

Evidence 1.2.1 Clinical Experiences Reflection Rubric

Candidates need to be evaluated at “Target” in each component (by the third check) to pass this assignment.

	Ineffective	Emerging	TARGET	Accomplished
<p>Professional Growth</p> <p>KTS: 7,9</p> <p>CAEP: 1.1; 1.2</p> <p>InTASC: 9</p> <p>KY Framework for Teaching: 4A; 4E</p>	<p>Reflection attempts to address learning and professional growth throughout the semester with a vague description of strengths or weaknesses or plans for future growth.</p>	<p>Reflection demonstrates learning and professional growth throughout the semester by describing strengths or weaknesses or plans for future growth.</p>	<p>Reflection demonstrates learning and professional growth throughout the semester by clearly and thoughtfully describing strengths, weaknesses and plans for future growth.</p>	<p>Reflection demonstrates learning and professional growth throughout the semester by clearly and thoughtfully describing strengths, weaknesses and specific action steps for future growth.</p>
<p>Interactions/Collaboration For Diverse Students</p> <p>KTS: 8</p> <p>CAEP: 1.1</p> <p>InTASC: 8; 10</p> <p>KY Framework for Teaching: 1B; 4D</p>	<p>Describes interactions with and/or collaboration for diverse students during clinical experience.</p>	<p>Describes interactions with and/or collaboration for diverse students during clinical experience; connects information to student learning.</p>	<p>Details description of interactions with and/or collaboration for diverse students during clinical experience; connects information to student learning; demonstrates some effort toward differentiation.</p>	<p>Details description of specific examples of significant and meaningful interactions with diverse students over the semester; demonstrates consistent effort toward differentiation.</p>
<p>Impact on Student Learning</p> <p>KTS: 5; 7</p> <p>CAEP: 1.1; 1.2; 1.3</p> <p>InTASC: 6; 7</p> <p>KY Framework for Teaching: 1F; 3D</p>	<p>Provides data, but some data is irrelevant to the objectives. Analysis is cursory or missing OR plans for next steps are general or missing.</p>	<p>Provides relevant data (including TWS or student voice survey) and a cursory analysis about the impact on student learning; includes plans for appropriate next steps based on stated outcomes.</p>	<p>Provide relevant data (including TWS and student voice survey) and an accurate analysis about the impact on student learning; includes plans for appropriate next steps based on stated outcomes.</p>	<p>Provides relevant data (including TWS and student voice survey) and accurate analysis about the impact on student learning; includes plans for appropriate next steps based on stated outcomes; includes a description of implemented plans demonstrating their ability</p>

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				to be a reflective practitioner.
<p>Professional Collaborative Activities and Co-Teaching</p> <p>KTS: 8 CAEP: 1.1 InTASC: 10 KY Framework for Teaching: 4D; 4E</p>	Provides a vague description of professional collaborative activities and co-teaching.	Provides a description of professional collaborative activities and co-teaching for the purpose of improving instruction and professional and student growth.	Provides a detailed description, with examples, of professional collaborative activities and co-teaching for the purpose of improving instruction and professional and student growth.	Provides a detailed description, with examples, of consistent effort at professional collaborative activities and co-teaching for the purpose of improving instruction and professional and student growth.
<p>Evidence</p> <p>CAEP: 1.2 InTASC: 9 KY Framework for Teaching: 4A</p>	Addresses all 10 KTS and labels artifacts; Makes vague connections among what was learned, the artifacts offered as support, and the KTS addressed.	Addresses all 10 KTS and labels artifacts; demonstrates a connection among what was learned, the artifacts offered as support, and the KTS addressed.	Identifies specific performance criteria and clearly labels artifacts; addresses all 10 KTS; demonstrates a clear connection among what was learned, the artifacts offered as support, and the KTS addressed.	Identifies specific performance criteria and clearly labels artifacts; addresses all 10 KTS; demonstrates a cohesive connection among what was learned, the artifacts offered as support, and the KTS addressed; the evidence supports the development of a professional statement of beliefs about teaching and learning.

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Control of Surface Features	Many errors in grammar, spelling and punctuation are present; distracts from the readability of the text.	Occasional errors in grammar, spelling and punctuation are present but does not distract from the readability of the text.	Correct grammar, spelling and punctuation used throughout; well written paragraphs with appropriate introduction and conclusion.	Correct grammar, spelling and punctuation used throughout; well written paragraphs with appropriate introduction and conclusion; professional language aligned to the standards used throughout.
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