

	<b>Exemplary</b>	<b>Accomplished</b>	<b>Developing</b>	<b>Beginning</b>
<b>Classroom Culture</b>	<p>Teacher consistently acknowledges and respects each student as well as their needs.</p> <p>Teacher consistently models expectations related to dress code, professionalism, and safety protocols.</p> <p>Teacher consistently facilitates an inclusive space that is open for questions and feedback.</p>	<p>Teacher frequently acknowledges and respects each student as well as their needs.</p> <p>Teacher frequently models expectations related to dresscode, professionalism, and safety protocols.</p> <p>Teacher frequently facilitates an inclusive space for questions and feedback.</p>	<p>Teacher occasionally acknowledges and respects each student as well as their needs.</p> <p>Teacher occasionally models expectations related to dress code, professionalism, and safety protocols.</p> <p>Teacher occasionally facilitates an inclusive space for questions and feedback.</p>	<p>Teacher rarely acknowledges students and/or doesn't respect their needs.</p> <p>Teacher rarely models expectations related to dress code, professionalism, and safety protocols.</p> <p>Teacher rarely facilitates an inclusive space for questions and feedback.</p>
<b>Content Design</b>	<p>Lesson plan includes strong evidence of specific intentions and expectations.</p> <p>Combinations are consistently level appropriate noting potential adaptations/modifications in the lesson plan.</p> <p>New terminology is consistently defined within the lesson plan and is framed in terms of mechanic and dynamic qualities.</p> <p>Lesson plan shows strong evidence that prior knowledge, progression, and continuum of steps have been integrated.</p>	<p>Lesson plan includes some evidence of specific intentions and expectations.</p> <p>Combinations are frequently level appropriate noting potential adaptations/modifications in the lesson plan.</p> <p>New terminology is frequently defined within the lesson plan and is framed in terms of mechanic and dynamic qualities.</p> <p>Lesson plan shows some evidence that prior knowledge, progression, and continuum of steps have been integrated.</p>	<p>Lesson plan includes minimal evidence of specific intentions and expectations.</p> <p>Combinations are occasionally level appropriate noting potential adaptations/modifications in the lesson plan.</p> <p>New terminology is occasionally defined within the lesson plan and is framed in terms of mechanic and dynamic qualities.</p> <p>Lesson plan shows minimal evidence that prior knowledge, progression, and continuum of steps have somewhat been integrated.</p>	<p>Lesson plan does not include specific intentions and expectations.</p> <p>Combinations are not level appropriate and/or do not note potential adaptations/modifications in the lesson plan.</p> <p>New terminology is rarely defined within the lesson plan and displays inaccurate mechanic and dynamic qualities.</p> <p>Lesson plan rarely shows evidence that prior knowledge, progression, and continuum of steps have not been integrated.</p>
<b>Content Delivery</b>	<p>Teacher consistently uses correct terminology and definitions when teaching.</p> <p>Teaching demonstration includes two or more</p>	<p>Teacher frequently uses correct terminology and definitions when teaching.</p> <p>Teaching demonstration includes one to two</p>	<p>Teacher occasionally uses correct terminology and definitions when teaching.</p> <p>Teaching demonstration includes one</p>	<p>Teacher rarely uses correct terminology and definitions when teaching.</p> <p>Teaching demonstration includes no</p>

	<p>identifiable uses of imagery.</p> <p>Teacher's use of voice allows content to be heard throughout the room.</p> <p>Teacher consistently adjusts facings to visually address each part of the room during class.</p> <p>Physical demonstrations are consistently embodied with optimal technique and performance qualities.</p>	<p>identifiable uses of imagery.</p> <p>Teacher's use of voice allows content to be heard throughout most of the room.</p> <p>Teacher frequently adjusts facings to visually address each part of the room during class.</p> <p>Physical demonstrations are frequently embodied with optimal technique and performance qualities.</p>	<p>identifiable use of imagery.</p> <p>Teacher's use of voice allows content to be heard throughout some of the room.</p> <p>Teacher occasionally adjusts facings to visually address each part of the room during class.</p> <p>Physical demonstrations are occasionally embodied with optimal technique and performance qualities.</p>	<p>identifiable use of imagery.</p> <p>Teacher's use of a voice creates noticeable challenges for 100-level students.</p> <p>Teacher rarely adjusts facings to visually address each part of the room during class.</p> <p>Physical demonstrations are rarely embodied with optimal technique and performance qualities.</p>
<b>Responsiveness to Emerging needs</b>	<p>Teacher consistently addresses questions with sensitivity and transparency.</p> <p>Teacher consistently prioritizes feedback based on safety, emergent patterns, and key concepts of the class.</p> <p>Teacher provides five or more group comments and individual feedback to 50% of the class.</p> <p>Teacher consistently provides modifications when needed.</p>	<p>Teacher frequently addresses questions with sensitivity and transparency.</p> <p>Teacher frequently prioritizes feedback based on safety, emergent patterns, and key concepts of the class.</p> <p>Teacher provides four or more group comments and individual feedback to about 30% of the class.</p> <p>Teacher frequently provides modifications when needed.</p>	<p>Teacher occasionally addresses questions with sensitivity and transparency.</p> <p>Teacher occasionally prioritizes feedback based on safety, emergent patterns, and key concepts of the class.</p> <p>Teacher provides three or more group comments and individual feedback to about 15% of the class.</p> <p>Teacher occasionally provides modifications when needed.</p>	<p>Teacher rarely addresses questions with sensitivity and transparency.</p> <p>Teacher rarely prioritizes feedback based on safety, emergent patterns, and key concepts of the class.</p> <p>Teacher provides two or less group comments and individual feedback to less than 10% of the class.</p> <p>Teacher rarely provides modifications when needed.</p>
<b>Application of on-going Feedback</b>	<p>Teacher demonstrates exploration of more than two individual notes from their most recent feedback.</p> <p>Teacher demonstrates exploration of more than one note/on-going concept</p>	<p>Teacher demonstrates exploration of two individual notes from their most recent feedback.</p> <p>Teacher demonstrates exploration of one note/on-going</p>	<p>Teacher demonstrates exploration of one individual note from their most recent feedback, but does not explore any class concepts discussed.</p> <p>Teacher demonstrates exploration of one note/on-going concept addressed to the full class, but</p>	<p>Teacher does not demonstrate exploration of individual notes from their most recent feedback.</p> <p>No exploration of individual feedback or on-going notes are demonstrated.</p>

	<p>addressed to the full class.</p> <p>When provided with on-the-spot comments, teacher makes noticeable behavioral shifts to resolve the concern without becoming distracted.</p>	<p>concept addressed to the full class.</p> <p>When provided with on-the-spot comments, teacher makes noticeable behavioral shifts to resolve the concern with minimal distraction.</p>	<p>does not explore any individual notes from their most recent feedback.</p> <p>When provided with on-the-spot comments, teacher acknowledges the concern but does not make any noticeable behavior shifts.</p>	<p>When provided with on-the-spot comments, teacher becomes visibly flustered and is unable to acknowledge or resolve the concern.</p>
<b>Teaching Artistry</b>	<p>Teacher consistently models humanity and authenticity.</p> <p>Teacher demonstrates an emerging pedagogical voice by consistently revisiting effective teaching approaches.</p> <p>Teacher experiments with more than one new pedagogical practice, tool, or aspect.</p> <p>Teacher consistently demonstrates creative problem solving through instantaneous adjustments with minimal disruption of goals/focus/flow.</p>	<p>Teacher frequently models humanity and authenticity.</p> <p>Teacher demonstrates an emerging pedagogical voice by frequently revisiting effective teaching approaches.</p> <p>Teacher experiments with one new pedagogical practice, tool, or aspect.</p> <p>Teacher frequently demonstrates creative problem solving through instantaneous adjustments with minimal disruption of goals/focus/flow.</p>	<p>Teacher occasionally models humanity and authenticity.</p> <p>Teacher demonstrates an emerging pedagogical voice by occasionally revisiting effective teaching approaches.</p> <p>Teacher experiments with a familiar pedagogical practice, tool, or aspect.</p> <p>Teacher occasionally demonstrates creative problem solving through instantaneous adjustments with minimal disruption of goals/focus/flow.</p>	<p>Teacher rarely models humanity and authenticity.</p> <p>Teacher does not demonstrate an emerging pedagogical voice and rarely revisits effective teaching approaches.</p> <p>Teacher does not experiment with any pedagogical practice, tool, or aspect.</p> <p>Teacher rarely demonstrates creative problem solving through instantaneous adjustments with minimal disruption of goals/focus/flow.</p>