

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 (TPGES) Components and the CCSSO InTASC Standards.

	Insufficient Evidence	Developing	Target	Exemplary	Comments/Questions /Suggestions
	<p>7.1 Uses data to reflect on and evaluate student learning; InTASC 6,9; PGES Domains 1F, 4A CEC: ISCI5 S11-Make responsive adjustments to instruction based on continual observations. ISCI5 S21-Evaluate and modify instructional practices in response to ongoing assessment data. ISCI4 S5-Interpret information from formal and informal assessments.</p>				
	<p>MSD: <input type="checkbox"/> State to what extent the students understood the procedures, concepts, and/or skills prior to the lesson <input type="checkbox"/> Presents graphed/recorded data on student objectives <input type="checkbox"/> Accurately reflects students’ progress based on data (compares pre- and post-test data) <input type="checkbox"/> Uses evidence to determine next-step plans for instruction</p>				
Standard 7: Reflects and Evaluates Teaching and Learning	<p>Fails to reflect upon student learning.</p>	<p>Reflects upon and evaluates student learning.</p>	<p>Reflects upon and evaluates student learning citing relevant and accurate student performance data.</p>	<p>Reflects upon and evaluates student learning citing relevant and accurate student performance data. Proposes changes based on student outcomes.</p>	
	<p>7.2 Uses data to reflect on and evaluate instructional practice; InTASC 6,9; PGES Domains 1F, 4A CEC: ISCI4 S8-Evaluate instruction and monitor progress of individuals with exceptional learning needs.</p>				
	<p>MSD: <input type="checkbox"/> Described how the lesson tasks, activities, and/or discussion supported the lesson objectives <input type="checkbox"/> Identified effective and ineffective instructional strategies <input type="checkbox"/> Student reflects on fidelity of implementation <input type="checkbox"/> Identifies effective and ineffective classroom management strategies <input type="checkbox"/> Explains how instructional decisions have been made based on student data <input type="checkbox"/> Details the specifics of what would be changed if the lesson was taught again <input type="checkbox"/> Identifies evidence-based practices that will be used with the students in future lessons</p>				
	<p>Fails to accurately reflect upon instructional practice.</p>	<p>Reflects accurately upon instructional practice.</p>	<p>Reflects upon and evaluates instructional practice, citing relevant and accurate student and teacher performance data.</p>	<p>Reflects upon and evaluates instructional practice, citing relevant and accurate student and teacher performance data. Proposes instructional change.</p>	

Source of Evidence: Post –Observation Reflection-**MSD**-Summer 2015

<p>7.3 Uses data to reflect on and identify areas for professional growth; InTASC 6,9; PGES Domains 1F, 4A CEC: ISCI6 S9-Conduct self-evaluation of instruction; ISCI6 S11-Reflect on one’s practice to improve instruction and guide professional growth.</p>				
<p>Fails to use data to identify areas for professional growth and incorporate observer feedback.</p>	<p>Uses data to identify general areas for professional growth and considers observer feedback.</p>	<p>Uses relevant and accurate data to identify areas for professional growth, incorporating observer feedback.</p>	<p>Uses relevant and accurate data outlining a step-wise trajectory of professional growth, including observer feedback.</p>	
<p>Holistic Assessment of KTS Standard 7</p>				
<p>Fails to reflect upon and evaluate instructional practice, cite relevant data and/or identify areas for growth.</p>	<p>Reflects upon and evaluates instructional practice, citing data. Identifies areas for growth.</p>	<p>Reflects upon and evaluates instructional practice, citing relevant and accurate student and teacher performance data. Proposes instructional change.</p>	<p>Reflects upon and evaluates instructional practice, citing relevant and accurate student and teacher performance data. Proposes a logical plan for step-wise instructional change.</p>	