

# TEACHER EDUCATION PROGRAM INTERVIEW RUBRIC

Category	2	1	0
<b>Clarity and Appropriateness of Speech</b>	Speaks clearly and distinctly all of the time.  Expresses his/her ideas in standard/professional English.	Speaks clearly and in standard/professional English but some minor errors (i.e. slang, mispronunciations, and minor grammatical errors) noted.	Overall exhibits poor oral language skills. Consistently makes grammatical errors (i.e. verb/subject agreement, verb tense).  Just presented a poor model of spoken Standard English.
<b>Professional Vocabulary</b>	Vocabulary is extensive, mature, and includes terms related to the profession.	Vocabulary is appropriate and mature. Familiarity with professional terms is limited or not evident.	Vocabulary appears to be limited, immature or non-existent.
<b>Comprehension</b>	Candidate is able to fully discuss the dispositions of the College of Education as well as respond to questions about specific categories such as social justice. The candidate connects his/her responses to teaching and why the dispositions are important.	Candidate demonstrates an adequate level of understanding of the dispositions of the College of Education and responds to questions adequately.	Candidate is unable to discuss the dispositions of the College of Education in a meaningful way.
<b>Ability to Respond in a Focused Way</b>	Candidate responds well to questions posed and/or topic being discussed.	Most responses relate to the topic or question posed but a tendency to get off track is noted.	Topic or questions are really not answered.
<b>Motivation to Teach</b>	Expresses a passion for teaching as a profession and a desire to "make a difference" in children's lives. Exhibits enthusiasm for teaching in facial expressions and body language.	Expresses desire to acquire the knowledge and skills necessary to effectively teach.	Motivation for teaching appears disconnected from professional principles (e.g., convenience of schedule, portability of career). Bland when responding.
<b>Commitment to Diversity</b>	Clear social justice orientation and commitment to diversity. Appears to value diversity.	Interest in learning about and interacting with individuals from diverse backgrounds, cultures, and orientations.	Reluctance about or lack of interest in engagement with individuals from diverse backgrounds, cultures, or orientations.
<b>Experience in the Field</b>	Has substantial prior experience with school age populations, whether in a classroom setting or in other formal/informal educational settings (tutoring, substitute teaching, etc)	Has some but limited experience with school age populations in formal/informal educational settings (i.e. YMCA, after school programs, teaching in church or other social settings).	Has no direct experience with school age children or youth in a formal or informal educational setting (i.e. babysitting, teaching church or other social meetings).
<b>Attire</b>	Business attire, very professional look.	Casual business attire.	Attire not appropriate for occasion (e.g., shorts, ragged jeans, overexposure, piercings).