

**2018 Induction Specialist Interview Evaluation Form**

**Candidate Name: Interview Date: Interviewer Name:**

***OVERALL SCORES***

**NOTES FOR OVERALL RATING**

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| **RUBRIC AREAS**:  ***CK/P***- **Content Knowledge and Pedagogy:** educational background, expertise and success in teaching subject- (up to 15 points) **Total\_\_\_\_\_\_\_\_\_\_\_\_**  ***ACH-* Achievement**: shows a trend of excellence and concrete results in endeavors- (up to 20 points)  **Total\_\_\_\_\_\_\_\_\_\_\_\_**  ***CT*- Critical Thinking**: analyzes situations thoroughly and generated effective strategies- (up to 15 points)  **Total\_\_\_\_\_\_\_\_\_\_\_\_**  ***CS*- Communication Skills**: demonstrates effective oral communication skills (up to 15 points)  **Total\_\_\_\_\_\_\_\_\_\_\_\_**  ***E*-Professional Engagement:** demonstrates professionalism (up to 15 points) **Total**\_\_\_\_\_\_\_\_\_\_\_\_  **Work Experience** as a teacher (up to 10 points)  **Total**\_\_\_\_\_\_\_\_\_\_\_\_  25yrs+= ***10pts***  20yrs-24yrs= ***8pts*** 15yrs-19yrs= ***7pts*** 10 yrs-14 yrs= ***6pts*** 5 yrs-9yrs= ***5pts*** 1yr to 4yrs= ***4pts***  **Overall Total Score TOTAL\_\_\_\_\_\_\_\_\_\_** |

*Note: It is important to emphasize during the interview that Induction specialists are trained in and use New Teacher Center Formative Assessment System tools with beginning teachers. It is expected that they will use these tools to collect observation data on teachers’ practice, analyze student work, help teachers to self-assess and determine long-term goals, and structure their conversations with teachers.*

 ***2nd Interview- Role Playing***

**Candidate Name: Interview Date: Interviewer Name:**

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| **Questions** | **Possible Indicators** | **Evidence** |
| **ROLE PLAYING SITUATION**  \_\_\_\_\_ is the teacher you just watched on the video. Have a conversation with this beginning teacher. | =Demonstrates strong interpersonal skills:  -listens well  -expresses empathy  -responds thoughtfully  -asks insightful questions  -demonstrates open and engaging body language  =Uses language that reflects high level of personal and professional efficacy  =Expresses optimism for potential of teachers and schools to effect change in the academic lives of students  =Able to adapt without being rattled  =Communicates a commitment to helping beginning teacher improve  =Willing to go above and beyond to help beginning teacher  =Persistent and creative in offering solutions to difficult scenarios  =Approaches educational issues with thoughtful questions and reflective responses  =Explores issues from multiple perspectives  =Acknowledges complexities and ambiguities  =Resists easy answers  =Describes how they use content standards in designing classroom instruction  =Demonstrates inquiring stance towards practice | \*Linked to prior-knowledge & praising- really positive framing to open  \*Offered constructive feedback from something she saw  \*responded well to teacher’s concerns and provided new ideas for expanding what was observed as a classroom management issue during the lesson  \*Compliment classroom mgmt. (clapping) & levels of questioning (recall)- both were good starting places  \*knowledge of language & components of language and literacy – this is a strong skill set  \*Introduction of “mix & mingle”- “I can show you…” – focus on engagement  \*Able to handle conflict w/ teacher through strategies and positive framing; consistently non-threatening supports  \*”*Is there anything that you want to try next time*?...*Maybe we can start with that and try the ‘Mix & Mingle’”*  \*No asking teacher of questions before/during the debrief w/ teacher; also consider how to keep notes to provide to the teacher with these ideas  \*\*Suggested within a 10-day period, the teacher & specialist alternate full-days rather than ½ days each day. Interesting!\*\*  ***Exemplary\_\_\_***  ***Full Acceptable\_\_\_***  ***Not Acceptable\_***\_\_ |