



## College of Education Clinical Experience Interview Rubric

Candidate's Name \_\_\_\_\_ Advisor \_\_\_\_\_ Interview Date \_\_\_\_\_

Major \_\_\_\_\_ Concentration \_\_\_\_\_

Interview Committee: sign \_\_\_\_\_ position \_\_\_\_\_

sign \_\_\_\_\_ position \_\_\_\_\_

sign \_\_\_\_\_ position \_\_\_\_\_

Interview Score 1: \_\_\_\_\_

Interview Score 2: \_\_\_\_\_

Interview Score 3: \_\_\_\_\_

Average Interview Score: \_\_\_\_\_

Recommendations: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Clinical Experience Interview Rubric

FSU Conceptual Framework	Unacceptable (1 Point)	Acceptable (2 Points)	Target (3 Points)	Score
<b>Knowledgeable and Reflective (4)</b>	1. Candidate demonstrates little to no knowledge of the NCSCOS. They are unable to describe and provide examples relevant to their field of study.	1. Candidate demonstrates basic knowledge and understanding of NCSCOS. Candidate provides satisfactory descriptions, explanations, and examples.	1. Candidate demonstrates substantial knowledge and understanding of NCSCOS. Candidate provides accurate descriptions, explanations, and examples.	
	2. Candidates response is not accurate or relevant	2. Candidate demonstrates a basic understanding of what it means to be an effective teacher. He/she is able to provide generic ways they can prove they are effective.	2. Candidate demonstrates substantial knowledge and understanding of what it means to be an effective teacher. He/she is able to provide a wide range of examples for ways they can prove they are effective.	
	3. Candidates response is not accurate or relevant	3. Candidate can adequately identify content knowledge required to be an effective teacher in their respective field of study. Examples provided lack detail.	3. Candidate can identify a wide range of content knowledge required to be an effective teacher in their respective field of study. He/she provides thorough descriptions and examples.	
	4. Candidates response is not accurate or relevant	4. Candidate provides a sufficient response to what it means to be a reflective teacher. He/she justifies their response as to why or why they do not think reflective teaching is important. He/she briefly describes how they would use reflective practices in developing lessons.	4. Candidate provides an insightful response to what it means to be a reflective teacher. He/she justifies their response as to why or why they do not think reflective teaching is important and is able to discuss how they would use reflective practices in developing lessons.	

## Clinical Experience Interview Rubric

	Comments:			
<b>Research and Leadership (2)</b>	1. Candidate is unable to identify research that has been used in the field of education and how it has informed practice.	1. Candidate has surface level knowledge of research used in their field of study. He/she may be able to generally discuss how research informs best practices.	1. Candidate has an in-depth knowledge of various types of research that have been used in the field of education and explain how it has impacted teaching.	
	2. Candidate is unable to name theories and/or provide examples.	2. Candidate has sufficient knowledge of theories used in their respective field of study. Candidate can name and briefly discuss theories but does not have in-depth knowledge to apply.	2. Candidate has an in-depth knowledge of theories found in their respective field of study. He/she can provide examples and discuss how these theories will inform practice.	
	Comments:			
<b>Communication (2)</b>	1. Candidate is unable to identify at least one mode of communication (e.g., email)	1. Candidate identifies at least two modes of communication (e.g., email and telephone call)	1. Candidate identifies multiple modes of communication and response goes beyond simply stating modes of communication (e.g., webpage, email, telephone call)	
	2. Candidate responds vaguely. He/she does not provide the cultural context nor do they discuss communication strategies.	2. Candidate is able to discuss a situation where effective communication was necessary; however, details regarding cultural	2. Candidate clearly describes the cultural differences presented and offer various ways in which they employ effective communication strategies.	

## Clinical Experience Interview Rubric

		differences and communication strategies need to be expanded upon.		
	Comments:			
<b>Caring Dispositions and Ethical Responsibility (1)</b>	1. Candidate has no knowledge of the NC Code of Ethics and Standards for Professional Conduct.  Candidate is unable to articulate what it means to be fair, honest or ethical in the professional setting.	1. Candidate is minimally aware of the NC Code of Ethics and Standards for Professional Conduct.  Candidate can articulate the role of honesty, integrity, fair treatment, and respect for others, in the professional setting and/or provide examples.	1. Candidate has an in-depth knowledge of the NC Code of Ethics and Standards for Professional Conduct.  Candidate demonstrates a clear understanding of honesty, integrity, fair treatment, and respect for others, in the professional setting. He/she provided examples of these codes will be exhibited in the classroom.	
	Comments:			
<b>Respect for Diversity and Individual Worth (5)</b>	1. Candidate's definition is superficial and lacks details  Candidate's response acknowledges stereotypes exist and demonstrates somewhat of an understanding of how to promote sensitivity and inclusion of diverse learners in classroom communities.	1. Candidate's definition is somewhat clear and detailed  Candidate's response demonstrates a basic understanding of how to challenge stereotypes and how to promote sensitivity and inclusion of diverse learners in classroom communities.	1. Candidate's definition is clear, thoughtful, and detailed  Candidate's response challenges systems of oppression and stereotypes, is actionable, and demonstrates a clear understanding of how to promote sensitivity and inclusion of diverse learners in classroom communities.	

## Clinical Experience Interview Rubric

	2. Candidates contributions are minimal to diverse and inclusion environments	2. Candidates response is somewhat descriptive and contributions are adequate	2. Candidates response is descriptive and contributions are significant to diverse and inclusive environments	
	3. Candidate's response lacks clarity, thoughtfulness, and innovativeness. Candidates response is teacher-centered	3. Candidate's response is thoughtful, clear, and somewhat innovative and student-centered	3. Candidate's response is detailed, thoughtful, innovative, and student-centered	
	4. Candidate identifies one form of diversity found in P-12 classrooms	4. Candidate identifies two forms of diversity found in P-12 classrooms	4. Candidate Identifies three forms of diversity found in P-12 classrooms	
	5. Candidate is unable to provide an example related to the prompt and/or their response is not relevant to the question asked.	5. Candidate provides an example and can address the components of the questions on a basic level.	5. Candidate provides a detailed example of an instance a student was struggling to grasp content. He/she is able to explain how they detected the issue and what strategies they would implement.	
	Comments:			
<b>Working with Families and Communities (2)</b>	1. Candidate is unable to discuss the importance of establishing a link between their student's families.	1. Candidate sufficiently discuss their opinion on establishing a connection with their student's families. Candidates' response is brief and could be expanded upon.	1. Candidate provides an insightful response to why he/she believes establishing a connection between student's families is important.	

## Clinical Experience Interview Rubric

	2. Candidate is unable to discuss how they would promote family engagement.	2. Candidate provides a basic description of how he/she will promote family involvement.	2. Candidate a detailed plan for how he/she will promote family involvement.	
	Comments:			
<b>Technological Competence and Educational Applications (2)</b>	1. Candidate is unable to discuss the use of technology in creating one's own educational projects or the importance of global readiness.	1. Candidate demonstrates a moderate understanding of the role of technology in contributing to personal and professional growth, global readiness or P-12 student learning.	1. 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.	
	2. Candidate is unable to explain technologies being used in their respective field of study and how it facilitates learning.	2. Candidate can explain technologies being used in their respective field of study and how it facilitates learning on a basic level.	2. Candidate can explain technologies being used in their respective field of study and how it facilitates learning. It is apparent from the candidate's response that he/she understands the relationship between technology and learning.	
	Comments:			
<b>Personal</b>	Candidate is dressed inappropriately (too casual-jeans, t-shirt; too provocative; dirty or wrinkled);	Candidate is dressed appropriately casual. Clothing is clean, pressed, and well fitting. Hair is clean and neat.	Candidate is dressed in business-like attire (business suit or dress). Clothing is clean, pressed and well fitting. Hair is	

## Clinical Experience Interview Rubric

<b>Appearance</b>	Jewelry or make-up excessive, shoes unpolished or dirty; hair dirty or unkempt.	Jewelry, make-up and clothes are not distractions. Shoes clean.	clean and neat. Jewelry, make-up and clothes are not distractions. Shoes clean.	
<b>Non-Verbal Personal Presentation</b>  (Faculty should keep in mind cultural norms and a student's exceptionalism might impact non-verbal communication styles)	Candidate exhibits poor posture, makes no eye contact, lacks confidence and poise.	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>25-27 = Target</b>	Teacher candidates reflect a thorough understanding of the relationship of content and content-specific pedagogy delineated in professional, state, and institutional standards. They have an 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
-----------------------	--

## Clinical Experience Interview Rubric

	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.
<b>18-24 = Acceptable</b>	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 draw 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 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.
<b>Below 18 = Unacceptable</b>	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 background and knowledge and 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 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.

<p style="text-align: center;"><b>Average Interview Score</b></p> <div style="border: 1px solid black; width: 60px; height: 60px; margin: 0 auto;"></div>	<p><b>Comments and Recommendation</b></p>
---	---



# Clinical Experience Interview Rubric

Print Name	Signature	Date
Name of Interviewer	_____ / _____	_____ / _____
Name of Interviewer	_____ / _____	_____ / _____
Name of Interviewer	_____ / _____	_____ / _____