



Stage 1 Entrance Interview Scoring Rubric Teacher Education Program

Student: _____ Major: _____
 Reviewer: _____ Date Reviewed: _____

Scoring Instructions: The questions below are to be used as a guide in the interview to address the candidate's knowledge of the criteria in the Kentucky Teacher Performance Standards. It is not required to ask all questions, but each standard must be addressed. Additional questions may be written on the line provided. Questions may also be rephrased as needed. Ask at least two questions in each standard. Please complete the AACU Oral Communication Value Rubric, also, scoring the holistic ability to communicate throughout the interview. These scores will be added, by the committee chair, to the Stage 1 Summative Scoring Instrument upon completion of the candidate's interview and submitted to the Education programs' Data Manager.

Directions: For each of the categories below, please circle/mark the appropriate judged performance level using rubric criteria:

4 = Exceeds Target 3 = Target 2 = Acceptable 1 = Unacceptable S

For stage 1, "2-Acceptable" is the standard rating each students needs to be accepted into the program.

Demonstrates Content Knowledge Kentucky Teacher Performance Standard 4	4 Exceeds Target	3 Target	2 Acceptable	1 Unacceptable
1. How does your GPA in your content coursework reflect your ability to teach?	Student demonstrates ability to link classroom proficiency (GPA) with teaching skills, content knowledge, and examples	Student demonstrates ability to link classroom proficiency (GPA) with teaching skills and content knowledge	Student does demonstrate ability to link classroom proficiency (GPA) with teaching skills	Student does not demonstrate ability to link classroom proficiency (GPA) with teaching skills
2. What are some ideas for effectively teaching content?	Student provides 3-4 examples of effective teaching strategies with supporting evidence for content areas	Student can provide 2-3 examples of effective teaching strategies for content areas	Student can provide 1-2 examples of effective teaching strategies for content areas	Student can provide 0-1 examples of effective teaching strategies for content areas
Holistic Score				
Comments:				

Designs/Plans Instruction Kentucky Teacher Performance Standards 7	4 Exceeds Target	3 Target	2 Acceptable	1 Unacceptable
1. What is the purpose of a lesson plan?	Student demonstrates complete and well-reasoned understanding regarding lesson plan use and its role in education	Student demonstrates complete understanding regarding the purpose of a lesson plan for teaching	Student demonstrates partial knowledge of what a lesson plan is but cannot explain the purpose of how to use it	Student demonstrates poor to no understanding regarding the purpose of a lesson plan for teaching
2. What are the key items required in all lesson plans?	Student demonstrates well-reasoned understanding regarding all the lesson plan components, including why each part is important in itself	Student demonstrates sound understanding of all the required components of the lesson plan	Student demonstrates an incomplete understanding of all the components of a lesson plan	Student demonstrates poor to no understanding of the parts of a lesson
3. How are Kentucky Academic Standards and learning targets utilized in the development of your lesson plan?	Student does demonstrate well-reasoned understanding of the KAS standards and how it is utilized in the lesson plan by aligning with 'I Can' Objectives, assessments, as well as differentiation strategies	Student does demonstrate sound understanding of the KAS standards and how it is utilized in the lesson plan by aligning with 'I Can' Objectives and assessments	Student does demonstrate partial understanding of the KAS standards and how it is utilized in the lesson plan by aligning with 'I Can' Objectives	Student demonstrates poor to no understanding of the KAS standards and how it is utilized in the lesson plan
4. How are the objective(s) / targets and assessment(s) related in this lesson plan?	Student demonstrates well-reasoned understanding of how objectives lead to targets and how assessment measures lesson objectives/targets	Student demonstrates sound understanding of how objectives and lesson targets influence lesson assessment	Student demonstrates minimal understanding of how objectives/targets/assessments relate to the lesson plan	Student demonstrates poor to no understanding of how objectives/targets/assessments relate to the lesson plan
Holistic Score				
Comments:				

Caring Disposition / Kentucky Teacher Performance Standards 1-3 Learning Climate	4 Exceeds Target	3 Target	2 Acceptable	1 Unacceptable
1. What are some ways to affect positive student learning? How do you plan to do this? What role does respect play in learning?	Student identifies four or more ways teachers affect positive student learning. Student describes a plan for implementation in their classroom. Student demonstrates deep understanding of the role respect plays in learning by providing real-world examples and support	Student identifies at least three ways teachers affect positive student learning. Student describes a plan for implementation. Student demonstrates understanding of the role respect plays in learning by providing examples	Student is able to identify at least two ways teachers affect positive student learning. Student offers limited/no plan for implementation. Student demonstrates limited understanding of the role respect plays in learning.	Student identifies 0-1 ways teachers affect positive student learning. Student offers limited/no plan for implementation. Student has little/ no understanding of the role respect plays in learning.
2. Do you believe you can effectively teach individuals as well as teach a group? Explain?	Student demonstrates deep understanding by providing comprehensive support for their response. Student provides real-life or classroom examples to support their perspective of how to teach a group/individual students that is research-based.	Student demonstrates understanding by providing support for their response. Student provides real-life or classroom examples to support their perspective of how to teach a group/individual students that is research-based.	Student demonstrates understanding by providing support for their response.	Student provides no to limited response with no explanation
3. How do you respond to the statement that all students can learn?	Student demonstrates deep understanding that all students can learn, but not necessarily at the same rate/speed/time. Student cites research based ideas, scenarios and provide detailed examples and support for their ideas.	Student demonstrates understanding that all students can learn, but not necessarily at the same rate/speed/time. Student cites at least two research based ideas, scenarios or provide examples and support for their ideas.	Student demonstrate understanding that all students can learn but does not provide additional support.	Student does not agree with the statement.
4. What experiences have you had with a diverse population? Explain.	Student explains, in detail, examples of three or more experiences they have had with diverse populations. Student offers insight into how the experience impacted them and how it is important to their future career as a teacher.	Student explains, in detail, examples of two experiences they have had with diverse populations. Student offers insight into how the experience impacted them and how it is important to their future career as a teacher.	Student explains one experience they have had with diverse populations. Student offers insight into how the experience impacted them or how it impacts their future as a teacher.	Student does not provide any experiences with diverse populations.
Holistic Score				

Comments:

Reflective Disposition Kentucky Teacher Performance Standards 1-8	4 Exceeds Target	3 Target	2 Acceptable	1 Unacceptable
1. How can you be an effective teacher?	Student demonstrates ability to use reflection on teaching and learning to analyze and improve their teaching performance and student learning. Student can verbalize multiple ways they have learned through coursework and observations which research-based teaching methods and pedagogy are useful in creating an effective teacher.	Student demonstrates ability to use reflection on teaching and learning to analyze their teaching performance and student learning. Student can verbalize multiple ways they have learned through coursework and observations which teaching methods and pedagogy are useful in creating an effective teacher.	Student demonstrates ability to use reflection on teaching and learning to verbalize ways pedagogy and teaching methods are useful in creating an effective teacher.	Student does not demonstrate ability to use reflection on teaching and learning to verbalize ways pedagogy and teaching methods are useful in creating an effective teacher.
2. What are some of your strengths that will benefit you as a teacher?	Student demonstrates the ability to identify multiple personal strengths and explain, in depth, how those strengths will benefit them as a teacher.	Student demonstrates the ability to identify at least three personal strengths and explain how these strengths will benefit them as a teacher.	Student demonstrates the ability to identify at least one or two personal strengths and is able to explain how it will benefit them as a teacher.	Student is unable to identify at least one or two personal strengths, but is not able to clearly explain how it will benefit them as a teacher.
3. Do you welcome and/or accept suggestions/feedback? Explain	Student communicates a strong desire and appreciation for feedback and can explain in detail how/why this skill is important for growth as a teacher/student.	Student effectively communicates they welcome feedback and can explain how/why this skill is important as a teacher/student.	Students recognize the importance of feedback.	Student is unaccepting or reluctant to accept feedback.
4. How can you use self-reflections of your teaching as an effective way to improve your skills? Explain	Student demonstrates the ability to utilize self-reflection as an effective way to improve teaching and learning. Student provides four or more examples with support from coursework and/or observations and discusses them in detail.	Student demonstrates the ability to utilize self-reflection as an effective way to improve teaching and learning. Student provides three examples with support from coursework and/or observations.	Student demonstrates the ability to utilize self-reflection as an effective way to improve teaching and learning. Student provides one or two examples with support from coursework and/or observations.	Student is unable to acknowledge or explain how self reflection can affect teaching skills.
5. What did you learn from your field experience?	Student is able to provide and discuss four or more high quality examples of learning from their field experiences	Student is able to identify at least three quality example of learning from their field experience and discuss in detail	Student is able to identify at least one/two quality example of learning from their field experience and discuss.	Student is unable to clearly identify example of learning from their field experience and discuss.
Holistic Score				

Comments:

Professional Disposition Kentucky Teacher Performance Standard 9	4 Exceeds Target	3 Target	2 Acceptable	1 Unacceptable
1. Why do you want to enter the Teacher Preparation Program?	Student demonstrates ability to provide clear and coherent personal examples to support their choice to enter the Teaching Profession as a definitive career choice.	Student demonstrates ability to provide clear and coherent personal examples to support their choice to enter the Teaching Profession.	Student demonstrates ability to provide a clear and coherent personal example to support their choice to enter the Teaching Profession.	Students cannot provide definitive examples to support their choice to enter the Teaching Profession.
2. What do you think is considered ethical behavior for a teacher and how do you believe you demonstrate that behavior?	Student demonstrates deep understanding of ethical behavior for teachers by providing at least three examples of ethical behavior that align with the Code of Ethics. Student also provides at least three detailed examples of how they demonstrate this ethical behavior.	Student demonstrates deep understanding of ethical behavior for teachers by providing at least two examples of ethical behavior that align with the Code of Ethics. Student also provides at least two examples of how they demonstrate this ethical behavior.	Student demonstrates deep understanding of ethical behavior for teachers by providing at least one example of ethical behavior that align with the Code of Ethics. Student also provides at least one example of how they demonstrate this ethical behavior.	Student cannot provide or incorrectly provide examples of ethical behavior for a teacher
3. How will you be a role model?	Student demonstrates deep understanding of how they will be a role model as a teacher by providing at least four examples. Student also provides at least four detailed examples of how they demonstrate this ethical behavior.	Student demonstrates understanding of how they will be a role model as a teacher by providing at least three examples. Student also provides at least three detailed examples of how they demonstrate this ethical behavior.	Student demonstrates understanding of how they will be a role model as a teacher by providing at least two examples.. Student also provides at least two examples of how they demonstrate this ethical behavior.	Student cannot provide any or provide limited/incomplete examples of how to be a role model

Holistic Score

Comments:

AACU ORAL COMMUNICATION VALUE RUBRIC*for more information, please contact value@aacu.org***Definition**

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3 2		Benchmark 1
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.
Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.

Interviewer Feedback

What is the potential for this candidate to become an effective teacher? Give specific evidence?

Cite anything that became apparent in the interview that causes concern for the candidate's entry in the Teacher Education program?

What do you see as the strengths of the candidate?

Additional comments: