



**EDUCATION UNIT**

**STUDENT TEACHER  
INTERVIEW EVALUATION FORM**

CANDIDATE'S NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

DEPARTMENT: \_\_\_\_\_ MAJOR: \_\_\_\_\_ GPA: \_\_\_\_\_

***RESULTS***

<i>Assessment Area</i>	<i>Points Earned/Possible Points</i>	<i>Decision</i>
<b>1. Verbal Expression</b>		
<b>2. Content</b>		
<b>3. Written Expression</b>		
<b>4. Diversity</b>		
<b>5. Disposition</b>		
<b>Overall Decision</b>		

OVERALL COMMENDATIONS & RECOMMENDATIONS:

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***STUDENT TEACHING INTERVIEW COMMITTEE***

*Signatures*

*Position/Affiliation*

*Date*

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## **VERBAL EXPRESSION**

<b>Choose the number that best reflects the candidate’s performance level in the Verbal Expression Area using the evaluation scale below.</b>
<b>3 = Exceeds Expectation</b> <b>Candidate manifests exemplary skills and/or behaviors.</b>
<b>2 = Meets Expectation</b> <b>Candidate manifests acceptable skills and/or behaviors</b>
<b>1 = Needs Improvement</b> <b>Candidate manifests skills and/or behaviors that could be characterized as “poor” and is in need of remedial assistance.</b>

**Verbal Expression:**

	3	2	1	
<i>Effective Communicator</i>				Score
<b><u>1. Fluency</u></b> This indicator measures the ease with which the candidate delivers the message and the knowledge of the message being delivered.	Continuous Speech	Some hesitation	Speech halting: shows lack of knowledge of subject	
<b><u>2. Pronunciation</u></b> This indicator measures the candidate’s pronunciation and enunciation as they affect communication.	Well articulated	Adequate	Inadequate	
<b><u>3. Vocabulary</u></b> This indicator measures accuracy, variety, and quantity of vocabulary in the candidate’s response.	Rich use of vocabulary	Adequate and accurate use of vocabulary	Inadequate and/or inaccurate use of vocabulary	
<b><u>4. Grammar</u></b> This indicator measures the candidate’s use and accuracy of basic structures of grammar.	Control of basic language structures	Emerging control of basic language structures	Inadequate and/or inaccurate use of basic language structures	
<b><u>5. Non-Verbal Communication</u></b> This indicator measures the degree to which the candidate models good non-verbal skills.	Excellent use of non-verbal skills	Good use of non-verbal skills	Fair use of non-verbal skills	
<b><u>6. Tone</u></b> This indicator measures the degree to which the candidate’s tone reflects his or her feelings towards the participants (e.g. concern, encouragement).	Tone is extremely sensitive	Tone is moderately sensitive	Tone is mildly sensitive	
<b><u>TOTAL</u></b>				

**Interpretation of Composite Score**

**13-18 Points: Exceeds Expectation**

**10-12 Points: Meets Expectation**

**6-9 Points: Needs Improvement**

**NB: If a candidate earns a score of 1 in any area, the interviewing team will determine if the candidate goes on to student teaching with a Professional Development Growth Plan.**

## **CONTENT OF VERBAL EXPRESSION**

<p><b>Choose the number that best reflects the candidate’s performance level in the Content of the Verbal Expression Area using the evaluation scale below.</b></p>
<p><b>3 = Exceeds Expectation</b> Candidate manifests exemplary skills and/or behaviors.</p>
<p><b>2 = Meets Expectation</b> Candidate manifests acceptable skills and/or behaviors</p>
<p><b>1 = Needs Improvement</b> Candidate manifests skills and/or behaviors that could be characterized as “poor” and is in need of remedial assistance.</p>

	3	2	1	
<b><i>EFFECTIVE COMMUNICATOR</i></b>				<b>Score</b>
<p><b><u>1. Appropriateness of response</u></b> This indicator measures the degree of appropriateness of the response from the candidate, reflecting an understanding of learning theory, subject matter, and curriculum and student development.</p>	High level understanding of learning theory, subject matter, curriculum, and student development.	Limited understanding of learning theory, subject matter, curriculum, and student development.	No identifiable demonstration of learning theory, subject matter, curriculum, and student development.	
<p><b><u>2. Knowledge of Content</u></b> This indicator measures the knowledge of the content expressed by the candidate as related to the questions of knowledge, skills, and disposition.</p>	High knowledge, skills, and disposition relevant to question/s asked	Some knowledge, skills, and disposition relevant to question/s asked	Limited knowledge, skills, and disposition relevant to question/s asked	
<p><b><u>3. Logical Sequence of Presentation</u></b> This indicator measures the sequencing of the candidate’s oral response to questions.</p>	Responses are well thought out and organized to augment the details	Responses are not well thought out and not well organized to augment the details	Responses show little evidence of organization to augment details	
<p><b><u>4. Content – Differences(exceptionality)</u></b> This indicator measures the candidate’s knowledge about areas of exceptionality in learning--including learning disabilities, visual and perceptual difficulties, and physical or mental challenges.</p>	Clear understanding of exceptionality in learning (e.g. learning disabilities, visual and perceptual difficulties, and physical or mental challenges)	Some knowledge of exceptionality in learning (e.g. learning disabilities, visual and perceptual difficulties, and physical or mental challenges)	Little/no knowledge of exceptionality in learning (e.g. learning disabilities, visual and perceptual difficulties, and physical or mental challenges).	
<p><b><u>5. Content -- Differences</u></b> (learning) This indicator measures how well the candidate understands and can identify differences in approaches to learning and performance, including different learning styles, multiple intelligences, performance modes, and can design instruction that helps use students' strengths as the basis for growth.</p>	Clear understanding and identification of differences in approaches to learning and performance	Some understanding and identification of differences in approaches to learning and performance	No evidence of understanding and identification of basic differences in approaches to learning and performance	
<b><u>TOTAL</u></b>				

**Interpretation of Composite Score**

**13-15 Points: Exceeds Expectation**

**10-12 Points: Meets Expectation**

**5-9 Points: Needs Improvement**

## **WRITTEN EXPRESSION**

<p><b>Choose the number that best reflects the candidate’s performance level in the Written Expression Area using the evaluation scale below.</b></p>
<p><b>3 = Exceeds Expectation</b>  <b>Candidate manifests exemplary skills and/or behaviors.</b></p>
<p><b>2 = Meets Expectation</b>  <b>Candidate manifests acceptable skills and/or behaviors</b></p>
<p><b>1 = Needs Improvement</b>  <b>Candidate manifests skills and/or behaviors that could be characterized as “poor” and is in need of remedial assistance.</b></p>

	3	2	1	
<i>Effective Communicator</i>				Score
<p><b><u>1. Organization</u></b>                      This indicator measures the degree to which the candidate writes in a coherent, organized, accurate and concise manner.</p>	All written work is extremely well organized, accurate, and coherent.	Written work is adequately organized with some inaccuracies.	Written work lacks coherence and is inadequately organized.	
<p><b><u>2. Grammar</u></b>                      This indicator measures the candidate’s use and accuracy of basic structures of grammar.</p>	Control of basic language structures	Emerging control of basic language structures	Inaccurate use of basic language structures	
<p><b><u>3. Vocabulary</u></b>                      This indicator measures accuracy, variety, and quality of vocabulary in candidate’s written work.</p>	Rich, varied, and accurate use of written vocabulary.	Adequate and accurate use of written vocabulary.	Inadequate and inaccurate use of written vocabulary	
<p><b><u>4. Fluency</u></b>                      This indicator measures the ease and appropriate flow of language to express ideas in writing by the candidate</p>	Even flow of writing with excellent coherence and error free.	Some unevenness of written flow and few errors.	Considerable unevenness in written flow and extensive errors.	
<p><b><u>5. Appropriateness of Content:</u></b>                      This indicator measures the candidate’s understanding of major concepts, assumptions, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.</p>	Content is extremely appropriate and accurately addresses the prompt	Some attempt to appropriately address the content identified in the prompt	Little, inappropriate, or no relevant content	
<b><u>TOTAL</u></b>				

### Interpretation of Composite Score

**13-15 Points: Exceeds Expectation**

**9-12 Points: Meets Expectation**

**5-8 Points: Needs Improvement**

## ***DIVERSITY***

<p><b>Choose the number that best reflects the candidate’s performance level in Diversity &amp; as reflected in Verbal Written Expression using the evaluation scale below.</b></p>
<p><b>3 = Exceeds Expectation</b>  <b>Candidate manifests exemplary attitudes towards diversity, skills, and/or behaviors</b></p>
<p><b>2 = Meets Expectation</b>  <b>Candidate manifests acceptable attitudes towards diversity.</b></p>
<p><b>1 = Needs Improvement</b>  <b>Candidate manifests attitudes towards diversity that could be characterized as “poor” and in need of remedial assistance.</b></p>

	3	2	1	
<i>Instructional Leader</i>				Score
<b>1. Intent:</b> The candidate articulates the belief that all children can learn at high levels and shows intent to help all children achieve success. (I.e. candidate’s response include Differentiated Instruction, Bloom’s Taxonomy, Dimensions of Learning)	Highly committed to students from all walk of life	Some commitment to students from all walk of life	Not evidence of commitment to students from all walk of life	
<b>2. Commitment:</b> The candidate articulates an appreciation for human diversity, shows respect for students' varied talents and perspectives, and is committed to the pursuit of "individually configured excellence." (i.e. candidate’s response includes IEP, Individualized instruction)	Great appreciation and value for differences in individuals	Limited appreciation and value for differences in individuals	No evidence of appreciation and value for differences in individuals	
<b>3. Respect:</b> The candidate articulates respect for students as individuals with differing personal and family backgrounds and various skills, talents, and interests. (i.e. candidate’s response includes strategies for engaging parents/families of varying ethnic backgrounds)	High level of respect for all students	Limited level of respect for all students	No evidence for respect for all students	
<b>4. Systematic Planner:</b> The candidate articulates values and appreciates the importance of all aspects of a child's experience.	Great appreciation for children’s experiences	Limited appreciation for children’s experiences	No evidence of appreciation for children’s experiences	
<b>5. Sensitivity:</b> The candidate articulates sensitive to community and cultural norms. (i.e. candidate’s response includes an investigation of varied cultural norms as part of his/her instruction)	Outstanding sensitivity to differences in expectations	Some sensitivity to differences in expectations	No evidence of sensitivity to community and cultural norms	
<b><i>TOTAL</i></b>				

### **Interpretation of Composite Score**

**13-15 Points: Exceeds Expectation**

**9-12 Points: Meets Expectation**

**5-8 Points: Needs Improvement**

## ***DISPOSITION***

<p><b>Choose the number that best reflects the candidate’s performance level in Disposition as reflected in Verbal and Written Expression using the evaluation scale below.</b></p>
<p><b>3 = Exceeds Expectation</b>  <b>Candidate manifests exemplary attitudes towards disposition and/or behavior.</b></p>
<p><b>2 = Meets Expectation</b>  <b>Candidate manifests acceptable attitudes towards diversity and/or disposition.</b></p>
<p><b>1 = Needs Improvement</b>  <b>Candidate manifests attitudes towards disposition that could be characterized as “poor” and in need of remedial assistance.</b></p>

	3	2	1	
<i><b>Evolving Professional</b></i>				<b>Score</b>
<b>1. Instructional Leader:</b> The candidate has enthusiasm for the discipline(s) and sees connections to everyday life.	High level of understanding of being an instructional leader.	Limited level of understanding of being an instructional leader.	No understanding of being an instructional leader	
<b>2. Communicator:</b> The candidate is a thoughtful and responsive listener.	Excellent communication to reflect responsiveness	Good communication to reflect some responsiveness	Limited communication to reflect some responsiveness	
<b>3. Decision Maker:</b> The candidate is committed to the continuous development of all students.	Outstanding understanding of being a decision maker who is committed to the development of children	Good understanding of being a decision maker who is committed to the development of children	Fair understanding of being a decision maker who is committed to the development of children	
<b>4. Evolving Professional:</b> The candidate is willing to work with other professionals to improve the overall learning environment for students.	Excellent understanding of being an evolving professional	Good understanding of being an evolving professional	Fair understanding of being an evolving professional	
<b>5. Systematic Planner:</b> The candidate is committed to seeking out, developing, and continually refining practices that address the individual needs of students.	Outstanding willingness to being a systematic planner	Good willingness to being a systematic planner	Fair willingness to being a systematic planner	
<b><i>TOTAL</i></b>				

### **Interpretation of Composite Score**

**13-15 Points: Exceeds Expectation**

**9-12 Points: Meets Expectation**

**5-8 Points: Needs Improvement**

