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| **Question (Withitness)**Which classroom routine do you have the most difficulty implementing in your classroom? How do you introduce it, review it, and re-enforce it throughout the school year? If you can’t get an answer, try these:* How do students come into your classroom?
* What do students do when they finish a task?
* How do students line up when they go to lunch?

***Rubric-*** |
| **DOESN’T MEET** | **MEETS** | **EXCEEDS** |
| Not resolved to try new thingsPassing blame on othersNo vulnerability  | Willingness and self-awareness to share struggles Openness to trying new things | Asking for a coaching or shared observation cycleComing with ideas to share about potential changes or specific help needed |
| “I think my students need more time after school…” “It’s the students who weren’t prepared/aren’t coming to school…”  | “I’ve noticed that my students are struggling with this… what other ways could I support them?”“Does anyone have any strategies for…?” | “Can we schedule some coaching time or try some shared observation time?”“I’d really like to try…, can someone help with…?”  |

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| **Question (Reflective)**What was the worst lesson you taught? What happened (was it planning or an instruction problem)? What did you learn? What did you do differently the following year?***Rubric*** |
| **DOESN’T MEET** | **MEETS** | **EXCEEDS** |
| Blames students for poor/low achievement | Able to articulate own role in what didn’t go well | Takes responsibility for what didn’t go well |
| No evidence of reflective thinking | Can make general suggestions for improvement | Able to make concrete suggestions about what to do in response and what the impact would be |

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| **Question (Teachable)****What’s the best piece of instructional feedback you’ve ever received and why? What were you doing that resulted in the feedback?****What was hard about implementing the feedback?** ***Rubric*** |
| **DOESN’T MEET** | **MEETS** | **EXCEEDS** |
| Not resolved to try new thingsDoes not accept responsibilityNo vulnerability  | Willingness and self-awareness to share struggles Openness to trying new things | Asking for a coaching or shared observation cycleComing with ideas to share about potential changes or specific help needed |
| “I think my students need more time after school…” “It’s the students who weren’t prepared/aren’t coming to school…”  | “I’ve noticed that my students are struggling with this… what other ways could I support them?”“Does anyone have any strategies for…?” | “Can we schedule some coaching time or try some shared observation time?”“I’d really like to try…, can someone help with…?”  |

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| **Question (modification/accommodation)**The student’s plan (IEP, 504, behavior) states an accommodation is NOT to take a written test in class, how would you check for understanding on a daily basis. How would you assess their learning? How would you utilize the results of the assessment?***Rubric*** |
| **DOESN’T MEET** | **MEETS** | **EXCEEDS** |
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| **Question (culturally responsive practices)** ***Question 1**** Tell us about a time when you helped a student develop a positive cultural identity in your classroom?

***Question 2****First ask** What are the cultural differences you are noticing in your classroom now? How does that manifest in how you interact with students?

**OR (if inexperienced)*** What cultural competencies are you aware of in your own practices?

***Rubric*** |
| **DOESN’T MEET** | **MEETS** | **EXCEEDS** |
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| **Question (High Expectations)** ***Question 1*****Briefly describe the most diverse class you have taught. Share examples of how you set high expectations for student learning.*****Rubric*** |
| **DOESN’T MEET** | **MEETS** | **EXCEEDS** |
| Makes excuses for certain subgroups | Goal setting with a belief that all students can achieve at high levels | Specific reference to cycles of intervention |
| Lack of differentiation, no planning for individuals or subgroups | Belief that all groups can meet standards | Strong repertoire of instructional strategies referenced |
| No gradual release | Speak to a research based model for instruction (strong scaffolding, GLAD strategies, clarity,  | Strong scaffolding with gradual release of responsibility |
| Partially aligned to CCSS | Speaks to differentiation | Differentiation based on individual needs |
| Limited repertoire of instructional strategies | Reference to CCSS and depth of knowledge | Greater amount of detail in responses and examples |