

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

Evidence Review (Growth Mindset)

Ask candidate to bring a lesson plan to share with you. Ask them to show your modifications or differentiation strategies for students who may struggle. If there are none, ask them to generate one for a specific student such as a student reading below grade level. (“I noticed that there is quite a bit of reading in this science lesson. How would students who struggle with reading be able to learn these concepts?”)

DOESN'T MEET	MEETS	EXCEEDS
No growth mindset No strategies	Growth mindset Some strategies	Explicit advocacy for all Strong strategies
Strategies are not present in their lesson plan. Strategies, if present, are weak and unlikely to ensure that students learn the content. The express doubt that all students can succeed in the classroom.	Strategies may or may not be present in their lesson plan. They identify workable strategies when prompted. They acknowledge differences among students and the need for differentiation.	Strategies are already present in their lesson plan. Strategies are likely to work. They articulate the types of students who are likely to struggle in their classroom.

Demonstration (Growth Mindset)

“Imagine we’re at a team meeting, reviewing assessment data. We’re going to do a role-play. I’ll play one of the other teachers on the team. Respond to my comments as I make them.”

-Why would we expect those kids to do well when their parents don’t expect them to take school seriously or do their homework?

-We’re putting too much effort into remediating and babying kids. What about the kids who could go faster but we hold them back?

DOESN'T MEET	MEETS	EXCEEDS
No growth mindset No courage	Growth mindset Willingness to engage	Explicit advocacy for all Courageous and effective intervention
“I know what you mean” “I wonder about those kids too” Silence or anxious body language	“Regardless of what happens at home we need to be sure our students succeed.”	“No. That’s not right. It’s our responsibility to be sure all our kids learn and succeed.” “Let’s not complain about the students. Let’s come up with a plan to be sure everyone is learning what the need to learn.”

	“We want all students to do well. What are we already doing that works for a variety of kinds?”	
Question (Growth Mindset) How do students “own their learning” in your classroom. (Probe for specificity) Think of a time when students were making mistakes as you were checking for understanding. How did you use those mistakes to re-teach the concept? (Probe for differentiation or shifts in instructional strategy.)		
DOESN'T MEET	MEETS	EXCEEDS
No growth mindset Limited understanding of the elements of growth mindset	Growth mindset Can articulate the elements of growth mindset and effective strategies	Driven to ensure growth mindset Articulate effective strategies
“I put the learning goal on the board” “If students need extra help they can stay after school” Note that poor answers are about students, not teaching	“All of my students know their reading goal.” “When I conference with kids, I’m clear about what they need to focus on to improve.” “When students showed their work on the whiteboards, I could see that they were confused about which operation they should use.”	“Because I have a wide range of students, we conference every week to be sure that every student knows where they’ve made progress and what they need to work on next.” “When I see a variety of approaches to the problem, I stop and ask students to explain their thinking to the class, so students understand that there’s more than one way to get to the right answer.”