

Professional Self-Reflection Portfolio Rubric

Date _____

Name _____

Check One Pupil Service Standard:

	1. Pupil Service professionals understand the 10 Teaching Standards .
	2. The pupil services professional understands the complexities of learning and knowledge of comprehensive, coordinated practice strategies that support pupil learning, health, safety and development.
	3. The pupil services professional has the ability to use research, research methods and knowledge about issues and trends to improve practice in schools and classrooms.
	4. The pupil services professional understands and represents professional ethics and social behaviors appropriate for school and community.
	5. The pupil services professional understands the organization, development, management and content of collaborative and mutually supportive pupil services programs within educational settings.
	6. The pupil services professional is able to address comprehensively the wide range of social, emotional, behavioral and physical and circumstances which may limit pupils' abilities to achieve positive learning outcomes through development, implementation and evaluation of system-wide interventions and strategies.
	7. The pupil services professional interacts successfully with pupils, parents, professional educators, employers, and community support systems such as juvenile justice, public health, human services and adult education.

Area	Level 1-Little or No Evidence	Level 2-Limited Evidence	Level 3-Clear Evidence	Level 4- Clear, Concise, and Convincing Evidence
Quality	Little or no evidence of quality information about a teaching standard provided	Quality of information is satisfactory but limited	Clear evidence of quality work samples demonstrating standard application	All work samples are of excellent quality reflecting clear, concise evidences of the teaching standard
Variety of information	Little or no evidence of a variety of work samples reflecting the teaching standard	Limited in the variety of information reflecting the teaching standard	Clear evidence attained in the variety of document/ work samples involving the teacher standard	All various work samples are clear, concise and convincing samples reflecting competency in the teacher standard
Thoroughness of Information	Little or no thoroughness in the collection of work samples	Limited evidence in the depth of work examples collected	Thoroughly documented, clear evidence of most experiences reflecting competency in the teacher standard	Work samples and data are clear, concise and convincing; thoroughly compiled to reflect competency in the teacher standard
Depth of self-reflection and self-revelation	Little or no self-reflection leading to positive professional growth	Limited self-reflection is evident with personal documentation	Clear, self-reflective data document positive professional growth decisions	Clear, concise level of self-reflection evident with convincing self-revelation
Growth in performance of District Learning Goals	Little or no growth in documenting work samples reflecting competencies within the District Learner Goals	Limited positive advancement in documenting competencies within the District Learner Goals as applied in the classroom	Clear documentation of growth reflecting competencies in the District Learner Goals through interactions with colleagues	Clear, concise evidence of growth in performance of the District Learner Goals reflective of community involvement