

Criterion	Unacceptable	Developing	Acceptable
Engagement	Candidate is noticeably disengaged during class and rarely participates in discussions even when prompted by the instructor.	Candidate must be prompted to engage in class discussions and conversations.	Candidate voluntarily participates productively in class conversations, initiates participation in discussions, and responds substantively to others' contributions.
Communication	Verbal and/or written communication is often unclear, inappropriate, and/or unprofessional. For example, this can manifest as consistent errors in writing conventions (spelling, punctuation, grammar), or in the tone of email communication (e.g., starting an email with "Hey", or failing to use conventions in email communication).	Candidate's verbal and/or written communication skills are underdeveloped and/or at times unprofessional, but the candidate has shown improvement or an effort to improve.	Candidate demonstrates verbal and written communication skills that are situationally appropriate for professional contexts and correspondence, characterized by clear verbal communication and the execution of clear, error-free writing.
Flexibility/Tenacity	When faced with new, unexpected, or challenging situations, the candidate is unable to adjust or adapt. As an example, this could manifest as active resistance, immobility, extreme confusion, or strong negative emotional response to tasks.	Candidate falters when faced with new and/or unexpected situations, but is able to quickly recover with prompting and/or support.	Candidate demonstrates the ability to quickly adapt to new and/or unexpected situations while maintaining professional poise.
Preparedness	Candidate is disorganized and unprepared for class or activities, exhibits poor time management, and/or requires significant support to be prepared.	With prompting and a minimal amount of support, candidate is organized and prepared for all class activities, and manages her or his time well.	Independent of prompting or support, candidate is prepared for active participation in all activities related to class, is well organized, and exhibits good time management.
Self-Reflection	Candidate rejects the need for self-reflection, demonstrating an unwillingness or inability to examine and evaluate personal qualities including (but not limited to) assumptions, experiences, performances, interactions, behaviors, biases, and/or beliefs.	Candidate examines and reflects on assumptions, experiences, performances, interactions, behaviors, biases, and beliefs.	Candidate reflects on his or her own assumptions, experiences, performances, interactions, behaviors, biases, and beliefs, and identifies and acts on areas needed for personal growth and/or change.

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Fairness, Equity, and Social Justice	Candidate exhibits favoritism, bias, or other behaviors indicating disregard for or ignorance of equity and fairness. This may manifest, for example, in deficit oriented comments based on race, gender, ability/disability status, or economic status, or inability to recognize oppressive or prejudicial structures or behaviors on her/his part or the part of others.	Candidate is able to recognize her/his own or others' biased, unfair, or insensitive practices and identify appropriate solutions and steps for timely correction.	Candidate's words and actions exhibit fairness and a belief in equity. Candidate is able to take steps to correct her/his own biased behaviors and intervene appropriately in instances where bias or unfair practices manifest.
Respect	Candidate regularly exhibits a lack of respect for colleagues and/or the instructor. This can manifest in a number of ways, including (but not limited to): Talking over others, disagreeing in an unprofessional manner, refusing to listen to other points of view, and/or inappropriate nonverbal cues.	Candidate has occasional but rare lapses in respect for colleagues and the instructor. This can manifest in a number of ways, including (but not limited to): Talking over others, disagreeing in an unprofessional manner, refusing to listen to other points of view, and/or inappropriate nonverbal cues.	Candidate demonstrates and models respect for all colleagues and the instructor.
Ethics	Candidate has demonstrated disregard for the standards of honesty, integrity, and ethics. Examples include violations of the Academic Integrity Policy and/or the Student Code of Conduct.	Candidate has demonstrated an understanding of the standards of honesty, integrity and ethics. Work that is turned in is authentic and original, with rare technical breaches in the appropriate use of citations.	Class work and interactions are characterized by standards of honesty, integrity and ethics. Work that is turned in is authentic, original, and uses proper citations as applicable.

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Professional Attendance	Candidate is unprofessional in attendance habits, possibly including regular tardiness or absences, or leaving (or preparing to leave) class early. Class attendance policies outlined in the syllabus have been repeatedly violated.	Candidate meets the minimum attendance policies outlined in the syllabus; Candidate's communication regarding attendance is partial or inconsistent.	Candidate is punctual and present for the full session of all class meetings. In rare cases where extenuating and unpreventable circumstances result in an absence or tardiness, the candidate initiates clear communication in a timely and professional manner.
Emotional Maturity	Candidate's behavior suggests a persistent lack of the necessary emotional maturity to be an educator. Examples might include (but are not limited to) emotional volatility, lack of independence, lack of ability to cooperate with others, and/or self-centeredness.	Candidate has rare but concerning moments where their emotional maturity could be questioned.	Behavior suggests that the candidate possesses the requisite emotional maturity to be an educator.