



# Access Teacher Interview Rubrics

Use with Access Teacher Interview Questions.

**The English Access Microscholarship Program is sponsored by the U.S. Department of State with funding provided by the U.S. Government and administered by FHI 360.**

# Interview Rubric

## HOW TO USE THIS RUBRIC

This **five part** rubric is designed to help evaluate candidates during the Access teacher interview process. In the center column, you will find the standards that candidates should be evaluated on. Each standard is numbered to correspond with categories in the separate Access Teacher Interview Questions document. The columns to the left and to the right are for the interviewer to note instances when the candidate either exceeds or does not meet the standards described in the center column. After completing the interview, add up the candidate's score from each row. If needed, refer to the **Expanded Rubric** for descriptions of "Standards Not Met" and "Standards Exceeded".

Applicant's Name	Interviewer's Name	Date

<i>Standards Not Met (0-2 points)</i>	<i>Standards Met for This Position (3 points)</i>	<i>Standards Exceeded (4th points)</i>
	<p><b>Part 1: Professional Qualifications</b></p> <ol style="list-style-type: none"> <li>1. Has high-intermediate to advanced English. Communicates in English with ease and makes minimal errors in language. Understands questions and provides detailed responses.</li> <li>2. Holds an applicable degree (e.g. TESOL, English, Second Language Acquisition).</li> <li>3. Has completed coursework related to teaching methodology/pedagogy.</li> <li>4. Has 3+ years experience working with the student age group.</li> </ol>	

	<p><b>Part 2: Teaching Practice</b></p> <ul style="list-style-type: none"><li>5. Provides examples of how they use Communicative Language Teaching (CLT) in the classroom.</li><li>6. Describes useful classroom management strategies related to community building, grouping students, and addressing problem behavior.</li></ul>	
	<p><b>Part 3: Enhancement Activities</b></p> <ul style="list-style-type: none"><li>7. Has some familiarity with U.S. culture, and can describe how they would approach teaching students about U.S. culture.</li><li>8. Can articulate the value of service learning, and is eager to gain a deeper understanding of its application in the learning environment.</li><li>9. Provides examples of how they incorporate technology into the classroom to enrich student learning and digital literacy.</li></ul>	

	<b>Part 4: Professional Development</b>  10. Participates in professional development activities (conferences, webinars, MOOCs, professional associations, etc.)	
	<b>Part 5: Overall Fit</b>  11. Articulates their interest in working with underserved youth.  12. Clearly describes how they are a good fit for the Access program.  13. Is available to participate in program activities and professional development outside of regular after school instruction hours.	
<b>0-2 points</b>	<b>3 points</b>	<b>4 points</b>

Total points: \_\_\_\_

# Expanded Interview Rubric

Applicant's Name	Interviewer's Name	Date

Part 1: Professional Qualifications	4 standards exceeded	3 standards met	2 standards nearly met	1 standards not met	Notes
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<b>English proficiency</b>	<ul style="list-style-type: none"> <li>- Can express ideas fluently and without hesitation or much effort.</li> <li>- Uses language with flexibility and with confidence.</li> <li>- Comprehends all questions with ease.</li> <li>- Produces clear, well structured responses using complex language and vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>- Communicates in English with ease.</li> <li>- Makes minimal errors in language.</li> <li>- Understands questions and provides detailed responses.</li> </ul>	<ul style="list-style-type: none"> <li>- Speaks with hesitancy.</li> <li>- Makes frequent errors in language.</li> <li>- Misunderstands questions and/or has difficulty responding.</li> <li>- Cannot find adequate vocabulary to clearly express thoughts.</li> </ul>	<ul style="list-style-type: none"> <li>- Applicant's language proficiency is too low for this position.</li> </ul>	
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<b>academic background</b>	<ul style="list-style-type: none"> <li>- Already possesses or has completed extensive coursework leading to an applicable university graduate degree (MA TESOL or similar).</li> <li>- OR has completed professional development activities related to teaching English/ methodology/ pedagogy.</li> </ul>	<ul style="list-style-type: none"> <li>- Holds an applicable undergraduate university degree in TESOL or similar.</li> <li>- Has completed coursework related to teaching methodology/ pedagogy.</li> </ul>	<ul style="list-style-type: none"> <li>- Possesses an undergraduate university degree in an unrelated field to TESOL or similar.</li> <li>- Has some experience teaching English.</li> </ul>	<ul style="list-style-type: none"> <li>- Applicant does not possess an applicable degree.</li> </ul>	
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<b>experience with age group</b>	<ul style="list-style-type: none"> <li>- Has 3+ years experience working with student age group.</li> <li>- Can speak about this experience with ease, pointing out its rewards and challenges.</li> </ul>	<ul style="list-style-type: none"> <li>- Has 3+ years experience working with student age group.</li> </ul>	<ul style="list-style-type: none"> <li>- Has limited experience (less than 3 years) working with the student age group.</li> </ul>	<ul style="list-style-type: none"> <li>- Does not have experience working with the age group.</li> </ul>	
<b>Part 2: Teaching Practice</b>	<p>4</p> <p>standards exceeded</p>	<p>3</p> <p>standards met</p>	<p>2</p> <p>standards nearly met</p>	<p>1</p> <p>standards not met</p>	<p>Notes</p>

<b>Communicative Language Teaching (CLT)</b>	<ul style="list-style-type: none"> <li>- Can explain what CLT is.</li> <li>- Can provide several concrete examples of how they use CLT in the classroom.</li> <li>- Can confidently articulate the advantages of CLT, and compare it with other prevalent methodologies.</li> </ul>	<ul style="list-style-type: none"> <li>- Can explain what CLT is.</li> <li>- Can provide concrete examples of how they use CLT in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>- Can explain what CLT is.</li> <li>- Struggles to provide examples of how they use CLT in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>- Applicant is not familiar with CLT.</li> </ul>	
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<b>classroom management</b>	<ul style="list-style-type: none"> <li>- Discusses classroom management style with ease.</li> <li>- Provides specific and useful strategies for building community, grouping students, and addressing problem behavior.</li> <li>- Provides meaningful examples from their own teaching experiences that give context and</li> </ul>	<ul style="list-style-type: none"> <li>- Discusses classroom management style with ease.</li> <li>- Describes useful classroom management strategies related to community building, grouping students, and addressing problem behavior.</li> <li>- Can provide some examples of their ability to reflect upon their teaching practice and make</li> </ul>	<ul style="list-style-type: none"> <li>- Generally discusses classroom management.</li> <li>- Struggles to identify specific strategies for building community, grouping students and addressing problem behavior.</li> <li>- Does not provide examples from their own teaching practice.</li> </ul>	<ul style="list-style-type: none"> <li>- Cannot describe their classroom management style or strategies.</li> </ul>	
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Part 3: Enhancement Activities	4 standards exceeded	3 standards met	2 standards nearly met	1 standards not met	Notes
<b>U.S. culture and democratic values</b>	<p>- Has extensive knowledge of U.S. culture and values and displays enthusiasm and has specific, interesting ideas or examples for teaching it to Access age students.</p>	<p>- Has some familiarity with U.S. culture and values, and can describe how they would approach teaching students about U.S. culture and values.</p>	<p>- Has limited or no knowledge of U.S. culture and values, but displays openness to learning more and teaching students.</p>	<p>- Lacks knowledge of or interest in learning about or teaching U.S. culture and values.</p>	

<b>service learning</b>	<ul style="list-style-type: none"> <li>- Demonstrates clear understanding of what service learning entails.</li> <li>- Has some experience planning or organizing service learning activities.</li> <li>- Can clearly articulate the importance of service learning and offers interesting, unique ideas for future service learning projects.</li> </ul>	<ul style="list-style-type: none"> <li>- Understands what service learning is.</li> <li>- Can articulate the value of service learning.</li> <li>- Is eager to gain a deeper understanding of its application in the learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>- Has some understanding of what service learning is and its importance.</li> <li>- Shows interest in service learning but struggles to identify ideas for future service learning projects.</li> </ul>	<ul style="list-style-type: none"> <li>- Applicant lacks knowledge of or interest in service learning.</li> </ul>	
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<b>technology and digital literacy</b>	<ul style="list-style-type: none"> <li>- Is comfortable incorporating technology into lessons and guiding students on the use of new digital tools.</li> <li>- Provides several concrete pedagogically interesting examples of how they have already incorporated technology into the classroom to enrich student learning and digital literacy.</li> </ul>	<ul style="list-style-type: none"> <li>- Incorporates technology into lessons and generally explains ways in which they guide students on the use of new digital tools.</li> <li>- Provides some examples of incorporating technology into the classroom to enrich student learning.</li> </ul>	<ul style="list-style-type: none"> <li>- Expresses interest in learning about integrating technology into the classroom and guiding students in the use of digital tools.</li> <li>- Has difficulty in providing examples of past use or ideas for future use of technology for pedagogical purposes.</li> </ul>	<ul style="list-style-type: none"> <li>- Lacks ability or interest in incorporating technology into their classrooms.</li> </ul>	
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Part 4: Professional Development	4 standards exceeded	3 standards met	2 standards nearly met	1 standards not met	Notes
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<b>commitment to professional development</b>	<ul style="list-style-type: none"> <li>- Demonstrates commitment to professional development (attends conferences, is a member of local TESOL chapter, participates in workshops, webinars, MOOCs, and explores applicable websites).</li> <li>- Describes how teaching with the Access Program aligns with their professional goals.</li> </ul>	<ul style="list-style-type: none"> <li>- Participates in professional development activities (conferences, webinars, MOOCs, professional associations, etc).</li> <li>- Gives some reference to how their professional goals align with the Access Program.</li> </ul>	<ul style="list-style-type: none"> <li>- Has limited experience with professional development, but demonstrates interest in participating in professional development opportunities.</li> <li>- Struggles to explain how professional goals align with the Access Program.</li> </ul>	<ul style="list-style-type: none"> <li>- Lacks interest in professional development.</li> </ul>	
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<b>ability to participate in professional development events</b>	- Has flexibility and availability to participate in professional development activities multiple times per quarter.	- Has availability to participate in professional development activities at least 1x per quarter.	- Schedule has minimal flexibility for participating in professional development.	- Is not available to participate in professional development activities.	
Part 5: Overall Fit	4 standards exceeded	3 standards met	2 standards nearly met	1 standards not met	Notes

<p><b>aligned with Access goals</b></p>	<ul style="list-style-type: none"> <li>- Clearly communicates why they would be a good fit for the Access Program.</li> <li>- Explains how their professional experience and goals are aligned with the program goals backed up with examples.</li> </ul>	<ul style="list-style-type: none"> <li>- Views themselves as a good fit for the Access Program and can clearly communicate why/how they are a good fit.</li> </ul>	<ul style="list-style-type: none"> <li>- Struggles to communicate why they would be a good fit for the Access Program.</li> </ul>	<ul style="list-style-type: none"> <li>- Experience, approach and professional goals are not well aligned with Access.</li> </ul>	
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<b>commitment to working with underserved youth</b>	<ul style="list-style-type: none"> <li>- Clearly articulates their interest in working with underserved youth.</li> <li>- Has worked extensively with underserved youth in and outside the school setting and can easily tie that experience to the goals of the Access Program.</li> </ul>	<ul style="list-style-type: none"> <li>- Articulates their interest in working with underserved youth.</li> <li>- Has worked with underserved youth in school settings but can not confidently tie that experience to the goals of the Access Program.</li> </ul>	<ul style="list-style-type: none"> <li>- Has little to no experience working with or teaching underserved youth but expresses enthusiasm and interest in this aspect of the Access Program.</li> </ul>	<ul style="list-style-type: none"> <li>- Has not worked with underserved youth.</li> </ul>	
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