

APPENDIX A

Rubric for Mentor Selection

1	2	3	4
<input type="checkbox"/> Has limited interpersonal skills <ul style="list-style-type: none"> • Avoids eye contact • Responds tersely or inappropriately to questions • Composure may indicate lack of poise or confidence 	<input type="checkbox"/> Has adequate interpersonal communication skills <ul style="list-style-type: none"> • Establishes eye contact • Is composed • Responses may address tangential issues 	<input type="checkbox"/> Has positive interpersonal skills <ul style="list-style-type: none"> • Responds appropriately • Asks occasional questions • Demonstrates effective body language (good eye contact, congruent gestures) 	<input type="checkbox"/> Demonstrates strong interpersonal skills: <ul style="list-style-type: none"> • Listens well • Expresses empathy • Responds thoughtfully • Asks insightful questions • Demonstrates open and engaging body language
<input type="checkbox"/> Describes a limited range of classroom practice <ul style="list-style-type: none"> • Does not reference current best practice • Modestly able to articulate their classroom practices • Little/no evidence of knowledge of student standards 	<input type="checkbox"/> Describes classroom practice in generalities <ul style="list-style-type: none"> • Notes practice as a series of unrelated activities • Elaborates, with prompting, upon classroom practice • Indicates some familiarity with student standards 	<input type="checkbox"/> Is able to articulate their classroom practice <ul style="list-style-type: none"> • Has knowledge of effective classroom practices • Demonstrates confidence in their practice • Describes good practice • Shows familiarity with student content standards and their role in designing classroom instruction 	<input type="checkbox"/> Demonstrates an inquiring stance towards their practice: <ul style="list-style-type: none"> • Approaches educational issues with thoughtful questions and reflective responses • Explores issues from multiple perspectives • Acknowledges complexities and ambiguities • Resists easy answers • Describes how they use student content standards in designing classroom instruction
<input type="checkbox"/> Demonstrates limited understanding of how to work with diverse student populations	<input type="checkbox"/> Can articulate effective strategies for working with diverse student populations	<input type="checkbox"/> Has worked in diverse settings or can articulate effective strategies for working with diverse student populations	<input type="checkbox"/> Has a record of successful practice in working in classroom settings with diverse student populations
<input type="checkbox"/> Little/no evidence of strategies for differentiating instruction for special needs student populations	<input type="checkbox"/> Expresses concern with regard to issues related to special needs student populations	<input type="checkbox"/> Acknowledges need to differentiate instruction for special needs student populations	<input type="checkbox"/> Can articulate ways to differentiate instruction for special needs student populations
<input type="checkbox"/> Uses limited, traditional forms of assessment; little evidence of linkage between assessment and instruction	<input type="checkbox"/> Acknowledges and may experiment with various forms of assessment; makes reference to linkage between assessment and instruction	<input type="checkbox"/> Uses a variety of assessments and connects assessments to instruction	<input type="checkbox"/> Able to clearly articulate the role of (formative) assessment in classroom instruction

<input type="checkbox"/> Attends required workshops or professional development opportunities	<input type="checkbox"/> Occasionally attends voluntary workshops or other professional development opportunities	<input type="checkbox"/> Attends workshops and professional development opportunities	<input type="checkbox"/> Has demonstrated on-going, self-initiated engagement in professional growth
<input type="checkbox"/> Shows evidence of inconsistent levels of classroom practice through evaluations	<input type="checkbox"/> Shows evidence of successful classroom practice through generally positive evaluations	<input type="checkbox"/> Shows evidence of consistently strong classroom practice through positive evaluations	<input type="checkbox"/> Shows evidence of exemplary classroom practice through: <ul style="list-style-type: none"> • Teacher evaluations; • Portfolio documentation; • NBCT status; • Other recognition for classroom excellence.
<input type="checkbox"/> References inconsistent relationships with peer or administrators	<input type="checkbox"/> References positive relationships with peers and administrators	<input type="checkbox"/> Demonstrated credibility with peers and administrators	<input type="checkbox"/> Demonstrated credibility with peers and administrators
<input type="checkbox"/> Limited/no evidence of collaboration with colleagues	<input type="checkbox"/> Collaborates with colleagues as required by site/district norms	<input type="checkbox"/> Has collaborated with colleagues with some regularity	<input type="checkbox"/> Has initiated collaboration with colleagues in a variety of settings
<input type="checkbox"/> Uses language that indicates external locus of control	<input type="checkbox"/> Uses language that indicates lack of confidence	<input type="checkbox"/> Uses language that reflects confidence in their abilities	<input type="checkbox"/> Uses language that reflects high level of personal and professional efficacy
<input type="checkbox"/> Uses cynical language	<input type="checkbox"/> Language indicates inconsistent attitudes towards schools, children, and teachers	<input type="checkbox"/> Uses optimistic language	<input type="checkbox"/> Expresses optimism for potential of teachers and schools to effect change in the academic lives of students