**Education Interview Protocol**

 Eligible candidates are contacted for an interview. In this email, they are apprised of the format of the interview process and that they are to prepare the following items for the interview:

* Resume
* Presentation with an outline

*This information is to be submitted the Monday prior to their interview.*

**Interview Format**

Interviews will occur in three parts:

* Writing sample
* Presentation
* Interview

At the end of each interview, the committee will score candidates using the “Professional Interview Scoring Rubric.”

**Writing Sample (20 mins.)**

Candidates complete an informal writing task.  They are presented with three prompts.  They select one prompt and write their response.

***Writing Prompts***

1. What are the most important things we should know about you, your life, your experiences? Tell us a bit more so that we know *who* you really are.
2. If your greatest supporter was in the room with us today, what five words would he or she use to describe you as a person, a future educator, or a colleague?
3. Who has most influenced you to become an educator, and how did they influence you?
4. In 100 words or fewer, what is your philosophy of teaching?

At the end of the interview, the committee will score the writing sample holistically, noting on the bottom of the interview scoring rubric if the writing reflects a serious concern.

**Presentation (10 mins.)**

Candidates are asked to prepare a presentation describing their reasons for wanting to become an educator.  They submit their presentation outline prior to their interview.  Specifically, candidates are to respond to these questions:

* Why do you want to teach?
* What goals should a good educator attempt to accomplish with students?
* What are your areas of strength?
* What are your areas of need?
* What are your future and professional goals?

**Interview (10 mins.)**

Following their presentation, the interview committee may ask a series of follow up questions to learn more about the candidate.  Some sample questions are:

1. When did you decide to become an educator, and why did you choose this field?
2. What do you know about our program?
3. List five adjectives to describe yourself?
4. What do you like most about teaching as a career?
5. What personal strengths do you find especially helpful in your teaching?
6. In what ways have your previous experiences prepared you to be an educator?
7. What do you believe your greatest challenge will be?
8. Describe your greatest accomplishment.
9. You mentioned \_\_\_\_\_\_\_ in your presentation is an area of need. How are you working to improve it?
10. Tell me about your experience in this field.  What was challenging? What was your contribution?

**Education Interview Scoring Guide**

**Candidate’s Name** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Program of Study:** Early Childhood-Reading Elementary-Reading

Elementary-Special Education Secondary-English

 Secondary-Math Secondary- Social Studies

Secondary- Physics Secondary- Biology

 Secondary- Foreign Language Secondary- Chemistry

 Graduate Special Education Transition to Teach

**Rating Summary** **Interviewer** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Convert ratings into points and write the number of points in the blank beside the item number(s) listed within each application areas. Unsatisfactory= 1; Developing =2; Proficient = 3; Exemplary =4. Then add the points to get an overall score total. The maximum score is 36 points.

| **Interview Area** | **Points** |
| --- | --- |
| ***Writing*** |  |
| Organization |  |
| Development |  |
| Grammar & Mechanics |  |
| ***Presentation*** |  |
| 5 Required Areas |  |
| Poise and Confidence |  |
| Organization |  |
| ***Interview*** |  |
| Listening |  |
| Professional Dress |  |
| Body Language |  |
| ***Overall Score Total*** |  |

| **Decision: Admit**  |  **Provisional Admit**  **Deny** |
| --- | --- |
| Enjoyed learning/positives: | Need to work on/concerns: |
| Notes: |  |

|  |  |
| --- | --- |
| **Resume Notes** |  |

**Directions:** This interview contains a total of nine items, including a summary statement, with rubrics for each that are used to rate a candidate’s responses. Immediately after the applicant has responded, score the response by checking the box next to the term that best describes the quality of the candidate’s response. At the conclusion of the interview, enter the ratings in the summary box above. Then, based on your professional judgment, determine if the candidate’s responses were strong enough to merit his or her consideration for admission to the educator preparation program.

***Writing***

| **Criteria** | **Distinguished****4** | **Proficient****3** | **Emerging****2** | **Underdeveloped****1** |
| --- | --- | --- | --- | --- |
| **Organization***Did the candidate create an internal structure in his/her writing sample?* | Writing shows high degree of attention to logic and reasoning of points. Unity clearly leads the reader to the conclusion and stirs thought regarding the topic. | Writing is coherent and logically organized with transitions used between ideas and paragraphs to create coherence. Overall unity of ideas is present. | Writing is coherent and logically organized. Some points remain misplaced and stray from the topic. Transitions evident but not used throughout essay. | Writing lacks logical organization. It shows some coherence but ideas lack unity. Serious errors. |
| **Development***Did the candidate communicate a message in his/her writing sample?*  | Main points well developed with high quality and quantity support. Reveals high degree of critical thinking. | Main points well developed with quality supporting details and quantity. Critical thinking is weaved into points. | Main points are present with limited detail and development. Some critical thinking is present. | Main points lack detailed development. Ideas are vague with little evidence of critical thinking.  |
| **Grammar & Mechanics***How mechanically correct is the candidate’s writing sample?* | Sample is free of distracting spelling, punctuation, and grammatical errors; absent of fragments, comma splices, and run-ons. | Sample has few spelling, punctuation, and grammatical errors allowing reader to follow ideas clearly. Very few fragments or run-ons. | Most spelling, punctuation, and grammar correct allowing reader to progress through essay. Some errors remain. | Spelling, punctuation, and grammatical errors create distraction, making reading difficult; fragments, comma splices, run-ons evident. Errors are frequent. |
| ***Summary:*** |

***Presentation***

| **Criteria** | **Distinguished****4** | **Proficient****3** | **Emerging****2** | **Underdeveloped****1** |
| --- | --- | --- | --- | --- |
| **5 Required Areas***In the candidate’s outline and presentation, do they respond to the five required questions:** *Why*
* *Goals of educator*
* *Strengths*
* *Needs*
* *Future goals*
 | Presents information and supporting evidence clearly, concisely, and logically; audience can easily follow the line of reasoning. Clearly and completely addresses the five required questions. | Presents relevant, well-chosen descriptions, facts, details, and examples to support claims. Selects information, develops ideas and uses a style that is successful for communicating ideas. Addresses the five required questions.  | Presents information and supporting evidence in a way that is not always clear, concise, and logical; line of reasoning is sometimes hard to follow. Attempts to address the five required questions. | Does not present information in a logical manner; audience cannot follow the line of reasoning. Selects information, develops ideas and uses a style that is inappropriate to the purpose and audience. |
| **Poise/Confidence***What was the candidate’s level of confidence?* | Displays a confident demeanor while presenting; actively engaging the audience by making and maintaining eye contact and using movement (facial expressions, posture, gestures) to focus attention and interest. Speaks using the appropriate volume and with clarity. Uses appropriate grammar of vocabulary. | Displays a somewhat confident demeanor while presenting; usually engaging the audience by making and maintaining eye contact and using movement (facial expressions, posture, gestures) to focus attention and interest. Speaks using an appropriate volume. Uses mostly appropriate grammar and vocabulary. | Displays some hesitance while presenting; occasionally engages the audience by making and maintaining eye contact and using movement (facial expressions, posture, gestures) to focus attention and interests. Speaks too loudly or too softly. Makes some errors in grammar or vocabulary. | Hesitant in presenting; neglects to engage the audience because rarely makes and maintains eye contact of uses movement (facial expressions, posture, gestures) to focus attention and interest. Difficult to hear. Makes many grammatical mistakes while presenting.  |
| **Organization***Did the candidate organize and execute his/her presentation in logical, coherent manner?* | The logical progression of the presentation is demonstrated and there is an easy flow from topic to topic. Information is coherent and well organized coherently; candidate presents effectively. | The presentation is logically organized; stays on the topic and there is a flow to the presentation. Most information is organized and presented and executed effectively. | The presentation is somewhat logical and presented with adequate competence. Generally, the information is organized information, though the candidate occasionally strays from the topic. | The presentation is not logical nor executed well. Information is poorly organized and candidate often strayed from the topic. |
| ***Summary:*** |

***Interview***

| **Criteria** | **Distinguished****4** | **Proficient****3** | **Emerging****2** | **Underdeveloped****1** |
| --- | --- | --- | --- | --- |
| **Listening***Did the candidate answer the question(s) that was presented?* | Answer(s) reflect a thorough understanding of the question(s). Candidate included details and examples to support their statements. | Answer(s) reflect a general understanding of the question(s). Candidate may have missed a detail and/or did not include examples to support statements. | Answer(s) reflected a partial understanding of the question(s) | Answer did not reflect an understanding of the question ***or*** answered an unasked question. |
| **Professional Dress and Conduct***Did the candidate dress in a professional manner for an interview?* | Dressed in a professional attire. Respectful to audience. Speaks, interacts, and provides meaningful input. Asks questions. Well-prepared for the interview. | Dressed in a professional manner (skirt/blouse, dress pants/blouse, shirt and tie). Generally neat and well-groomed. Speaks and interacts. Prepared for the interview. | Dressed in a casual, but not necessarily professional manner (revealing blouse, open collar); fairly neat. Limited interaction with audience beyond the questions asked by the panel. Somewhat prepared for the interview. | Dress was inappropriate and/or unkempt. No interaction beyond the questions asked by the panel. Appears unprepared for the interview. |
| **Body Language** | Body language conveyed interest in responding. Used natural gestures and movements. manner. Clearly conveyed interest in the topic and listener. Showed level of confidence in interacting with listener. | Body language conveyed interest in responding. Sat in an upright manner. Seemed fairly natural most of the time. Generally conveyed interest in the topic and listener. Showed generally good levels of confidence in interacting with listener. | Body language was difficult to interpret (too nervous and/or too casual). Sat upright at times, but slouch at others. Extraneous movements detracted from response. Conveyed non-interest in the topic and/or listener. Did not seem confident of interactions with the listener. | Body language conveyed disinterest and/or extreme nervousness. Slouched or moved nervously throughout the interview. Seemed disengaged with topic and/or listener.  |
| ***Summary:*** |  |  |  |  |