

Source of Evidence: Post –Lesson Reflection

(Summer 2015)

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
	7.1 Uses data to reflect on and evaluate student learning; InTASC 6,9; PGES Domains 1F, 4A, 3E				
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>	
	7.2 Uses data to reflect on and evaluate instructional practice; InTASC 6,9; PGES Domains 1F, 4A, 3E				
	<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>	
	7.3 Uses data to reflect on and identify areas for professional growth; InTASC 6,9; PGES Domains 1F, 4A, 3E				
	<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>	
	Holistic Assessment of KTS Standard 7				
<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>		