

MUS 425 Vocal Methods and Materials and MUS 426 Instrumental Methods and Materials

Mock Interview/Portfolio Review

The purpose of this assessment in your professional preparation is to assist students with the interview process for a career in teaching.

Students will take part in a mock job interview for a middle school or high school band director position (student's choice). Students should be prepared to answer questions relating to all content covered in this course. Additionally, students should bring a professional digital portfolio containing:

- Current resume
- Teaching philosophy
- Example lesson plans
- Video of classroom teaching

Mock Interview Rubrics

Student _____ Date _____

Teacher _____

Criteria	Did Not Meet Expectation	Partially Met Expectation	Met Expectation	Exceeded Expectation
Appearance CAEP 1 INTASC 8,9,10	§ Overall appearance is untidy § Choice in clothing is inappropriate for any job interview (torn unclean, wrinkled) § Poor grooming	§ Appearance is somewhat untidy § Choice in clothing is inappropriate (shirt untucked, tee-shirt, too much jewelry, etc.) § Grooming attempt is evident	§ Overall neat appearance § Choice in clothing is acceptable for the type of interview § Well groomed (ex. Shirt tucked in, jewelry blends with clothing, minimal wrinkles)	§ Overall appearance is very neat § Choice in clothing is appropriate for any job interview § Very well groomed (hair, make-up, clothes pressed, etc.) § Overall appearance is businesslike
Greeting CAEP 1 INTASC 8,9,10	Unacceptable behavior and language Unfriendly and not courteous	Used typical behavior and language – did modify behavior to fit the interview Attempts to be courteous to all in interview setting	Acceptable behavior, well mannered, professionalism lacking Courteous to all involved in interview	Professional behavior and language (handshake, “hello”, “thank you”, eye contact, etc.) Friendly and courteous to all involved in interview

<p>Communication CAEP 1 INTASC 8,9,10</p>	<p>Presentation shows lack of interest Speaking is unclear – very difficult to understand message of what is being said (ex. mumbling) Facts about job not included § Volume is inappropriate for interview (ex. Spoke too loudly, too softly)</p>	<p>§ Showed some interest § Speaking is unclear— lapses in sentence structure and grammar § Knowledge of job is minimal Volume is uneven (varied)</p>	<p>§ Showed interest throughout the interview § Speaking clearly § Minimal mistakes in sentence structure and grammar § Knowledge and facts are included/shared § Volume is appropriate</p>	<p>§ Very attentive § Speaking clearly § Appropriate use of sentence structure and grammar § Commitment & enthusiasm for job is conveyed § Volume conveys business tone</p>
<p>Body Language CAEP 1 INTASC 8,9,10</p>	<p>§ Fidgeted – ex. constant movement of hands and feet § Lack of eye contact § Slouching all the time</p>	<p>§ Fidgeted – ex. movement of hands and feet frequently § Eye contact is made intermittently § Occasionally slouching</p>	<p>§ Minimal fidgeting (ex. occasionally shifting) § Occasional loss of eye contact § Brief slouching, but quickly correcting self</p>	<p>§ No fidgeting § Eye contact made § Sitting straight in chair</p>
<p>Responding to Questions CAEP 1 INTASC - 8,9,10</p>	<p>§ Inappropriate answers to questions § Did not attempt to answer questions</p>	<p>§ Gives inaccurate answers § Attempts to answer questions</p>	<p>§ Answers are acceptable and accurate § Answers questions</p>	<p>§ Thorough answers to questions</p>
<p>Asking Questions CAEP 1 INTASC - 8,9,10</p>	<p>§ No questions asked</p>	<p>§ Student asked questions that were not related to the job</p>	<p>§ Asked questions relating to the desired position</p>	<p>§ Asked questions relating to the desired position. (Evidence is shown that the applicant had researched the business or career field) § Asked questions related to the business or career field</p>
<p>Resume CAEP 1 INTASC-9</p>	<p>§ Exceeds one page § Does not fill majority of one page § Margins are less than ½ inch or more than 1 inch § Font style is unreadable § Text size is not between 10 and 12</p>	<p>§ Page appears crowded, but doesn't exceed one page § Less than four formatting errors</p>	<p>§ Fills one page without overcrowding § Margins are acceptable § Font style & size is readable § Less than 2 formatting errors</p>	<p>§ Fills one page without overcrowding § Margins are acceptable § Font style & size is readable § Formatting is consistent § Relevant info appears on the top ½ of the page § Section headings reflect content & content substantiates headings (section titles & descriptions are relevant to targeted opportunity) § Resume targeted to internship, job or program</p>

Portfolio

CAEP 1

INTASC- 1,6,7,8

§ Assembly instructions have not been followed with critical portfolio elements not included; the quality of written, visual and/or digital presentation does not meet postsecondary standards
§ The portfolio's materials and artifacts are not appropriate and/or adequate, and are not supported by the presentation
§ The portfolio provides little evidence of the student's ability to use knowledge and skills for the course learning outcomes in practice

§ Most of the expected elements are included; the quality of written, visual and/or digital presentation does not meet postsecondary standards with too many errors in spelling, grammar and punctuation
§ The portfolio materials and artifacts are not fully supported by or connected to the course learning outcomes
§ The portfolio demonstrates the student's ability to use the knowledge and skills for the course learning outcomes in practice is limited

§ The portfolio is well organized with all critical elements included; the quality of written, visual and/or digital the presentation is competent with minor errors in spelling, grammar and punctuation
§ The portfolio includes appropriate artifacts that support the demonstration of learning outcomes
§ The portfolio documents the acquisition of knowledge and skills for the course learning outcomes, with some ability to apply them in practice

§ The portfolio is well organized with all critical elements included; learning is well documented with writing and production skills that exceed those of most college students
§ The presentation of artifacts is convincing, with strong support for the course's learning outcomes
§ The portfolio demonstrates the student has mastered the knowledge and skills for the course learning outcomes and can apply them in practice