|  |  |  |
| --- | --- | --- |
| **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 things  Passing blame on others  No vulnerability | Willingness and self-awareness to share struggles  Openness to trying new things | Asking for a coaching or shared observation cycle  Coming 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…?” |

|  |  |  |
| --- | --- | --- |
| **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 |

|  |  |  |
| --- | --- | --- |
| **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 things  Does not accept responsibility  No vulnerability | Willingness and self-awareness to share struggles  Openness to trying new things | Asking for a coaching or shared observation cycle  Coming 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…?” |

|  |  |  |
| --- | --- | --- |
| **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** |
|  |  |  |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| **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** |
|  |  |  |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| **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 |