

Reflective Practice Protocol Rubric

Category	Distinguished	Proficient	Basic	Unsatisfactory
Video Reflection 35%	Teacher.... -provides thoughtful info concerning pedagogical strengths & areas of focus (aligned with eval. framework) -recognizes the changes made in instruction -highlights impact of those changes, along with any further ongoing adjustments needed	Teacher.... -provides thoughtful info concerning pedagogical strengths & areas of focus (aligned with eval. framework) -highlights some changes in instruction, but should further monitor the impact	Teacher... -provides basic insights concerning pedagogical areas of strength and needed focus according to the teacher practice instrument. -further work should be done connecting observation to change in practice and impact.	Teacher... -provides basic information concerning video capture observations -but hasn't connected those observations to instructional change, or to the teacher practice instrument.
Student Performance 25%	Teacher... -provides insights about student progress toward academic goals while hypothesizing causes for student success and strategies for addressing areas of need.	Teacher... -provides insights on student progress toward academic goals while hypothesizing causes for student success, -but does not outline strategies for areas of need.	Teacher... -provides insights on student progress toward academic goals -but does not hypothesize causes for student success.	Teacher... -provides a list of student progress with no connection to academic goals.

<p>Classroom Observation</p> <p>30%</p>	<p>Teacher...</p> <ul style="list-style-type: none"> -connects insights from the classroom observation to their observations of practice -with a focus on how progress has been made in key areas of strength and weakness. 	<p>Teacher...</p> <ul style="list-style-type: none"> ...connects insights from the administrator-conducted observation to observations of practice -with a focus on how progress has been made in areas of focus. 	<p>Teacher...</p> <ul style="list-style-type: none"> ...connects insights from the administrator-conducted observation to observations -but lacks delineation between areas of strengths and weakness. 	<p>Teacher...</p> <ul style="list-style-type: none"> ...doesn't connect observation from the administrator-conducted observation to observation of practice.
<p>Student Voice</p> <p>10%</p>	<p>Teacher...</p> <ul style="list-style-type: none"> -identifies areas of strength and need from a student survey - provides ideas for addressing areas of strength and strategies for addressing areas of need. 	<p>Teacher...</p> <ul style="list-style-type: none"> -identifies areas of strength and focus from a sample of students that completed a survey -and provides a hypothesis for areas of strength. 	<p>Teacher...</p> <ul style="list-style-type: none"> -identifies areas of strength and focus from a sample of students that completed a survey. 	<p>Teacher...</p> <ul style="list-style-type: none"> -provides a summary of student survey results without highlighting areas of strength or need.