U of L COLLEGE OF EDUCATION & HUMAN DEVELOPMENT

Candidate's Name:_____ Evaluator's Signature:_____ Date:_____

Based on **Kentucky Teacher Internship Program (KTIP)** for use in the U of L Developmental Teacher Preparation (DTP) Model. This rubric will be used to assess Kentucky Teaching Standard #7:Reflects and Evaluates Teaching and Learning. Each indicator is also mapped to the Teacher Professional Effectiveness System (PGES) Components and the CCSSO InTASC Standards

	Insufficient Evidence	Developing	Target	Exemplary	Comments/Questions /Suggestions
Standard 7: Reflects and Evaluates Teaching and Learning	**7.1 Uses data to reflect on and evaluate student learning;** InTASC 6,9; PGES Domains 1F, 4A, 3E **IECE 5.5 Participates in program evaluation efforts to improve child learning and development**				
	Fails to reflect upon student learning.	Reflects upon and evaluates student learning.	Reflects upon and evaluates student learning citing relevant and accurate student performance data.	Reflects upon and evaluates student learning citing relevant and accurate student performance data. Proposes changes based on student outcomes.	
	7.2 Uses data to reflect on and evaluate instructional practice; InTASC 6,9; PGES Domains 1F, 4A, 3E **IECE 5.1Engages in ongoing self-reflection to improve professional practices**				
	Fails to accurately reflect upon instructional practice.	Reflects accurately upon instructional practice.	Reflects upon and evaluates instructional practice, citing relevant and accurate student and teacher performance data.	Reflects upon and evaluates instructional practice, citing relevant and accurate student and teacher performance data. Proposes instructional change.	
	7.3 Uses data to reflect on and identify areas for professional growth; InTASC 6,9; PGES Domains 1F, 4A, 3E **IECE 5.2Communicates strengths and areas for growth in professional practices as a result of self-reflection**				
	Fails to use data to identify areas for professional growth and incorporate observer feedback.	Uses data to identify general areas for professional growth and considers observer feedback.	Uses relevant and accurate data to identify areas for professional growth, incorporating observer feedback.	Uses relevant and accurate data outlining a step-wise trajectory of professional growth, including observer feedback.	
	IECE 5.3 Applies professional ethics, practices and legal mandates in early childhood settings**(See Dispositions Assessment/ Professional Code of Ethics)**				
	IECE 5.4 Reflects upon, evaluates, and modifies involvement of team members including assistants, staff, and volunteers across learning environments				
	Reflects upon, evaluates, and modifies involvement of team members including assistants, staff, and volunteers across learning environments	Reflects upon, evaluates, and modifies involvement of team members including assistants, staff, and volunteers across learning environments	Reflects upon, evaluates, and modifies involvement of team members including assistants, staff, and volunteers across learning environments	Reflects upon, evaluates, and modifies involvement of team members including assistants, staff, and volunteers across learning environments	
	IECE 5.6 Identifies the professional development needs of assistants, staff and volunteers and provides support to improve each person's performance**(Not assessed for Teacher Candidates)**				
	Holistic Assessment of KTS Standard 7				
	Fails to reflect upon and evaluate instructional practice, cite relevant data and/or identify areas for growth.	Reflects upon and evaluates instructional practice, citing data. Identifies areas for growth.	Reflects upon and evaluates instructional practice, citing relevant and accurate student and teacher performance data. Proposes instructional change.	Reflects upon and evaluates instructional practice, citing relevant and accurate student and teacher performance data. Proposes a logical plan for step-wise instructional change.	