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| **VALUES** | **Undeveloped** | **Developing** | **Developed** | **Highly Developed** | **Comments** |
| Tells the story of what led the practitioner to the discipline and to teaching within the discipline. Answers, "Why are you teaching?" | No reference to what drew the practitioner to the discipline and teaching within that discipline. | Some reference is made to what drew the practitioner to the discipline and teaching within that discipline but it is not fully formed. | Narrative adequately expresses the practitioner's journey to and passion regarding her/his discipline and teaching within their discipline. | Narrative eloquently expresses the practitioner's journey to and passion regarding her/his discipline and teaching within their discipline. |  |
| **GOALS** | **Undeveloped** | **Developing** | **Developed** | **Highly Developed** | **Comments** |
| STUDENT OUTCOMES: Expresses what students will be able to do (knowledge and skills) / become (self-actualization) / change / build etc.…when they complete a course with this practitioner. Also expresses why these are important to the educator. | No reference to student outcomes. | Student outcomes are unclear or partial and / or it is unclear as to why these outcomes are important to the educator. | Student outcomes are clearly expressed; it is evident why these are important to the educator. | Student outcomes are very clear and are beautifully aligned with the educator's values. |  |
| EDUCATOR OUTCOMES: What specific goals has the author achieved / is achieving / dreams of achieving through the process of teaching and learning with students. Expresses why these are important to the educator. | No reference to educator outcomes. | Educator outcomes are unclear or partial and / or it is unclear as to how these outcomes align with the educator's values/beliefs. OR it seems uncertain as to how personal self-actualization is being nurtured by achieving these goals. | Educator's outcomes are clearly expressed; it is evident as to how these align with the educator’s values/beliefs. | Educator outcomes are very clear and are beautifully aligned with the educator's values. |  |

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| **PEDAGOGY** | **Undeveloped** | **Developing** | **Developed** | **Highly Developed** | **Comments** |
| TECHNIQUES: What instructional strategies does the practitioner use to achieve goals? Should express why these choices are made. | No clear strategies/techniques are given. | Strategies/techniques are given but they are unclear or the reason for these strategies is nebulous. | Clear strategies/techniques are described and it is evident why these were selected. | Strategies and techniques eloquently described and are articulately aligned with the writer's values, student outcomes and her or his own outcomes. |  |
| STUDENT AUTONOMY: Acknowledges students as whole beings with academic (disciplinary) and personal interests, goals and passions. | No clear consideration of student autonomy. | Students are recognized as autonomous but the philosophy seems nebulously impacted. | Students are recognized as whole beings with academic (disciplinary) and personal interests, goals and passions. | Not only are students recognized as whole beings with academic (disciplinary) and personal interests, goals and passions but it is fully clear how this is knit into the philosophy. |  |
| INCLUSION: Strategies consider who is most included/excluded. Perhaps specific methods are used (Universal Design) | No clear mention of inclusion when designing instructional strategies. | Inclusion is noted but integration into strategies is nebulous. | Inclusion adequately guides instructional strategies. | Inclusion guides elegantly and formally guides instructional strategies. Strategies may even be specific (e.g. Universal Design) |  |
| THE AFFECTIVE DOMAIN: Affect launches cognition | Does not show any practice that engages affective domain nor knowledge of the role this plays in enabling learning. | Some reference to affect but no clear enunciation of the role it plays in learning. | Adequate reference to how the practitioner engages students' affect and how that allows them to learn deeply. | Nuanced description of how the practitioner engages students' affect and how that allows them to learn deeply. |  |
| MULTIMODAL: Recognizes deep learning as a product of engaging more areas of the brain through using all channels. | No recognition of value of active/multimodal learning. | Some reference to multimodal/active learning but it is unclear as to how it impacts instruction. | Adequately recognizes deep learning as a product of engaging more areas of the brain through using all channels. | Elegantly recognizes deep learning as a product of engaging more areas of the brain through using all channels -and- fluidly integrates this into instruction. |  |
| DISCIPLINARY ALIGNMENT: Disciplinary K&S aligns with pedagogy | Does not attend to knowledge and skills that are specific to the practitioner's discipline. | Some reference is made to knowledge and skills that are needed in the discipline but instructional approaches/goals do not quite align with these. | Reference to knowledge and skills needed in the discipline is made and it aligns with the instructional approaches/goals. | Narrative eloquently expresses the knowledge and skills needed in the discipline and beautifully aligns instructional approaches/goals with this. |  |

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| **ASSESSMENT** | **Undeveloped** | **Developing** | **Developed** | **Highly Developed** | **Comments** |
| ALIGNMENT OF ASSESSMENTS: Specific assessments are described and it is clear how these assessments measure achievement of student learning outcomes. | No clear assessments given. | Assessments are mentioned but they are nebulous or the alignment of these assessments with the outcomes is very unclear. | Assessments are adequately described and it is clear how they measure student achievement of learning outcomes. | Assessments are elegantly described and beautifully align with student learning outcomes. |  |
| REFLECTIVE PRACTICE: Assessment data are used to 'close the circle'. Findings are considered in returning to curriculum design and making improvements / growing as an educator | No evidence that engaging in assessment has changed practice. | Some evidence that the results of assessments have been considered but it is unclear as to how they impacted practice. | Evidence from assessments is clearly used to make improvements to instruction. | Evidence from assessments is artfully woven into instructional redesign. |  |
| **METACOGNITION** | **Undeveloped** | **Developing** | **Developed** | **Highly Developed** | **Comments** |
| DEVELOPING INFORMED LEARNERS: How does practitioner assist students in becoming more aware of their learning? | No evidence of instruction that considers students' development as learners. | Some effort to help students become aware of their learning but there is no clarity. | Clear strategies to help students become aware of their learning. | Innovative strategies to promote student metacognition. |  |
| **IMPROVEMENT** | **Undeveloped** | **Developing** | **Developed** | **Highly Developed** | **Comments** |
| GROWTH: Recognizes teaching and learning is an iterative process for student and educator. Does the practitioner address areas for improvement / growth? Does the practitioner recognize capacity for students to grow / scaffolding of learning? | No reference to areas for improvement / growth. | Some thoughts about improvement / growth but they are unclear or unidimensional. | Adequately recognizes constant areas for growth and improvement in both students and practitioner. | Articulately describes the iterative nature of learning, recognizes areas for improvement and attends to student and practitioner capacity to grow. |  |