

6.4 Continually examines, reflects, and modifies own educational practices and performances and selects professional development to improve performance. (CO: 8.5)

	Basic (1.0 - 1.9)	Developing (2.0 - 2.9)	Proficient (3.0 - 3.9)	Advanced (4.0)
Portfolio Goal Reflection	Reflections are unrelated to the standards or questions to be addressed or may leave doubt as to the writer's intentions	Reflections demonstrate some insight on own development as a teacher in light of this standard/goal area	Reflections are clear and concise, demonstrating insight of own development as a teacher in light of the standards/goal area	Meets all of the criteria for "proficient" and demonstrates an advanced understanding of the relationship among own concrete experiences in teaching, meaning of the standards, and educational research and/or theory
	Reflections demonstrate limited understanding of standards and their relationship to teaching (e.g., paraphrases)	Reflections demonstrate some understanding of the relationship between standards/ goal and the task of teaching	Reflections demonstrate an in-depth understanding of the relationship of the standards in the goal	
	Reflections provide very vague or general statement of growth with no references to supporting evidence	Reflections provide a general statement defining growth in this area, supported with references to concrete experiences	Reflections demonstrate analysis and synthesis; specific statements define how s/he has begun to grow in this area; are supported with references to concrete experiential evidence	
	Future goals unrelated to strengths & weaknesses cited and/or fails to consider portfolio documentation	Goals reflect summary of strengths & weaknesses and documentation in the portfolio	Goals demonstrate an accurate reflection of own skills in relationship to standards and documentation provided in the portfolio	
Ongoing Reflections	Reflections are descriptive statements that do not incorporate a spirit of inquiry, often do not connect concrete evidence with ideas, and do not consider alternative goals and hypotheses	Reflections sometimes include analyses of effects of own teaching on student learning and performance and on many aspects of educational practices	Reflections usually include analyses of effects of own teaching on student learning and performance and on many aspects of educational practices; can consider alternative interpretations, generate and evaluate goals, and examine experiences in light of alternative goals and hypotheses	Meets criteria for "proficient" and reflections synthesize multiple sources of information to develop a plan for change, including observation of students, background information on students, and educational research and theory; active, persistent, and careful consideration of behavior or practice
		Reflections answer questions: <i>what</i> or <i>how</i> ? Involve acting in a traditional, unquestioning way, often in response to a perceived mandate;emphasize descriptions of specific events/activities with little attention to whys, connections between events, or self-analysis	Some reflections directed at answering the question: <i>why</i> ? Involve making selections and establishing pedagogical priorities; may consider worth of competing educational ends	Some reflections may answer the question: <i>What is the justification</i> ? They may involve making judgments of worth based on ethical and moral considerations and asking questions in the critical and moral dimension -- concerns for justice, equity, serving important human needs and purposes
	No evidence of reflections of teaching as an ongoing activity	Evaluates own teaching for an external mandate (e.g., assignment)	Regularly evaluates her/his own teaching for external mandates and (at least once) for own intrinsic purpose	

Modifies Behavior	Because of superficial, general nature of reflection, the thinking does not lead to suggestions or actual changes in performance	Establishes specific goals for personal improvement and shows evidence of some progress towards attaining goals	Reflections propose practical actions; makes changes in own teaching based on own self-analysis, without prompting or initial feedback from peers, coach, supervisor, or other educators+D3	Meets criteria for "proficient" and proposes broader changes to program or school
Development	Limited planning for strategies to improve performance; appears unaware of personal development opportunities	Some planning for strategies to improve performance; appears aware of some personal development opportunities; needs some support to establish detailed improvement plans	Establishes strategies to improve teaching; some independent of supervisor input	Seeks own professional development to improve practice, making choices that result from self-examination; can locate own sources for new learning

NOTE: Criteria related to understanding and involvement with professional development are included in Standard 6.5.

Operationalization/Criteria:

Guidelines for Admission to Education:

1. The benchmark for admission is: *S/he demonstrates a developing understanding of reflection by describing strengths, challenges, and future goals related to benchmarks for admission to education.*
2. Benchmark for admission is a rating of "developing" in Dimension #1 (Portfolio Goal Reflection).
3. Following the inventory guidelines (above), faculty should evaluate contributions to the student's portfolio listed below.
4. Any score of "basic" must be followed up with specific information about the low mark and may result in a recommendation of admission with reservations, with follow-up required by the student.

Evidence to be Evaluated:

Reflections for Goals 1-8, self-evaluations for lessons

Guidelines at Admission to Student Teaching:

The benchmark for admission is *S/he demonstrates a developing understanding of reflection by describing strengths, challenges, and future goals related to benchmarks for admission to student teaching in the 8 goal areas.*

Evidence to be Evaluated:

Reflections for Goals 1-8, self-evaluations for lessons

Guidelines for Program Completion/Student Teaching:

1. Required for program completion are ratings of "proficient" on all dimensions.
2. Following the inventory guidelines, evaluate the student's evidence of use of reflection in all of the following: comments on daily lesson plans, weekly logs, reflections to Goals 1-8 in the portfolio, and comments made during conferences.
3. Evaluate the quality of the reflection and the student's ability to use it to guide practice.
4. The narrative for the Inventory should specify an example of a skill/observation that led to the rating, e.g.: *Journalled daily, frequently returning to questions related to the value of the current curriculum for several students; made changes in teaching after reflecting.*

Examples of Evidence:

Direct observation in interactions, Lesson Plan book, TWS reflections, weekly logs during student teaching, other self-evaluations, reflections on Goals 1-8

Rationale:

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- Sparkes, A. (1991). The culture of teaching, critical reflection and change: Possibilities and problems. *Educational Management and Administration*, 19(1), 4-19.
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