

URI School of Education Admission Interview Rubric

A. Interpersonal and Communication Skills

(In this category, score is based on overall performance in interview)

1- Little Evidence

- Little or no enthusiasm for children and the teaching profession (e.g. appears to be just going through the motions, apathetic);
- Unresponsive to some questions even when questions were repeated or rephrased; many responses were confusing, inaccurate, vague, lacked detail, and/or irrelevant; failed to integrate knowledge, content or experiences;
- Dress was inappropriate or unkempt (e.g. clothing torn, unclean, wrinkled, revealing; poor grooming); unprofessional demeanor (e.g. came late to interview without notification; ate, drank or chewed gum; argumentative and/or disrespectful);
- Poor interview skills (e.g. fidgeted, lacked eye contact, slouched; mumbled, disorganized responses and/or lost track of conversation, etc.);
- Many errors in grammar and syntax (e.g. incorrect tense, lacked noun-verb agreement, word choice), pervasive use of slang; lacked use of professional language

2-Approaches Standard

- Superficial or weak enthusiasm for children and the teaching profession;
- Although responsive, many answers to questions were inaccurate, vague, lacked detail, and/or were irrelevant. Required restating or rephrasing of questions, which generally elicited a more complete, although not necessarily more accurate or relevant, response; integrated some knowledge, content or experience in response;
- Dress was inappropriate or demeanor was unprofessional;
- Weak interview skills;
- Inconsistent use of standard grammar and syntax; some use of slang; little use of professional language

3-Meets the Standard

- Demonstrated some enthusiasm for children and teaching profession;
- Responses to questions may have a few problems but generally were appropriate. Didn't need much if any restating or rephrasing;
- Appropriate dress (clean and neat); Demeanor was respectful and tactful;
- Adequate interview skills although some weaknesses apparent (e.g. may use lots of 'ums and like' but otherwise skills are good);
- Near mastery of grammar and syntax; little use of slang

4-Above the Standard

- Enthusiasm for children and teaching profession apparent;
- Responses to questions clear and appropriate;

- Professional dress; professional demeanor (e.g. engaged listener, respectful, tactful, eager to engage in discussion; self-reflective);
- Good interview skills; few if any problems;
- Mastery of grammar and syntax; no use of slang; some use of professional language

5-Well Above the Standard

- Enthusiasm for children and teaching profession clearly apparent and pervasive; upbeat and positive; eagerly comments on work with children;
- Responses to questions appropriate, unique, and engaging;
- Professional dress; professional demeanor (e.g. engaged listener, respectful, tactful, eager to engage in discussion; self-reflective);
- Excellent interview skills;
- Mastery of grammar and syntax; no slang; integrated professional language throughout interview

NOTE: In the following categories (B,C and D), scores will be based on responses to specific questions that will be asked during the interview. Responses will be scored with on a 1-5 scale as follows: 1-Little Evidence, 2-Approaches the Standard, 3-Meets the Standard, 4-Above the Standard, or 5-Well Above the Standard.

B. Academic Knowledge Base

1. Discusses academic strengths or weaknesses
2. Discusses academic strengths or weaknesses (not both) as they relate to their teaching or discusses both, but doesn't relate to their own teaching
3. Discusses both academic strengths and weaknesses as they relate to their teaching
4. Discusses both academic strengths and weaknesses as they relate to their teaching; is able to give specific examples of ways they would utilize strengths or remediate weakness
5. Discusses both academic strengths and weaknesses as they relate to their teaching; is able to give specific examples of ways they would utilize strengths or remediate weakness; the answer includes reference to educational research and theory

C. Work Experience/Community Service with Children and Adolescents

1. Describes experiences, but not in relation to their decision to be a teacher
2. Describes why they want to be a teacher without connecting to experiences with children/adolescents
3. Describes experiences in relation to their decision to become a teacher
4. Describes experiences in relation to their decision to become a teacher; specifically relates experiences with children/adolescents to their own knowledge about teaching
5. Describes experiences in relation to their decision to become a teacher, and specifically relates experiences with children/adolescents to their own knowledge about teaching; response includes reflection on student learning or development.

D. Multicultural and Diversity Awareness

1. Identifies no categories of diversity and/or demonstrates inappropriate understanding of, and attitudes towards diversity
2. Identifies fewer than three categories of diversity likely to be encountered in a classroom; does not discuss how classroom diversity impacts teaching and learning, or does so without reference to their knowledge and experience
3. Identifies a minimum of three categories of diversity likely to be encountered in a classroom; discusses how classroom diversity impacts teaching and learning based on their own knowledge and experiences
4. Identifies a minimum of three categories of diversity likely to be encountered in a classroom; discusses how classroom diversity impacts teaching and learning based on their own knowledge and experiences, and provides specific personal examples to illustrate their point
5. Identifies a minimum of three categories of diversity likely to be encountered in a classroom; discusses how classroom diversity impacts teaching and learning based on their own knowledge and experiences; provides specific personal examples to illustrate their points, and identifies possible effective teaching strategies or interventions