

## Professional Self-Reflection Portfolio Rubric

Date \_\_\_\_\_

Name \_\_\_\_\_

### Check One Teacher Standard:

1. Teachers know the subjects they are teaching	6. Teachers communicate well
2. Teachers know how children grow	7. Teachers are able to plan different kinds of lessons
3. Teachers understand that children learn differently	8. Teachers know how to test for student progress
4. Teachers know how to teach	9. Teachers are able to evaluate themselves
5. Teachers know how to manage a classroom	10. Teachers are connected with other teachers and the community

Area	Level 1-Little or No Evidence	Level 2-Limited Evidence	Level 3-Clear Evidence	Level 4- Clear, Concise, and Convincing Evidence
<b>Quality</b>	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
<b>Variety of information</b>	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
<b>Thoroughness of Information</b>	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
<b>Depth of self-reflection and self-revelation</b>	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
<b>Growth in performance of District Learning Goals</b>	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