

## Selection Criteria and Indicators

Competency/Criteria	Indicators
<p><b>Teaching Ability: Demonstrates an appropriate knowledge of content and pedagogy</b></p> <ul style="list-style-type: none"> <li>● Provides reasonable examples of effective lesson-planning, instructional strategies, and/or student assessment</li> <li>● Instruction is focused on student achievement               <ul style="list-style-type: none"> <li>● Conveys ideas and information clearly</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Addresses the multiple and varied needs of students in the classroom               <ul style="list-style-type: none"> <li>○ Makes content meaningful to students in the district</li> <li>○ Sets concrete, ambitious goals for student achievement</li> </ul> </li> <li>○ Indicates confidence that all students should be held to high standards               <ul style="list-style-type: none"> <li>○ Reflects on successes and failures</li> </ul> </li> <li>○ Maintains high expectations for students when confronted with setbacks; continues to focus on students' academic success</li> </ul>
<p><b>Classroom Management: Demonstrates ability to deal effectively with negative student behavior</b></p> <ul style="list-style-type: none"> <li>● Remains productive and focused when confronted with challenges</li> <li>● Displays willingness to adapt classroom management style to meet the particular needs of the school or culture</li> </ul>	<ul style="list-style-type: none"> <li>○ Assumes accountability for classroom management and culture</li> <li>○ Conveys reasonable understanding of potential challenges involved in teaching in a high-need school</li> <li>○ Demonstrates ability to deal effectively with negative student behavior</li> <li>○ Persists in offering viable and realistic strategies to deal with classroom management challenges</li> <li>○ Conveys willingness to try multiple strategies or something new when things change or when confronted with challenges</li> </ul>
<p><b>School Fit: Demonstrates skills and development needs that are a good fit with the school</b></p> <ul style="list-style-type: none"> <li>● Demonstrates interests and skills that match the school's culture and needs</li> </ul>	<ul style="list-style-type: none"> <li>○ Interacts with interviewer in an appropriate and professional manner               <ul style="list-style-type: none"> <li>○ Respects the opinion of others</li> </ul> </li> <li>○ Recognizes that families influence student achievement</li> <li>○ Interacts appropriately with supervisors, colleagues, parents and students</li> </ul>
<p><b>Critical Thinking: Analyzes situations thoroughly and generates effective strategies</b></p> <ul style="list-style-type: none"> <li>● Identifies key issues</li> <li>● Generates effective/creative strategies or responses to situations               <ul style="list-style-type: none"> <li>● Develops logical responses to address challenges</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Understands and responds directly to questions               <ul style="list-style-type: none"> <li>○ Organizes responses in a coherent manner</li> </ul> </li> <li>○ Supports response or points with specific and relevant examples/evidence               <ul style="list-style-type: none"> <li>○ Stays on point</li> </ul> </li> <li>○ Analyzes situations thoroughly and generates multiple effective strategies               <ul style="list-style-type: none"> <li>○ Has realistic picture of potential challenges</li> </ul> </li> </ul>

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<p><b>Achievement: Demonstrates success in achieving student learning and other goals</b></p> <ul style="list-style-type: none"> <li>● Focuses on concrete, measurable results</li> <li>● Teaching success related to specific, measurable student achievement</li> <li>● Demonstrates initiative and general willingness to take on challenges as well as a history of overcoming them             <ul style="list-style-type: none"> <li>● Sets and meets ambitious goals</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Describes, in detail, a significant, quantifiable goal demonstrating excellence</li> <li>○ Earns formal recognition or awards for achievement</li> <li>○ Demonstrates pattern of going above and beyond normal expectations</li> <li>○ Possesses accomplishments with students and/or in other endeavors</li> <li>○ Sets ambitious and concrete goals for teaching performance and/or student success             <ul style="list-style-type: none"> <li>○ Describes specific examples of taking on challenges or initiatives</li> </ul> </li> <li>○ Discusses using benchmarks and/or concrete goal setting as a general habit</li> </ul>
<p><b>Personal Responsibility: Assumes accountability for reaching outcomes despite obstacles</b></p> <ul style="list-style-type: none"> <li>● Focuses on own capacity to impact situations rather than on external barriers             <ul style="list-style-type: none"> <li>● Understands challenges within larger context</li> <li>● Takes initiative to solve own problems</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Holds self accountable for student learning</li> <li>○ Assumes responsibility for classroom environment and culture             <ul style="list-style-type: none"> <li>○ Takes ownership of failures</li> <li>○ Identifies lessons from past failures</li> </ul> </li> <li>○ Provides examples of maintaining focus on the big picture and addressing obstacles in past professional or personal experiences</li> <li>○ Speaks specifically about setbacks in past experiences and/or scenario questions and is able to maintain appropriate focus and optimism</li> <li>○ Persists in offering viable/realistic strategies to address scenarios             <ul style="list-style-type: none"> <li>○ Provides examples of being self-reliant</li> </ul> </li> </ul>
<p><b>Professional Interaction: Respectful of students and others in all situations</b></p> <ul style="list-style-type: none"> <li>● Aware of how one's own background &amp; assumptions can influence one's perspective &amp; interactions with others</li> <li>● Strives to understand the opinions and experiences of others</li> <li>● Demonstrates the ability to effectively &amp; appropriately interact with students and others in the school community</li> </ul>	<ul style="list-style-type: none"> <li>○ Handles difficult situations appropriately</li> <li>○ Can articulate how his/her own background and understanding of a situation plays a role in situations they describe</li> <li>○ Shows ability to consider others' perspectives in scenarios and past experiences             <ul style="list-style-type: none"> <li>○ Demonstrates self-confidence and presence</li> </ul> </li> <li>○ Shows evidence of being able to contribute to a school's effectiveness by working collaboratively with others</li> <li>○ Exhibits professional conduct and tone throughout interview             <ul style="list-style-type: none"> <li>○ Effectively navigates scenarios or experiences with challenging interpersonal situations, with appropriate norms of interactions</li> <li>○ Understands appropriate role as a teacher</li> </ul> </li> <li>○ Speaks of students, teachers and community with respect</li> <li>○ Demonstrates willingness to learn from &amp; understand perspectives of others</li> </ul>
<p><b>Constant Learning: Draws lessons from previous experiences and applied them to future endeavors</b></p> <ul style="list-style-type: none"> <li>● Reflects regularly on performance to identify areas for improvement</li> </ul>	<ul style="list-style-type: none"> <li>○ Incorporates a variety of resources to achieve results</li> <li>○ Generates strategies that involve a range of resources             <ul style="list-style-type: none"> <li>○ Seeks out and welcomes feedback from others</li> </ul> </li> </ul>

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<ul style="list-style-type: none"> <li>● Seeks and welcomes feedback from others</li> <li>● Accesses resources to support self-development</li> <li>● Draws lessons from previous experience and applies them to future endeavors</li> </ul>	<ul style="list-style-type: none"> <li>○ Describes examples of professional development and other learning in order to become a more effective teacher</li> <li>○ Reflects on previous professional experience and how they relate to teaching</li> <li>○ Conveys willingness to learn from other perspectives</li> </ul>
<p style="text-align: center;"><b>Communication Skills: Demonstrates effective written and oral skills</b></p> <ul style="list-style-type: none"> <li>● Displays mastery of written grammar, usage and organization             <ul style="list-style-type: none"> <li>● Speaks clearly and precisely</li> </ul> </li> <li>● Fluent verbal and written command of the English language</li> </ul>	<ul style="list-style-type: none"> <li>○ Communicates clear, logical and organized thoughts             <ul style="list-style-type: none"> <li>○ Uses correct syntax, spelling and grammar                 <ul style="list-style-type: none"> <li>○ Speaks audibly and articulately</li> </ul> </li> <li>○ Displays command of English language</li> </ul> </li> </ul>
<p style="text-align: center;"><b>Commitment: Committed to raising academic achievement in urban/high needs schools</b></p> <ul style="list-style-type: none"> <li>● Desires to work in a community with high needs schools</li> <li>● Believes that students of all backgrounds can and must learn at high levels             <ul style="list-style-type: none"> <li>● Holds all students to high standards</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Desires to teach specifically in urban/high needs schools</li> <li>○ Conveys reasonable understanding of potential challenges involved in teaching in high-need schools</li> <li>○ Conveys belief that all students have the ability to learn at high levels</li> <li>○ Articulates high expectations for potential and performance of future students (in theory and through scenario examples)</li> <li>○ Holds him/herself accountable for the success and growth of students</li> <li>○ Maintains high expectations and continues to focus on the students' academic success when confronted with setbacks in scenario questions             <ul style="list-style-type: none"> <li>○ Demonstrates persistence</li> </ul> </li> </ul>