

THE DEPARTMENT OF TEACHING AND LEARNING

ASSESSMENT RUBRIC: PROFESSIONAL DEVELOPMENT PORTFOLIO (ACTION RESEARCH PROJECT, RESUME, VOLUNTEER EXPERIENCES)

FOR A PASSING GRADE, ALL COMPONENTS OF THE PORTFOLIO MUST BE RATED BASIC OR ABOVE. TWO DISTINCT PIECES OF WRITTEN WORK MUST BE SUBMITTED INCLUDING THE RESUME (WITH TWO VOLUNTEER EXPERIENCES IDENTIFIED) AND THE APPLIED RESEARCH AND REFLECTIVE PRACTICE PROJECT

RESUME AND DIVERSITY	DISTINGUISHED (D)	PROFICIENT (P)	BASIC (B)	UNSATISFACTORY (U)
<p>RESUME</p> <p>Rating ____</p> <p>Diverse Groups Worked With (circle all that apply): Race, Ethnicity, SES, LGBT, Exceptionalities</p>	<p>Resume is focused, accurate, and visually appealing; highlights relevant experience, professional competencies, objectives, and advanced technological skills. Resume includes volunteer experiences with more than two diverse groups.</p>	<p>Resume is focused, accurate, and visually appealing; highlights relevant experience, professional objectives, and advanced technological skills. Resume includes volunteer experiences with two diverse groups.</p>	<p>Resume is accurate, and; highlights relevant experience, professional objectives, and advanced technological skills. Resume includes volunteer experiences with two diverse groups.</p>	<p>Resume is disorganized, wordy, unfocused, does not reflect volunteer experiences with diverse groups, or inaccurate; resume is more than 2 pages long.</p>
REQUIRED ACTION RESEARCH COMPONENT	DISTINGUISHED (D)	PROFICIENT (P)	BASIC (B)	UNSATISFACTORY (U)
<p>MID-TERM REFLECTION</p> <p>Rating ____</p>	<p>Candidate engaged in extensive critical reflection and inquiry on candidate's teaching practices. Candidate's critical reflections exhibit awareness and identification of multiple problems involving student achievement. Candidate utilizes data-driven, detailed plans for addressing problems. Candidate will provide video evidence of one problem</p>	<p>Candidate has engaged in insightful reflection and inquiry on candidate's teaching practices. This reflection enables candidate's identification of two or more problem involving student achievement in their placement. Candidate will provide video evidence of one problem.</p>	<p>Candidate has engaged in insightful reflection and inquiry on candidate's teaching practices. This reflection enables candidate's identification of one problem involving student achievement in their placement. Candidate will provide video evidence of one problem.</p>	<p>Candidate has neither engaged in insightful reflection and inquiry on candidate's teaching practices nor identified a problem involving student achievement in their placement. Candidate will provide video evidence of one problem.</p>
<p>PROBLEM IDENTIFICATION</p> <p>Rating ____</p>	<p>Before the midpoint of semester the candidate has identified and video-taped a problem involving student achievement in his/her placement. The identified problem enables the candidate to clearly articulate a research question related to the identified problem along with a hypothesis about effective methods for addressing problem.</p>	<p>Before midpoint of semester the candidate has identified and video-taped a problem involving student achievement in their placement. The identified problem enables candidate to clearly articulate a research question related to the identified problem.</p>	<p>Before midpoint of semester the candidate has identified a problem involving student achievement in their placement, but the candidate does not clearly articulate a research question related to the identified problem.</p>	<p>Before midpoint of semester the candidate has neither identified a problem involving student achievement in their placement nor clearly articulated a research question related to the identified problem.</p>

<p>REVIEW OF THE LITERATURE ON EVIDENCE-BASED STRATEGIES ADDRESSING IDENTIFIED PROBLEM</p> <p>Rating _____</p>	<p>Candidate has researched and identified more than one relevant evidence-based intervention or strategy shown to effectively address identified problem. The identified interventions or strategies are reflected in more than 5 peer reviewed research articles.</p>	<p>Candidate has researched and identified a relevant evidence-based intervention or strategy shown to effectively address identified problem. The identified intervention or strategy is reflected in at least 4-5 peer reviewed research articles.</p>	<p>Candidate has researched and identified an evidence-based intervention or strategy shown to effectively address identified problem. The identified intervention or strategy is reflected in at least 2-3 peer reviewed research articles.</p>	<p>Candidate has not researched and identified an evidence-based intervention or strategy shown to effectively address identified problem, or the intervention/strategy is reflected 0-1 peer reviewed research article(s).</p>
<p>DESIGN AND IMPLEMENT EVIDENCE-BASED INTERVENTION/STRATEGY TO ADDRESS IDENTIFIED PROBLEM</p> <p>Rating _____</p>	<p>Candidate designs evidence-based interventions or strategies shown to effectively address identified problems using a pre-test/post-test design used to measure impact of the interventions. Pre-test/post-test assessments used are fully described.</p>	<p>Candidate designs evidence-based intervention or strategy shown to effectively address identified problem using a pre-test/post-test design used to measure impact of the intervention. Pre-test/post-test assessment used is fully described.</p>	<p>Candidate designs evidence-based intervention or strategy shown to effectively address identified problem that can be used to measure impact of the intervention, but does not describe pre-test/post-test assessment.</p>	<p>Candidate neither designs evidence-based intervention or strategy shown to effectively address identified problem that measures design that can be used to measure impact of the intervention nor describes pre-test/post-test assessment.</p>
<p>DESCRIPTION OF RESULTS</p> <p>Rating _____</p>	<p>Candidate has measured results of interventions with pre-test/post-test design, organizes and clearly describes the results, and discusses implications and limitations of research.</p>	<p>Candidate has measured results of intervention with pre-test/post-test design, and organizes and clearly describes the results.</p>	<p>Candidate has measured results of intervention with pre-test/post-test design, but has not organized or clearly described results.</p>	<p>Candidate has neither measured results of intervention with pre-test/post-test design nor organized and clearly described results.</p>
<p>REFLECTIVE CRITIQUE</p> <p>Rating _____</p>	<p>Candidate engages in insightful and critical reflection of methods and results that is student-centered and shows transformative reframing of perspective leading to change in teaching practice. Candidate also discusses and demonstrates understanding of student learning in order to articulate a plan for improvement of teaching practices.</p>	<p>Candidate engages in insightful and critical reflection of methods and results. Candidate also discusses and demonstrates understanding of student learning in order to articulate a plan for improvement of teaching practices.</p>	<p>Candidate engages in reflection of methods and results. Candidate also discusses and demonstrates understanding of student learning in order to articulate a plan for improvement of teaching practices.</p>	<p>Candidate does not engage in critical reflection of methods and results. Candidate does not demonstrate understanding of student learning or articulate a plan for improvement of teaching practices.</p>