

Employer Satisfaction Interview Protocol

Adaptation of Flowers & Hancock's' Interview Protocol and Scoring Rubric for Evaluating Teacher Performance

Interview Protocol development, validity and reliability studies in:

Claudia P. Flowers & Dawson R. Hancock (2003) An Interview Protocol and Scoring Rubric for Evaluating Teacher Performance, *Assessment in Education: Principles, Policy & Practice*, 10:2, 161-168, DOI: 10.1080/0969594032000121261

Conditions for Use of Protocol and Scoring Rubric (From Flowers & Hancock, 2003 pp. 165)

EVALUATOR SAY TO EMPLOYER:

f (Welcome.) Thank you for agreeing to take the time to talk with me today. This interview is part of a case study by the Teacher Preparation Program of the University of Puerto Rico at Mayaguez. Your answers will be used to help us understand how well the Teacher Preparation Program is working and help us improved the preparation of future teachers.

f (Goal of interview) The goal of the evaluation is to understand how well the Teacher Preparation Program of the University of Puerto Rico at Mayaguez is working and, if you feel there are any problems with it, making recommendations to UPRM about how it could be improved.

f (Confirm confidentiality of responses.) Your answers will be kept strictly confidential to the extent permitted by law and no individual responses or your establishment's name will be disclosed to any one not on the evaluation team. We will report the interview findings in group summaries. Additionally, we will not give your answers to your supervisor, other co-workers at your school system, UPRM, or anyone else.

f (Time.) We anticipate that it will take about half an hour to complete this interview and we may have to talk to more than one person at your school to obtain the information for some questions. In addition, during the process of our site visit, we may have other questions to clarify with you from time to time. Do you have any questions?

Instructions to interviewers: (After you and the employer agree on the arrangement, proceed to the following.) To find out about an employer's general experiences with the TPP at UPRM alumni teachers you may ask the following questions:

1. Tell me how students of the UPRM alumni teachers in this school are performing relative to their strengths and weaknesses for what they have taught them so far. [SEP]
2. Where are those students compared to where they should be at this point in the school year? [SEP]
3. How are those teachers progressing in their teaching relative to the approved curriculum and standardized [SEP]test scores (if appropriate)? [SEP]
4. Can you think of examples of a written test or other type of assessment that demonstrates how they are [SEP]addressing learning styles and higher order thinking skills?
5. How is their classroom instruction aligned with professional standards such as InTASC and PRDE Teacher Professional Standards?
6. How satisfied are you as employer with the relevance and effectiveness of the preparation of UPRM EPP alumni compared with the teacher preparation from other institutions?
7. Do they have a permanent contract or could aspire to one?
8. Have they received a promotion or could aspire to one (if applicable)?

9. What recommendations do you have for UPRM teacher preparation programs?

TABLE II. Scoring rubric for evaluating interview protocol

Above Standard	At Standard	Below Standard	Unsatisfactory
<p>1. A system is in place to determine student strengths and weaknesses on concepts identified in the approved curriculum.</p> <p>A system is in place, students are instructed according to needs, and individual student progress is being charted.</p>	<p>A system is in place and students are instructed according to needs.</p>	<p>A system is available, but not being used by the teacher.</p>	<p>No system is in place.</p>
<p>2. A baseline for learning has been established.</p> <p>Previous scores on state administered tests and standardised and/or local/teacher-made benchmark testing that encompasses learning levels on at least a 9-week basis are recorded and utilised to determine modifications for instruction.</p>	<p>Previous scores on state administered tests or standardised tests are recorded in a class profile. Where these instruments are not available, an assessment for placement is administered to determine current level of student performance at the beginning of the year.</p>	<p>Teaching is directed by the approved curriculum as well as the textbook with no reference to prior student performance.</p>	<p>Teaching is directed by the textbook with no reference to the approved curriculum or prior student performance.</p>
<p>5. Desired results for student learning are clearly defined and in agreement with the approved curriculum and appropriate for standardised tests.</p> <p>Groups of students and/or individual student progress on specific approved curriculum indicators are followed until mastery is achieved.</p>	<p>Units of study from the approved curriculum are referenced in plan book and identified on assessments.</p>	<p>Teacher can identify sections of the approved curriculum for which he/she is responsible but cannot translate into lesson plans or student assessment.</p>	<p>Teacher cannot find or does not use the approved curriculum.</p>
<p>6. Assessments and in-class questioning techniques address various learning styles and higher order thinking skills.</p> <p>The teacher consistently questions students by addressing various learning styles and higher order thinking skills and uses students to facilitate questioning.</p>	<p>The teacher consistently questions students by addressing various learning styles and higher order thinking skills.</p>	<p>The teacher seldom questions students by addressing various learning styles and higher order thinking skills.</p>	<p>The teacher directs all questions toward the total group or individual students at the knowledge/recall levels.</p>
<p>7. The teacher analyses, interprets, and reflects on student growth.</p> <p>The teacher consistently analyses, interprets, or reflects on student growth and is refining instruction according to analyses.</p>	<p>The teacher consistently analyses, interprets, or reflects on student growth.</p>	<p>The teacher seldom analyses, interprets, or reflects on student growth.</p>	<p>There is no evidence of teacher analysis, interpretation, or reflection on student growth.</p>

(Adaptation of the interview rubric from Flowers & Hancock, 2003 pp. 46)