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

<table>
<thead>
<tr>
<th></th>
<th>Basic (1.0 - 1.9)</th>
<th>Developing (2.0 - 2.9)</th>
<th>Proficient (3.0 - 3.9)</th>
<th>Advanced (4.0)</th>
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<tbody>
<tr>
<td>Ongoing Reflections</td>
<td>Reflections are unrelated to the standards or questions to be addressed or may leave doubt as to the writer's intentions</td>
<td>Reflections demonstrate some insight on own development as a teacher in light of this standard/goal area</td>
<td>Reflections clear and concise, demonstrating insight of own development as a teacher in light of the standards/goal area</td>
<td>Meets all of the criteria for &quot;proficient&quot; and demonstrates an advanced understanding of the relationship among own concrete experiences in teaching, meaning of the standards, and educational research and/or theory</td>
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<td>Reflections demonstrate limited understanding of standards and their relationship to teaching (e.g., paraphrases)</td>
<td>Reflections demonstrate some understanding of the relationship between standards/goal and the task of teaching</td>
<td>Reflections demonstrate an in-depth understanding of the relationship of the standards in the goal</td>
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<td>Reflections provide very vague or general statement of growth with no references to supporting evidence</td>
<td>Reflections provide a general statement defining growth in this area, supported with references to concrete experiences</td>
<td>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</td>
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<td>Future Goals</td>
<td>Goals reflect summary of strengths &amp; weaknesses and documentation in the portfolio</td>
<td>Goals demonstrate an accurate reflection of own skills in relationship to standards and documentation provided in the portfolio</td>
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<td>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</td>
<td>Reflections sometimes include analyses of effects of own teaching on student learning and performance and on many aspects of educational practices</td>
<td>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</td>
<td>Meets criteria for &quot;proficient&quot; 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</td>
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<td>Reflections answer questions: what or how? Involve acting in a traditional, unquestioning way, often in response to a perceived mandate; emphasize descriptions of specific events/activities with little attention to why, connections between events, or self-analysis</td>
<td>Some reflections directed at answering the question: why? Involve making selections and establishing pedagogical priorities; may consider worth of competing educational ends</td>
<td>Some reflections may answer the question: What is the justification? 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</td>
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<td></td>
<td>Evaluates own teaching for an external mandate (e.g., assignment)</td>
<td>Regularly evaluates her/his own teaching for external mandates and (at least once) for own intrinsic purpose</td>
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<td>Modifies Behavior</td>
<td>Modifies Development</td>
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<td>Because of superficial, general nature of reflection, the thinking does not lead to suggestions or actual changes in performance</td>
<td>Limited planning for strategies to improve performance; appears unaware of personal development opportunities</td>
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<td>Establishes specific goals for personal improvement and shows evidence of some progress towards attaining goals</td>
<td>Some planning for strategies to improve performance; appears aware of some personal development opportunities; needs some support to establish detailed improvement plans</td>
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<td>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</td>
<td>Establishes strategies to improve teaching; some independent of supervisor input</td>
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<td>Meets criteria for “proficient” and proposes broader changes to program or school</td>
<td>Seeks own professional development to improve practice, making choices that result from self-examination; can locate own sources for new learning</td>
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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.: Journaled 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:


