

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
	<b>7.1 Uses data to reflect on and evaluate student learning;</b> InTASC 6,9; PGES Domains 1F, 4A CEC: ISCI5 S11-Make responsive adjustments to instruction based on continual observations. ISCI5 S21-Modify instructional practices in response to ongoing assessment data. ISCI4 S5-Interpret information from formal and informal assessments.				
	<b>LBD:</b> <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				
<b>Standard 7: Reflects and Evaluates Teaching and Learning</b>	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.	
	<b>7.2 Uses data to reflect on and evaluate instructional practice;</b> InTASC 6,9; PGES Domains 1F, 4A CEC: ISCI4 S8-Evaluate instruction and monitor progress of individuals with exceptional learning needs.				
	<b>LBD:</b> <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"/> Reflected on fidelity of implementation <input type="checkbox"/> Identified effective and ineffective classroom management strategies <input type="checkbox"/> Explained 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				
	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.	
	<b>7.3 Uses data to reflect on and identify areas for professional growth;</b> 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.				
<b>LBD:</b> <input type="checkbox"/> Identifies and defines personal strengths <input type="checkbox"/> Identifies and defines personal weaknesses <input type="checkbox"/> Describes areas for professional growth					

	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.	
<b>Holistic Assessment of KTS Standard 7</b>					
	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.	