Teacher Education Program Interview Rubric

Criteria	0- Unacceptable	1- Emerging	2- Acceptable	3- Excellent
Clarity of Communication	Frequently unclear or incoherent; communication hinders understanding.	Occasionally unclear or disorganized in communication. Difficult to follow at times.	Communication is generally clear. Communicates ideas adequately.	Communicates clearly and confidently; ideas are well articulated and easy to follow.
Professional Language Use	Frequent use of unprofessional language or overly casual vocabulary and/or tone.	Inconsistent use of professional language; some inappropriate vocabulary and/or tone.	Mostly professional language, vocabulary, and/or tone.	Consistently uses professional language, vocabulary, and tone.
Focused and Thoughtful Responses	Responses are off topic; lacks understanding of the question(s).	Responses are vague, underdeveloped, or only partially answers the question(s).	Responses are clear and on topic with some relevant, reflective, and specific details.	Responses fully answer each question with relevant, reflective, and specific details.
Self-Reflection	Lacks self-reflection and/or avoids discussing strengths/areas for growth.	Minimal self-reflection; identifies only surface-level strengths/areas for growth.	Shows some self-reflection and identifies strengths/areas for growth.	Demonstrates strong self-awareness; clearly articulates strengths/areas for growth.
Experience with Learners	No experience working with students; cannot articulate relevance.	Limited or vague experience with students; minimal relevance provided.	Some relevant experience with students; adequately explains.	Substantial, relevant experience with age group; provides clear explanation.
Motivation to Teach	Unable to express motivation for teaching or shows little interest.	Shows some motivation for teaching but lacks clear purpose or depth.	Expresses clear motivation for teaching; provides some practical reasons.	Passion for teaching is evident; provides compelling reasons and personal connections.
Professional Disposition	Disrespectful, dismissive, and/or inappropriate responses.	Some unprofessional comments, behaviors, and/or responses.	Professional in comments, behaviors, and/or responses.	Consistently demonstrates professionalism in all comments, behaviors, and in responses.
Responsiveness to Student Needs	Does not address or demonstrate awareness of learner differences/student needs.	Limited awareness of learner differences/student needs; responses are vague or superficial.	Acknowledges learner differences/student needs and offers general strategies to meet needs.	Clearly articulates support and strategies to meet learner differences/student needs.
Potential for Growth	Demonstrates no potential or interest in future growth as a teacher.	Demonstrates little potential or interest in future growth as a teacher.	Demonstrates willingness and interest in future growth as a teacher.	Clearly demonstrates willingness and interest in future growth as a teacher.