

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. <i>OR it seems uncertain as to how personal self-actualization is being nurtured by achieving these goals.</i>	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.	

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

<b>ASSESSMENT</b>	<b>Undeveloped</b>	<b>Developing</b>	<b>Developed</b>	<b>Highly Developed</b>	<b>Comments</b>
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.	
<b>METACOGNITION</b>	<b>Undeveloped</b>	<b>Developing</b>	<b>Developed</b>	<b>Highly Developed</b>	<b>Comments</b>
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.	
<b>IMPROVEMENT</b>	<b>Undeveloped</b>	<b>Developing</b>	<b>Developed</b>	<b>Highly Developed</b>	<b>Comments</b>
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.	Articulates the iterative nature of learning, recognizes areas for improvement and attends to student and practitioner capacity to grow.	