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|  | |  | | | | | |  | |  |
| Applicant’s Name | |  | | | | | | Date | |  |
| Interview Location | |  | | | | | | | | |
| Interviewer | |  | | | | | | | | |
|  | |  | | | | | | | | |
| **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 | | | | |  | | | | | |
|  | 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) | | | |  | | | |
|  | 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. | |