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