

**TEXAS HIGH SCHOOL - Teacher Interview Protocols & Success Criteria**

<p><b>Lesson Plan Pre-Work</b></p>	<p><i>*These should be sent to candidates prior to the interview so they know what we are looking for.</i></p> <p>Purpose: To identify teacher proficiency with planning and preview the plans for the sample lesson.</p> <p>Competencies:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Goal Focused(objective, activities, exit ticket)</li> <li><input type="checkbox"/> Appropriately Demanding (tasks are created at the right level of rigor)</li> <li><input type="checkbox"/> Data Driven (11G candidates will be given data and asked to do an analysis and plan a reteach lesson)</li> </ul> <p>Look Fors:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A fully planned lesson plan (any template)</li> <li><input type="checkbox"/> Evidence of a lesson cycle</li> <li><input type="checkbox"/> Clarity of key points</li> <li><input type="checkbox"/> Planned checks for understanding</li> <li><input type="checkbox"/> Assessment of student learning</li> </ul>
<p><b>Sample Lesson</b></p>	<p><i>*These should be sent to candidates prior to the interview so they know what we are looking for.</i></p> <p>Purpose: To assess teacher proficiency at lesson delivery and behavior management.</p> <p>Competencies:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explains Clearly</li> <li><input type="checkbox"/> Incorporates High Student Ratios</li> <li><input type="checkbox"/> Tells Students What to Do (states clear expectations)</li> <li><input type="checkbox"/> Holds High Behavioral Expectations</li> <li><input type="checkbox"/> Sees the Whole Classroom</li> <li><input type="checkbox"/> Redirects Smoothly</li> </ul> <p>Look Fors:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use of language of 100%</li> <li><input type="checkbox"/> Scanning the room and noticing where misbehavior is happening</li> <li><input type="checkbox"/> Addressing off-task or unwanted behavior</li> <li><input type="checkbox"/> Direct instruction is clear and content is accurate</li> <li><input type="checkbox"/> Planned opportunities for students to think, talk and write</li> <li><input type="checkbox"/> Clear, concise directions for how to participate in each part of the lesson</li> </ul>
<p><b>Sample Lesson Debrief</b></p>	<p>Purpose: To replicate the coaching cycle for the candidate, to share feedback on the alignment of their practice to what we want to see, and to assess the candidate’s growth mindset.</p> <p>Competencies:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Growth Mindset</li> </ul>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Emotional Constancy</li> <li><input type="checkbox"/> Responsibility</li> </ul> <p>Look Fors:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ability to reflect on strengths and areas of growth in the sample lesson</li> <li><input type="checkbox"/> Receptiveness to feedback - writing down notes, asking questions</li> <li><input type="checkbox"/> Willingness to be vulnerable - roleplay, admit lack of knowledge</li> <li><input type="checkbox"/> Expressing gratitude for feedback</li> </ul>
<p><b>Student Interview</b></p>	<p>Purpose: To assess candidate’s comfort with students, to allow candidate to build rapport with students and to get student input on candidate’s fit.</p> <p>Competencies:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Exudes Strong Teacher Presence</li> <li><input type="checkbox"/> Empowers Students</li> <li><input type="checkbox"/> Listening</li> </ul> <p>Look Fors:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Building rapport through sharing about themselves</li> <li><input type="checkbox"/> Asking students questions to get to know them</li> <li><input type="checkbox"/> Showing warmth through non-verbal cues</li> <li><input type="checkbox"/> Receptiveness of students to candidate</li> </ul>
<p><b>Teacher Interview</b></p>	<p>Purpose: To assess candidate’s fit on staff, to allow candidate to ask questions and understand staff culture.</p> <p>Competencies:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Positive Work Environment</li> <li><input type="checkbox"/> Listening</li> <li><input type="checkbox"/> Communication</li> </ul>
<p><b>Campus Tour AND Observations</b></p>	<p>Purpose: To allow the candidate to observe classes in action, to provide the candidate with a real picture of the school and classroom environment and to hear the candidate’s reflections about what they observe.</p> <p>Competencies:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Giving Feedback</li> <li><input type="checkbox"/> Shares Ideas and Resources</li> <li><input type="checkbox"/> Holds High Behavioral Expectations</li> <li><input type="checkbox"/> Builds and Maintains a Well Oiled Machine</li> </ul> <p>Look Fors:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Spending time in classes</li> <li><input type="checkbox"/> Asking questions about what they saw</li> <li><input type="checkbox"/> Ability to identify things that drive culture (merits, demerits, narration of behavior, student behavior, teacher actions)</li> </ul>
<p><b>Formal Interview</b></p>	<p>Purpose: To probe on areas of growth and mindset, further assess fit and share</p>

	<p>transparently about the successes and struggles of our school.</p> <p>Competencies:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reflection</li> <li><input type="checkbox"/> Communication</li> <li><input type="checkbox"/> Growth mindset</li> </ul>
<p><b>Classroom Video</b></p>	<p>Purpose: To uncover evidence of teachers' mindset about students and how students-teachers should interact in the classroom</p> <p>Competencies:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Giving Feedback</li> <li><input type="checkbox"/> Holds High Behavioral Expectations</li> <li><input type="checkbox"/> Communication (about students/colleagues with respect)</li> </ul> <p>Look Fors:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Using students-first language</li> <li><input type="checkbox"/> Talking about teacher presence aligned to warm/demanding</li> <li><input type="checkbox"/> Narrating the importance of relationships</li> <li><input type="checkbox"/> Identifying action items in the teacher's locus of control</li> </ul>
<p><b>Reference Checks</b></p>	<p>Purpose: To uncover evidence of teachers' mindset about students and to ensure there are no significant concerns about coachability or relationships with students in previous roles.</p>