



Name \_\_\_\_\_ Grade Level/Specialty Area \_\_\_\_\_

Organization \_\_\_\_\_ Date \_\_\_\_\_ Predictability: High  Moderate  Low  Very Low

Interviewer \_\_\_\_\_

Total

Sub-Total

**TEACHER INTERVIEW - Form C**

- I. PURPOSE -**
- Student benefits
  - Intrinsic student control
  - Engenders positivity in students
  - High student involvement in learning
  - Views students as positive learners
  - Personal benefits
  - External student control
  - Strives to control student emotions
  - Low student involvement in learning

**OBSERVATIONS**

POSITIVE	16	1
INVESTING	17	2
COMMITTED	18	3

- II. RELATIONSHIPS -**
- Wants positive relationships with students
  - Not defensive when criticized
  - Listens to students/parents
  - Open to viewpoints of others
  - Demonstrates empathy for students
  - Helps students process feelings
  - Helps students feel free to think for self
  - Defensive when criticized
  - Withdraws from relationships
  - Feelings of students not emphasized
  - Few relationship-building strategies

**OBSERVATIONS:**

COMMUNICATIVE	19	4
PERSONABLE	20	5
COMPASSIONATE	21	6

- III. TEACHING/LEARNING -**
- Active student participation
  - Taps into student interests
  - Objectively looks at situations
  - Builds a cooperative learning community
  - Helps students grow cognitively
  - Helps students grow affectively
  - Helps students apply learnings to life
  - Utilizes student strengths in learning
  - Facilitates learning
  - Focus primarily on teacher objectives
  - Lacks evidence of viewing students as individual learners
  - Narrow focus on areas of student learning
  - Dominates learning efforts
  - Primarily disseminates information

**OBSERVATIONS:**

MOTIVATING	22	7
OBJECTIVE	23	8
GENERATOR OF ALTERNATIVES	24	9
LESSON DESIGN	25	10
APPLICATION OF LEARNING	26	11

- IV. SPECIALTY AREAS -**
- Prizes/acts upon student diversity
  - Supports educational change in action ways
  - Holds self measurably accountable for student growth
  - Reacts positively when criticized by others
  - Views self as a life-long learner
  - Actively involves volunteers in the classroom
  - Actively involves parents in the learning community
  - Builds a holistic learning community
  - Passive about individual differences
  - Vague on specific student growth outcomes
  - Passive about colleague growth
  - Low on action to involve other adults in helping students grow

**OBSERVATIONS:**

STUDENT DIVERSITY	27	12
STUDENT ACCOUNTABILITY	28	13
ADULT DEVELOPMENT	29	14
MULTIPLE MENTORS	30	15

**VENTURES FOR EXCELLENCE TEACHER STUDY--**

Position:

H\_\_ M\_\_ L\_\_ VL\_\_

Analysts:

**Purpose** - A teacher with purpose is one who has a clear definition of personal meaning and has the ability to relate this understanding to a particular job role. This person is highly motivated and positive in applying personal meaning to the defined responsibilities.

1. What appears to be this teacher's purpose?

**RELATIONSHIPS** - This teacher manifests excellent relationship skills. This teacher prizes interacting with people in a caring and supportive manner. This teacher identifies with the feelings and thoughts of others in empathetic and helpful ways.

2. What appears to be the nature of the relationships this teacher has with students and others?

**TEACHING/LEARNING** - A teacher with teaching/learning skills is one who is highly motivated, consistently growing and developing, insightful about what motivates others and perceptive about applying skills and approaches which will bring out the best in others.

3. What are this teacher's most dominant teaching strategies?

4. How are students most likely to grow and develop when working with this teacher?

**Overall Observations**

5. What else has been discovered about this teacher?