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| Applicant’s Name |       | Date |       |
| Interview Location |       |
| Interviewer |       |
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| **When people ask you why you want to be a teacher, what do you tell them?** | **Notes** |
| * Displays enthusiasm for learning
* Interacts with students
* Possesses a high level of motivation
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| [ ]  | Unsatisfactory 0 points | [ ]  | Developing 1 point | [ ]  | Proficient 2 points | [ ]  | Exemplary 3 points |
| The applicant does not clearly communicate or provide concrete examples. | The applicant clearly communicates a broad idea, but the response lacks specifics. | The applicant communicates with clarity and gives some examples (concrete and abstract). | The applicant effectively communicates with individuals about his or her passion for and dedication to the profession using examples. |
| Continued on next page |

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| **How do you get to know the children that you have worked with in other settings (such as Sabbath School)?** | **Notes** |
| * Knows students’ interests
* Uses humor
* Interacts in more informal settings (e.g. lunchroom, events like church socials)
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| [ ]  | Unsatisfactory 0 points | [ ]  | Developing 1 point | [ ]  | Proficient 2 points | [ ]  | Exemplary 3 points |
| The applicant shares examples that are uncaring or distant with regard to student interactions. | The applicant focuses on establishing a teacher-student rapport with clear boundaries. | The applicant is caring with his or her students and provides in-school examples (e.g. classroom, lunchroom) demonstrating that he/she is interested in the students as individuals. | The applicant provides clear examples of interactions with students in the school (e.g. classroom) and outside the school (e.g. community events) that are caring and authentic. |
| **What do you consider when thinking about an event, lesson, or activity you have done with children that, despite planning and preparation, could have gone better?** | **Notes** |
| * Identifies strengths and weaknesses
* Targets efforts for change/revision
* Demonstrates a high sense of efficacy
 |       |
| [ ]  | Unsatisfactory 0 points | [ ]  | Developing 1 point | [ ]  | Proficient 2 points | [ ]  | Exemplary 3 points |
| The applicant focuses on management-related issues without consideration of instructionally-related issues. | The applicant addresses instructional and curricular issues in a limited fashion with minimal reflection. | The applicant reflects on his or her work both formally and informally in order to improve his or her teaching and the students’ learning. | The applicant consistently reflects on his/her work, seeks outside counsel from appropriate sources, and strives to identify ways to improve the learning experience for students. |