**Reflection and Self-Evaluation**

**Rubric**

**TWS Standard**

***The teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.***

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| **Rating**  **Indicator** | **1**  **Indicator Not Met** | **2**  **Indicator Partially Met** | **3**  **Indicator Met** | **Score** |
| **Interpretation of Student Learning** | No evidence or reasons provided to support conclusions drawn in **Analysis of Student Learning** section. | Provides evidence but no (or simplistic, superficial) reasons or hypotheses to support conclusions drawn in **Analysis** **of Student Learning** sections. | Uses evidence to support conclusions drawn in **Analysis of Student** **Learning** section. Explores multiple hypotheses for why some students did not meet learning objectives. |  |
| **Insights on Effective Instruction and Assessment(s)** | Provides no rationale for why some objectives or assessments were more successful than others. | Identifies the most and least successful objectives or assessments and superficially explores reasons for their success or lack thereof (no use of theory or research). | Identifies the most and least successful objectives and assessments and provides plausible reasons (based on theory or research) for their success or lack thereof. |  |
| **Alignment Among Objectives, Instruction, and Assessment(s)** | Does not connect learning objectives, instruction, and assessment results in the discussion of student learning and effective instruction and/or the connections are irrelevant or inaccurate. | Connects learning objectives, instruction, and assessment results in the discussion of student learning and effective instruction, but misunderstandings or conceptual gaps are present. | Logically connects learning objectives, instruction, and assessment results in the discussion of student learning and effective instruction. |  |
| **Implications for Future Teaching** | Provides no ideas or inappropriate ideas for redesigning learning objectives, instruction, and assessment. | Provides ideas for redesigning learning objectives, instruction, and assessment but offers no rationale for why these changes would improve student learning. | Provides ideas for redesigning learning objectives, instruction, and assessment and explains why these modifications would improve student learning. |  |
| **Implications for Professional Development** | Provides no professional learning objectives or objectives that are not related to the insights and experiences described in this section. | Presents professional learning objectives that are not strongly related to the insights and experiences described in this section and/or provides a vague plan for meeting the objectives. | Presents a small number of professional learning objectives that clearly emerge from the insights and experiences described in this section. Describes specific steps to meet these objectives. Identifies professional organizations. |  |