

	LEVEL 1 Not Evident	LEVEL 2 Emergent	LEVEL 3 Proficient	LEVEL 4 Advanced
Knowledge of and Appreciation for the Profession	The candidate provided simplistic responses to the questions indicating that the candidate may have an unrealistic or negative perspective on the teaching profession.	The candidate was able to respond to the questions in ways that demonstrated a realistic and positive perspective on the teaching profession, though without detail or connections.	The candidate was able to talk realistically and positively about the teaching profession while making connections with prior personal experiences, relevant issues in the news, OR making connections between questions.	The candidate was able to talk realistically and positively about the teaching profession while making connections with prior personal experiences, relevant issues in the news, AND making connections between questions.
Thoughtfulness about and Commitment to Teaching	The candidate's responses to the questions lacked thoughtfulness and did not demonstrate an interest in the teaching profession.	The candidate's responses to the questions were thoughtful OR reflected a commitment to the teaching profession.	The candidate's responses to the questions were thoughtful AND reflected a commitment to the teaching profession.	The candidate expanded the conversation in a way that demonstrated a commitment to the profession integrating thought and action.
Self in relation to Students: Bias and Judgmental Tendencies with Respect to Race, Class, Gender, Ability, (X2)	The candidate's responses to the questions included overtly biased and unsupported judgmental or negative statements.	The candidate's responses reflected some bias and judgmental tendencies, but s/he was aware of the dangers of bias and prejudice.	The candidate acknowledged his/her biases and tendency to pre-judge and accepted them as challenges to his/her teaching.	The candidate acknowledged his/her biases, viewed them as challenges to his/her teaching, and suggested practices for defusing bias.
Self in relation to Students: Responsibility for Learning Relationship and Environment (X2)	The candidate did not acknowledge or accept the teacher's responsibility for creating a learning relationship and environment with <i>all</i> students.	The candidate acknowledged that the teacher is partly responsible for creating a learning relationship and environment with <i>all</i> students.	The candidate fully acknowledged the teacher's responsibility for creating a learning relationship and environment with <i>all</i> students.	The candidate acknowledged and accepted the teacher's responsibility for creating a learning relationship and environment with <i>all</i> students.

Candidate Name _____ Evaluator Name _____

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Self in relation to Colleagues: Willingness and Ability to Collaborate (X2)	The candidate expressed doubt about the value of collaboration in professional work.	The candidate expressed willingness to collaborate with others in professional work but was unable to articulate how such collaboration could occur.	The candidate expressed interest in collaborating with colleagues in professional work and was able to describe instances in which s/he had done so or could do so.	The candidate articulated a vision of collaborative responsibility for professional work and explained how s/he enacted this vision.
Interpersonal Communication Skills: Clarity and Coherence of Ideas (X2)	The candidate had a difficult time collecting his/her thoughts and was not able to express ideas clearly.	The candidate was able to express ideas clearly although ideas jumped from one to the other with little connection.	The candidate expressed ideas in a clear and coherent manner at least part of the time.	The candidate consistently expressed ideas in a clear and coherent manner.
Interpersonal Communication Skills: Pace and Voice Quality	The pace of speaking and quality of voice made it difficult to understand what The candidate was saying.	The candidate spoke clearly using an appropriate pace and voice quality.	The candidate used pace of speaking and voice quality to enhance what he/she was saying.	The candidate recognized "voice" as a teacher's tool and used pace and voice quality to enhance what he/she was saying.
Interpersonal Communication Skills: Eye Contact and Composure	The candidate looked away from me during our discussion; he/she seemed ill at ease.	The candidate made eye contact but not consistently; he/she seemed ill at ease initially but relaxed as the task/discussion progressed.	The candidate made appropriate eye contact OR seemed interested and at ease.	The candidate made appropriate eye contact AND seemed interested and at ease.