developing</p>	<p>Proficient</p>
<p>4. Research and Leadership (Circle your score.)</p>	<p>0</p>	<p>1</p>	<p>2</p>	<p>3</p>
<p>a. acknowledges the importance of high school graduation for all students</p> <p>b. acknowledges the importance of using research-verified practices to teaching and learning</p> <p>c. can discuss personal leadership and research achievements</p>	<p>Comments:</p>			
<p>The student:</p>	<p>Not Observed</p>	<p>Emerging</p>	<p>Developing</p>	<p>Proficient</p>
<p>5. Respect for Diversity and Individual Worth (Circle your score.)</p>	<p>0</p>	<p>1</p>	<p>2</p>	<p>3</p>
<p>a. acknowledges the impact of diverse cultures on the world</p>	<p>Comments:</p>			

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<ul style="list-style-type: none"> b. can discuss a learning environment for student learning that is caring and respectful of all learners c. identifies the range and aspects of diversity of students in the P-12 classroom d. articulates the need to treat students as individuals 				
The student:	Not Observed	Emerging	Developing	Proficient
6. Technological Competence and Educational Applications (Circle your score.)	0	1	2	3
<ul style="list-style-type: none"> a. can discuss the use of technology to engage families and the community b. can discuss personal technology-enhanced achievements 	Comments:			
The student:	Not Observed	Emerging	Developing	Proficient
7. Working with Families and Communities (Circle your score.)	0	1	2	3
<ul style="list-style-type: none"> a. articulates factors that diminish involvement of families and the community b. can discuss how the family's involvement in school relates 	Comments:			

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<p>to student achievement c. can discuss how a student's familial background and culture may influence school performance</p>	
<p>Professional Appearance</p>	<p>The candidate dressed appropriately. Yes <input type="radio"/> No <input type="radio"/></p>
<p>Non-Verbal Communication</p>	<p>There was a distracting non-verbal issue. Yes <input type="radio"/> No <input type="radio"/></p>
<p>Verbal Communication</p>	<p>There was a distracting verbal issue. Yes <input type="radio"/> No <input type="radio"/></p>
<p>Does this student appear to exhibit a disability that could significantly negatively impact his/her ability to complete the duties of a teacher? Yes <input type="radio"/> No <input type="radio"/> Is this a student with limited English proficiency? Yes <input type="radio"/> No <input type="radio"/></p>	
<p>Final Average Score</p>	<p>Overall Comments:</p>