

Student Name:

	<b>3 points</b>	<b>2 points</b>	<b>1 point</b>	<b>0 points</b>
<b>PASHE Faculty reference</b>	Student received high marks on reference.	Student received average marks on reference.	Student received below average marks on reference.	
<b>Off-campus reference</b>	Student received high marks on reference.	Student received average marks on reference.	Student received below average marks on reference.	
<b>Resume</b>	Professionally structured and formatted highlighting specific teaching experiences. No grammar or spelling errors.	Professionally structured and formatted but highlights majority non-teaching experiences. Some grammar or spelling errors.	Not professionally structured or formatted and/or only highlights non-teaching experiences. Many grammar or spelling errors	Not submitted
<b>Teaching Philosophy</b>	Statement fully includes proper length, professional language, and all elements described on admission page.	Statement mostly includes proper length, professional language, and elements described on admission page.	Statement somewhat includes proper length, professional language, and elements described on admission page.	Statement does not include proper length, professional language, and elements described on admission page.
<b>Reflection Paper</b>	Comprehensive description of the teaching experience.  Precise identification of three areas for improvement with insightful reflections.	Adequate description of the teaching experience.  Identifies three areas for improvement, but reflections may lack depth.	Brief description of the teaching experience.  Identifies three areas for improvement, but they may lack specificity.	Poorly described teaching experience. Vague identification of three areas for improvement with weak reflections.
<b>Interview</b>	Student fully demonstrates proper oral communication skills; knowledge and commitment to the PASHE profession; and professionalism. 15-13	Student mostly demonstrates proper oral communication skills; knowledge and commitment to the PASHE profession; and professionalism. 12-11	Student somewhat demonstrates proper oral communication skills; knowledge and commitment to the PASHE profession; and professionalism. 10-8	Student does not demonstrate proper oral communication skills; knowledge and commitment to the PASHE profession; and professionalism. < 7
<b>Total</b>	/18			

	<b>Not Acceptable (0)</b>	<b>Basic (1 point)</b>	<b>Proficient (3 points)</b>	<b>Advanced (5 points)</b>
<b>Oral Communication Skills</b>	<ul style="list-style-type: none"> <li>• No eye contact made.</li> <li>• Verbal responses are lacking in clarity and logical thought. A lack of connection between ideas is present. Lack of organized thought.</li> <li>• Critical and conceptual thinking is not apparent.</li> <li>• Poor grammar.</li> </ul>	<ul style="list-style-type: none"> <li>• Limited eye contact.</li> <li>• Verbal responses are clear and logical in thought. Follows line of reasoning and organized thought in most responses.</li> <li>• Critical and conceptual thinking is apparent in some responses.</li> <li>• Responses sometimes consist of inappropriate grammar, insensitive language.</li> </ul>	<ul style="list-style-type: none"> <li>• Eye contact most of the time.</li> <li>• Verbal responses are mostly clear and logical in thought. Follows line of reasoning and organized thought in all responses.</li> <li>• Critical and conceptual thinking is apparent in most responses. Responses are supplemented with examples and previous experiences.</li> <li>• Responses seldom consist of inappropriate grammar and insensitive language.</li> </ul>	<ul style="list-style-type: none"> <li>• Eye contact with all interviewers.</li> <li>• Verbal responses are all clear, logical, and presented in a confident manner.</li> <li>• Critical and conceptual thinking is apparent in all responses. Responses are supplemented with examples, previous experiences and information from professional sources.</li> <li>• Responses never consisted of inappropriate grammar and insensitive language.</li> </ul>
<b>Knowledge &amp; Commitment to the Physical, Adapted, and School Education Profession</b>	<ul style="list-style-type: none"> <li>• Not able to identify the most critical issues to the profession.</li> <li>• Little to no apparent professional commitment exhibited on the self-initiated checklist.</li> <li>• Does not exhibit the need to advocate the value of physical, adapted, and school health education.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies the one critical issue to the profession.</li> <li>• Identifies the importance of professional development as an ongoing process.</li> <li>• Engages in 1-2 experiences on the self-initiated checklist, but unable to rationalize its connection.</li> <li>• Express ability to advocate the value of physical, adapted, and school health education.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies multiple critical issues and exhibits some understanding of the problems.</li> <li>• Indicates commitment to professional development processes through general though reasonable plans and activities.</li> <li>• Engages in 2 experiences on the self-initiated checklist, can provide its connection.</li> <li>• Express ability and energy to advocate the value of quality physical, adapted, and school health education with reasonable, identified solutions/activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies multiple critical issues and can offer reasonable solutions to the problem.</li> <li>• Indicates commitment to professional development with specific, formal plans and activities.</li> <li>• Express ability and energy to advocate the value of quality physical, adapted, and school health education with ability with multiple solutions/ activities appropriate for multiple target audiences (e.g., parents, administrators, other teachers, etc.).</li> <li>• Engages in 3 or more experiences on the self-initiated checklist, can provide its connection.</li> </ul>
<b>Professionalism</b>	<ul style="list-style-type: none"> <li>• Inappropriate dress (shorts, T-shirt, sweats).</li> <li>• Interest in interview process is lacking or not apparent.</li> <li>• Does not seem to be prepared and appears to know little of the PASHE program.</li> <li>• Not on time for the interview.</li> </ul>	<ul style="list-style-type: none"> <li>• Too casual dress for professional interview.</li> <li>• Appears interested and is alert during interview.</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate casual for interview.</li> <li>• Appears interested, alert, and exhibits controlled enthusiasm.</li> </ul>	<ul style="list-style-type: none"> <li>• Professional dress (business casual – e.g., polo/button down shirt, khakis/dress slacks/skirt, or dress, and dress shoes).</li> </ul>