

### Phase 4 Artifact and/or Performance Rubric

Standard	Incomplete 0 Unacceptable	Minimal 1 Unacceptable	Basic 2 Acceptable	Proficient 3 Acceptable	Advanced 4 Acceptable
<p style="text-align: center;"><b>WTS 1</b> Subject matter Competency</p> <p style="text-align: center;">Score: _____</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Frequent content errors or mistakes compromise instruction.</li> <li><input type="checkbox"/> Serious gaps in knowledge of core ideas and procedures of the discipline.</li> <li><input type="checkbox"/> Instruction depends on a single method of representation and viewpoint or perspective; however, there is little indication of knowledge of the existence of alternative perspectives.</li> <li><input type="checkbox"/> Appears to assume that students have no prior knowledge in the discipline.</li> <li><input type="checkbox"/> Opinion or convenience used as a basis for curriculum evaluation.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Frequent content errors or mistakes; textbook used as only resource.</li> <li><input type="checkbox"/> Appears to conceive of the discipline as an additive accumulation of facts, standard procedures, and tasks to be performed.</li> <li><input type="checkbox"/> Most instruction depends on a single method of representation and viewpoint or perspective.</li> <li><input type="checkbox"/> Little apparent concern for students' prior knowledge or questioning.</li> <li><input type="checkbox"/> Opinion or convenience used as a basis for curriculum evaluation.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Occasional content errors; limited use of resources beyond textbook.</li> <li><input type="checkbox"/> Instruction suggests a concept of the discipline as an additive accumulation of facts; standard arguments, study, and inquiry procedures; and central concepts.</li> <li><input type="checkbox"/> Instruction restricted to two or three representation methods.</li> <li><input type="checkbox"/> Occasionally engages students in consideration of different viewpoints and perspectives associated with the discipline(s).</li> <li><input type="checkbox"/> Tends to reference authority as a basis for curriculum evaluation.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instruction exhibits careful study of content and use of resources</li> <li><input type="checkbox"/> Engages students in consideration of the complexity, core assumptions, and inquiry methods associated with the discipline(s).</li> <li><input type="checkbox"/> Instruction fosters student questioning of viewpoints, theories, and interpretation of inquiries.</li> <li><input type="checkbox"/> Instruction occasionally shows creativity.</li> <li><input type="checkbox"/> Reason used as a basis for curriculum evaluation.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instruction exhibits a solid understanding of the content, culture, resources, and complexity of the discipline(s).</li> <li><input type="checkbox"/> Instruction shows recognition of the impact on the discipline(s) of the representation methods, core assumptions, and inquiry methods.</li> <li><input type="checkbox"/> Instruction engages students in considering, questioning, and interpreting inquiries, viewpoints, and theories related to their learning and the discipline(s).</li> <li><input type="checkbox"/> Instruction often shows and supports creativity.</li> <li><input type="checkbox"/> Reason used as a basis for curriculum evaluation.</li> </ul>

Comments:

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<p style="text-align: center;"><b>WTS 2</b> Growth and Development</p> <p style="text-align: center;">Score: _____</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instruction shows little if any concern for the developmental needs of students.</li> <li><input type="checkbox"/> Appears to assume that students have no prior knowledge.</li> <li><input type="checkbox"/> Tends to implement curricular materials as given with no opportunities for students to influence the direction of their learning even when the curricular materials grant such an opportunity.</li> <li><input type="checkbox"/> No concern for student thinking, growth, and experiences.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instruction shows only superficial effort to address the developmental needs of students and</li> <li><input type="checkbox"/> little apparent concern for students' prior knowledge.</li> <li><input type="checkbox"/> Tends to implement curricular materials exactly giving students the opportunity to influence the direction of their learning only when materials explicitly grant such an opportunity.</li> <li><input type="checkbox"/> Devotes little attention to accessing student thinking, growth, and experiences.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instruction occasionally shows a concern for the students' developmental needs, but</li> <li><input type="checkbox"/> makes only vague connections with students' prior knowledge.</li> <li><input type="checkbox"/> Students given minimal opportunities to decide the direction or nature of their study.</li> <li><input type="checkbox"/> Instruction provides some opportunities for accessing student thinking, growth, and experiences.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instruction consistently shows attention to student developmental needs and</li> <li><input type="checkbox"/> makes connections with students' prior knowledge.</li> <li><input type="checkbox"/> Students given occasional opportunities to influence the scope and direction of their study and to assume responsibility for designing and implementing their learning alternatives.</li> <li><input type="checkbox"/> Instruction provides multiple opportunities for accessing student thinking, growth, and experiences</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instruction shows deliberate, well-grounded attention to students' developmental needs and</li> <li><input type="checkbox"/> engages students in making connections with their prior knowledge.</li> <li><input type="checkbox"/> Students given multiple opportunities for students to influence the scope and direction of their study and to assume responsibility for designing and implementing their learning alternatives.</li> <li><input type="checkbox"/> Instruction provides extensive opportunities for accessing student thinking, growth, and experiences.</li> </ul>

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<p><b>WTS 3</b> Diverse Learners</p> <p>Score: _____</p>	<p><input type="checkbox"/> No evidence of differentiation in instruction for students based on variations in cultural background, learning style, ability, developmental level, and language.</p> <p><input type="checkbox"/> Only a single perspective drives instruction and student participation which is limited to recitation.</p> <p><input type="checkbox"/> No efforts made to access and work with appropriate support services and resources.</p>	<p><input type="checkbox"/> Little evidence of differentiation in instruction for students based on variations in cultural background, learning style, ability, developmental level, and language.</p> <p><input type="checkbox"/> Typically only a single perspective drives instruction and discussion.</p> <p><input type="checkbox"/> No efforts made to access and work with appropriate support services and resources.</p>	<p><input type="checkbox"/> Differentiates instruction for students based on variations in two of the following aspects:</p> <ul style="list-style-type: none"> <li>○ cultural background,</li> <li>○ language,</li> <li>○ learning style,</li> <li>○ ability,</li> <li>○ developmental level.</li> </ul> <p><input type="checkbox"/> Instruction and discussion occasionally incorporate more than one perspective.</p> <p><input type="checkbox"/> Limited effort made to access and work with appropriate support services and resources; however, when contacts are made, tends to show a tentative follow-up on suggestions.</p>	<p><input type="checkbox"/> Differentiates instruction for students based on variations in three of the following aspects:</p> <ul style="list-style-type: none"> <li>○ cultural background,</li> <li>○ language,</li> <li>○ learning style,</li> <li>○ ability,</li> <li>○ developmental level.</li> </ul> <p><input type="checkbox"/> Instruction and discussion typically incorporate at least one alternative perspective.</p> <p><input type="checkbox"/> Occasional efforts made to access and work with appropriate support services and resources and tends to make an effort to follow up on suggestions and/or further contacts.</p>	<p><input type="checkbox"/> Differentiates instruction for students based on variations in four of the following aspects:</p> <ul style="list-style-type: none"> <li>○ cultural background,</li> <li>○ language,</li> <li>○ learning style,</li> <li>○ ability,</li> <li>○ developmental level.</li> </ul> <p><input type="checkbox"/> Instruction and discussion incorporate several alternative perspectives.</p> <p><input type="checkbox"/> Frequent efforts made to access and work with appropriate support services and resources; consistently shows appropriate follow-up on suggestions and/or further contacts.</p>

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<p><b>WTS 4</b> Instructional Strategies</p> <p>Score: _____</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instruction shows a singular, expository approach to content coverage.</li> <li><input type="checkbox"/> Little evidence of attention to learner feedback.</li> <li><input type="checkbox"/> When students do not get an assigned task or concept, tends to blame the students.</li> <li><input type="checkbox"/> No opportunities for students to develop critical thinking, problem solving, and/or performance capabilities.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Instruction shows a singular, probably expository approach to content coverage.</li> <li><input type="checkbox"/> Little evidence of adjustment of instruction in response to learner feedback.</li> <li><input type="checkbox"/> When students do not get an assigned task or concept, tends to repeat the explanation or directions over and over frequently with increasing volume.</li> <li><input type="checkbox"/> Few opportunities for students to develop critical thinking, problem solving, and/or performance capabilities.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Uses at least two instructional methods, but relies dominantly on an expository approach.</li> <li><input type="checkbox"/> Makes minimal, but recognizable adjustment of instruction in response to learner feedback.</li> <li><input type="checkbox"/> When students do not get an assigned task or concept, tells the students to listen carefully and repeats the directions or explanation.</li> <li><input type="checkbox"/> Provides some opportunities for students to develop critical thinking, problem solving, and/or performance capabilities.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Uses a variety of instructional methods and representations but has some difficulty connecting with the concepts to be learned.</li> <li><input type="checkbox"/> Struggles some in making adjustments of the methods based on student feedback.</li> <li><input type="checkbox"/> When students do not get an assigned task or concept, repeats the directions or explanation and then asks a student to explain it using his or her own words.</li> <li><input type="checkbox"/> Provides occasional opportunities for students to develop critical thinking, problem solving, and/or performance capabilities.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Uses a wide variety of instructional methods and representations showing careful coordination with the concepts to be learned.</li> <li><input type="checkbox"/> Readily adjusts methods based on student feedback.</li> <li><input type="checkbox"/> When students do not get an assigned task or concept, seeks information from the students about what they do understand and builds on that information frequently using a different representation of the concept or task.</li> <li><input type="checkbox"/> Provides multiple opportunities for students to develop critical thinking, problem solving, and/or performance capabilities.</li> </ul>

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<p><b>WTS 5</b> Classroom Management And Climate</p> <p>Score: _____</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does not appear to consider the organization, allocation, and management of time, space, equipment, and attention to be part of instructional planning.</li> <li><input type="checkbox"/> When management difficulties arise, tends to blame the students for the problem.</li> <li><input type="checkbox"/> Punishment is the dominant mode used to seek behavioral change.</li> <li><input type="checkbox"/> Uses only one organization of students for learning.</li> <li><input type="checkbox"/> No evidence of any concern for building a sense community in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Has difficulty simultaneously thinking through the organization, allocation, and management of time, space, equipment, and attention to support student learning.</li> <li><input type="checkbox"/> Tends to show a negative, blaming perspective when management difficulties arise.</li> <li><input type="checkbox"/> Appears to view punishment as a classroom necessity.</li> <li><input type="checkbox"/> Tends to use a single organization of students for learning.</li> <li><input type="checkbox"/> Little apparent concern for the classroom as a learning community.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Has mixed success organizing, allocating, and managing the resources of time, space, equipment, and attention to support student learning.</li> <li><input type="checkbox"/> Shows some inconsistency; however, generally takes a positive problem-solving perspective when management difficulties arise.</li> <li><input type="checkbox"/> Organizes students to work in cooperative learning groups;</li> <li><input type="checkbox"/> however, convenience rather than intended learning outcomes tends to drive the organizational decision.</li> <li><input type="checkbox"/> Makes recognizable attempt to build a sense of the classroom as a learning community.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Generally successfully organizes, allocates, and manages the resources of time, space, equipment, and attention to maximize student learning.</li> <li><input type="checkbox"/> Works to maintain a positive, productive classroom climate in which students recognize some level of responsibility for the learning of others.</li> <li><input type="checkbox"/> Takes a problem-solving approach to classroom difficulties.</li> <li><input type="checkbox"/> Engages the students in both individual and cooperative learning.</li> <li><input type="checkbox"/> Works to establish a sense of the classroom as a learning community.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Shows assurance and ease in simultaneously organizing, allocating, and managing the resources of time, space, equipment, and attention to maximize student learning.</li> <li><input type="checkbox"/> Maintains a positive, proactive climate of shared responsibility for learner progress both as individuals and as groups in an interactive learning community.</li> <li><input type="checkbox"/> Takes a problem-solving approach to classroom issues.</li> <li><input type="checkbox"/> Engages the students in individual and cooperative learning using varied sizes of cooperative sets closely tied to the tasks to be completed.</li> <li><input type="checkbox"/> Cultivates a strong sense of the classroom as a community of learners.</li> </ul>

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<p><b>WTS 6</b> Communication</p> <p>Score: _____</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Non-verbal messages frequently contradict verbal messages and confound student learning.</li> <li><input type="checkbox"/> Usually misses or ignores student cues indicating their level of understanding of classroom dialogue.</li> <li><input type="checkbox"/> Relies exclusively on spoken or written language for communication.</li> <li><input type="checkbox"/> Appears to assume that classroom dialogue is unbiased and free of embedded cultural messages.</li> <li><input type="checkbox"/> Generally does not comprehend student questions and often does not try to answer them.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Shows limited appreciation of the impact of both verbal and non-verbal language on student learning. Frequently misses student cues indicating both understanding or misunderstanding of classroom dialogue.</li> <li><input type="checkbox"/> Relies exclusively on spoken or written language for communication</li> <li><input type="checkbox"/> Does not consider the possibility that classroom use of language may carry embedded cultural messages.</li> <li><input type="checkbox"/> Shows difficulty in comprehending students' questions and constructing clear answers or probing questions to extend student thinking.</li> <li><input type="checkbox"/> Does not understand the concept of "teachable moments."</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Tends to be uncertain of how to coordinate use of both verbal and non-verbal language to support learning. Frequently recognizes student cues indicating their level or understanding of classroom dialogue.</li> <li><input type="checkbox"/> Tends to rely exclusively on spoken language or reading written text.</li> <li><input type="checkbox"/> Generally appears to appreciate the possibility that classroom use of language may carry embedded cultural messages.</li> <li><input type="checkbox"/> Appears to comprehend students' questions, but often struggles to provide needed information or a question supporting extension of student thinking.</li> <li><input type="checkbox"/> When "teachable moments" have been identified by others, can appreciate them.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Verbal and non-verbal language coordinated and attentive to the cues given and received.</li> <li><input type="checkbox"/> Uses at least one communication strategy in addition to spoken or written language.</li> <li><input type="checkbox"/> Shows sensitivity to the possibility that classroom use of language may carry embedded cultural messages.</li> <li><input type="checkbox"/> Comprehends students' questions; gives targeted, verbally efficient information, but often misses opportunities to extend student thinking by asking a question rather than giving information.</li> <li><input type="checkbox"/> Often recognizes "teachable moments" without prompting, but makes hesitant efforts to build on them as they occur.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Verbal and non-verbal language shows consistency, fluidity, and sensitivity to cues.</li> <li><input type="checkbox"/> Uses effective communication strategies including visual, aural, and kinesthetic cues in addition to written or spoken language.</li> <li><input type="checkbox"/> Generally shows a keen understanding that while language is used for different purposes in the classroom, its usage style may carry cultural messages in addition to the discipline specific content being considered.</li> <li><input type="checkbox"/> Comprehends students' questions; gives targeted, verbally efficient information, usually takes advantage of opportunities to extend student thinking by asking a question rather than giving information.</li> <li><input type="checkbox"/> Recognizes and capitalizes on "teachable moments."</li> </ul>

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<p><b>WTS 7</b> Instructional Planning</p> <p>Score: _____</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> No long-term plans evident.</li> <li><input type="checkbox"/> Short-term plans tend to be vague or sketchy when present.</li> <li><input type="checkbox"/> There is no evidence of a concern for students' prior knowledge or skills, learning style differences, or needs.</li> <li><input type="checkbox"/> Logical connections among and within lessons not evident.</li> <li><input type="checkbox"/> No or little evidence of having considered the state academic standards as a part of instructional planning.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Long-term planning tends to be vague and lacking connections to assessments</li> <li><input type="checkbox"/> Short-term plans are cursory or rushed showing little forethought of student needs or subject matter parameters.</li> <li><input type="checkbox"/> Instructional plan tends to be the same every day.</li> <li>No or little evidence of a connection with differences among students.</li> <li><input type="checkbox"/> Lessons appear fragmented rather than following a logical progression.</li> <li><input type="checkbox"/> Connection to state academic standards is tenuous.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Long-term and short term plans tend to be more of an academic exercise than a focused learning plan connected to assessments</li> <li><input type="checkbox"/> Plans include a few instructional variations; however, they do not appear to be connected to specific differences among the students.</li> <li><input type="checkbox"/> Generally plans follow a logical progression, but with little connection to student prior knowledge and skills.</li> <li><input type="checkbox"/> Plans tend to be thorough, but relatively inflexible. Rarely do plans engage students in problem-solving and/or critical thinking.</li> <li><input type="checkbox"/> Lesson plans show a clear connection to relevant state academic standards.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Long-term and short-term plans show reasoned connections among and within lessons and are tied to assessments.</li> <li>Planning format tends to be difficult to adjust to meet emerging needs or contingencies.</li> <li><input type="checkbox"/> While plans include instructional variations, these approaches do not appear to be connected to specific differences among the students.</li> <li><input type="checkbox"/> Plans follow a logical progression with a clear connection to student prior knowledge and skills.</li> <li><input type="checkbox"/> Lessons show a clear connection to relevant state academic standards.</li> <li><input type="checkbox"/> Frequently lessons engage students in problem-solving and some critical thinking. Often have elements of creative thinking evident.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Constructs both long-term and short-term plans based on an initial assessment of student needs and prior knowledge. Uses a planning format that may be readily adjusted to meet emerging student needs and contingencies.</li> <li><input type="checkbox"/> Plans include instructional variations consistent with student differences among the students.</li> <li><input type="checkbox"/> Plans build systematically on student prior knowledge and skills.</li> <li><input type="checkbox"/> Instruction shows a clear, deliberate connection to relevant state academic standards.</li> <li><input type="checkbox"/> Plans reflect and invite problem-solving, critical thinking, and creativity.</li> </ul>

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<p><b>WTS 8</b> Assessment Strategies</p> <p>Score: _____</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Sporadically plans and implements assessments of student progress.</li> <li><input type="checkbox"/> Only assessment of any consequence is a set of informal pencil and paper quizzes.</li> <li><input type="checkbox"/> Tends to view weak student performance and progress as an indictment of students and an indication that there is need for greater discipline.</li> <li><input type="checkbox"/> No student self-assessment used.</li> <li><input type="checkbox"/> Records of assessments are absent, incomplete, and/or scattered.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Uses a single approach to assessment of student progress.</li> <li><input type="checkbox"/> Typically assessments are brief pencil and paper tests with short or forced answer items.</li> <li><input type="checkbox"/> Tends to view weak student performance and progress as an indictment of students rather than a challenge to adjust or adapt the instructional approach.</li> <li><input type="checkbox"/> Limited use of informal assessments; no concern for engaging students in self-assessment;</li> <li><input type="checkbox"/> Records of student assessments and progress tend to be unsystematic and scattered.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Uses a limited number of formal and informal assessment methods.</li> <li><input type="checkbox"/> Formal assessments tend to be traditional pencil and paper tests, typically short answer or forced-choice items.</li> <li><input type="checkbox"/> Limited use of assessments for monitoring and reflecting on effectiveness of instructional approach.</li> <li><input type="checkbox"/> Informal assessments tend to be superficial and weakly structured, rarely involves students in self-assessment.</li> <li><input type="checkbox"/> Maintains careful records of assessments to determine grades at the end of the grading period</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Incorporates both formal and informal assessment methods and tools as a basis for monitoring both student progress and effectiveness of instructional approach.</li> <li><input type="checkbox"/> While formal assessments include some traditional pencil and paper tests, alternative formats also are used.</li> <li><input type="checkbox"/> Uses information from the assessments to make minor adjustments in instruction.</li> <li><input type="checkbox"/> Maintains careful records of assessments for use when communicating with parents and students.</li> <li><input type="checkbox"/> Occasionally engages students in informal self-assessment activities.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Incorporates a variety of formal and informal assessment methods and tools as a basis for monitoring both student progress and effectiveness of instructional approach.</li> <li><input type="checkbox"/> Formal assessments show an intentional balance between traditional pencil and papers tests including constructed response items and alternative assessment formats.</li> <li><input type="checkbox"/> Use assessments as a basis for making reasoned adjustments and adaptations in planning and instruction.</li> <li><input type="checkbox"/> Maintains careful records to support knowledgeable and responsible communication about student progress.</li> <li><input type="checkbox"/> Engages students in self-assessment activities, often blurring the distinction between instruction and assessment.</li> </ul>

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<p><b>WTS 9</b> Reflective Practitioner</p> <p>Score: _____</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Rejects systematic use of inquiry tools as a means of improving teaching.</li> <li><input type="checkbox"/> Little evidence of reflection on classroom practice or concern with professional development.</li> <li><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.</li> <li><input type="checkbox"/> Concern for educational philosophy and learning theory absent</li> <li><input type="checkbox"/> Shows no interest in continuing professional development.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> No evidence of systematic use of inquiry tools to support change in instructional approach.</li> <li><input type="checkbox"/> Rarely takes time to reflect on classroom practice.</li> <li><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.</li> <li><input type="checkbox"/> Does not consider the existence of a connection between teaching practice, educational philosophy, and learning theory.</li> <li><input type="checkbox"/> Does not seek information about professional organizations, conferences, or workshops as a means of sustaining professional development</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Takes time to use at least one inquiry tool to support analysis of and reflection on classroom practice.</li> <li><input type="checkbox"/> With support from others, is able to participate in a problem-solving approach to adjust or adapt instruction.</li> <li><input type="checkbox"/> Holds a superficial conception of the link between teaching practice, educational philosophy, and learning theory.</li> <li><input type="checkbox"/> Does not acknowledge the role of reading professional literature, reflection, and discussion with colleagues as a means of improving classroom practice.</li> <li><input type="checkbox"/> Somewhat reluctant to participate in opportunities for professional development beyond the local district.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Takes time to use at least two tools of inquiry to support analysis of and reflection on classroom practice.</li> <li><input type="checkbox"/> Generally takes a problem-solving approach to adjust or adapt instruction to support student growth, learning, and development.</li> <li><input type="checkbox"/> Gives evidence of recognizing a link between teaching practice, educational philosophy, and learning theory.</li> <li><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.</li> <li><input type="checkbox"/> Attended a professional association conference or workshop beyond the local district.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Takes time to use various inquiry tools to support analysis of and reflection of classroom practice.</li> <li><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.</li> <li><input type="checkbox"/> Has an articulate concept of the connection between teaching practice, educational philosophy, and learning theory.</li> <li><input type="checkbox"/> Regularly reads professional literature and frequently interacts with colleagues to enhance reflection supporting professional development of self and others.</li> <li><input type="checkbox"/> Actively seeks opportunities to attend professional association conferences and workshops outside the local district to sustaini professional development.</li> </ul>

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<p><b>WTS 10</b> Positive Relationships</p> <p>Score: _____</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Participates in collegial activities with school personnel when administrators require participation.</li> <li><input type="checkbox"/> Communicates with parents only during formal school functions such as parent-teacher conferences and open houses.</li> <li><input type="checkbox"/> Does not link with colleagues or other professionals.</li> <li><input type="checkbox"/> Distant relationship with students.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Rarely participates in collegial activities with school personnel.</li> <li><input type="checkbox"/> Communicates with parents only during formal school functions such as parent-teacher conferences and open houses.</li> <li><input type="checkbox"/> Occasionally seeks help from colleagues and counselors in working with students who are having or causing problems in class.</li> <li><input type="checkbox"/> Tenuous relationship with students.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Occasionally participates in collegial activities with school personnel.</li> <li><input type="checkbox"/> Usually seeks to make links with parents.</li> <li><input type="checkbox"/> Initiates linking with counselors, and colleagues to seek help in working with students who are having or causing problems in class.</li> <li><input type="checkbox"/> Generally maintains respectful rapport with students.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Participates in some collegial activities to help make the school a productive learning environment.</li> <li><input type="checkbox"/> Frequently seeks to make links with parents.</li> <li><input type="checkbox"/> Initiates linking with counselors, colleagues, and professionals in the community to advocate for student rights, learning, and well-being.</li> <li><input type="checkbox"/> Generally maintains a good, responsive rapport with students.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Participates in collegial activities to help make the school a productive leaning environment.</li> <li><input type="checkbox"/> Consistently seeks to make links with parents.</li> <li><input type="checkbox"/> Engages actively with counselors, colleagues, and professionals in the community to advocate for student rights, learning, and well-being.</li> <li><input type="checkbox"/> Maintains positive, productive, responsive rapport with students.</li> </ul>

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