

Phase 4 Artifact and/or Performance Rubric

Standard	Incomplete 0 Unacceptable	Minimal 1 Unacceptable	Basic 2 Acceptable	Proficient 3 Acceptable	Advanced 4 Acceptable
<p>WTS 9 Reflective Practitioner</p> <p>Score: _____</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Rejects systematic use of inquiry tools as a means of improving teaching. <input type="checkbox"/> Little evidence of reflection on classroom practice or concern with professional development. <input type="checkbox"/> Problems in the classroom are defined exclusively in terms of students; reflection on the teacher's role in problem situations does not occur. <input type="checkbox"/> Concern for educational philosophy and learning theory absent <input type="checkbox"/> Shows no interest in continuing professional development. 	<ul style="list-style-type: none"> <input type="checkbox"/> No evidence of systematic use of inquiry tools to support change in instructional approach. <input type="checkbox"/> Rarely takes time to reflect on classroom practice. <input type="checkbox"/> Typically defines all problems in terms of the students rather than as an interdependent function of instructional choices and student needs and prior knowledge, skills, and experiences. <input type="checkbox"/> Does not consider the existence of a connection between teaching practice, educational philosophy, and learning theory. <input type="checkbox"/> Does not seek information about professional organizations, conferences, or workshops as a means of sustaining professional development 	<ul style="list-style-type: none"> <input type="checkbox"/> Takes time to use at least one inquiry tool to support analysis of and reflection on classroom practice. <input type="checkbox"/> With support from others, is able to participate in a problem-solving approach to adjust or adapt instruction. <input type="checkbox"/> Holds a superficial conception of the link between teaching practice, educational philosophy, and learning theory. <input type="checkbox"/> Does not acknowledge the role of reading professional literature, reflection, and discussion with colleagues as a means of improving classroom practice. <input type="checkbox"/> Somewhat reluctant to participate in opportunities for professional development beyond the local district. 	<ul style="list-style-type: none"> <input type="checkbox"/> Takes time to use at least two tools of inquiry to support analysis of and reflection on classroom practice. <input type="checkbox"/> Generally takes a problem-solving approach to adjust or adapt instruction to support student growth, learning, and development. <input type="checkbox"/> Gives evidence of recognizing a link between teaching practice, educational philosophy, and learning theory. <input type="checkbox"/> Sporadically reads professional literature and occasionally engages colleagues in reflection on classroom practice as a means of supporting professional development of self and others. <input type="checkbox"/> Attended a professional association conference or workshop beyond the local district. 	<ul style="list-style-type: none"> <input type="checkbox"/> Takes time to use various inquiry tools to support analysis of and reflection of classroom practice. <input type="checkbox"/> With colleagues, initiates problem-solving strategies to analyze and adjust or adapt classroom practice to maximize student growth, development, learning, and achievement. <input type="checkbox"/> Has an articulate concept of the connection between teaching practice, educational philosophy, and learning theory. <input type="checkbox"/> Regularly reads professional literature and frequently interacts with colleagues to enhance reflection supporting professional development of self and others. <input type="checkbox"/> Actively seeks opportunities to attend professional association conferences and workshops outside the local district to sustaini professional development.

Comments:

Evaluator

Date