

Product of Learning Rubric for Graduate Program

Candidate Name: Debra Hadley (summer 2012) **Degree:** Master's Degree Reading Education MA 477E

Web Address:

Criteria	0 Not Demonstrated	1 Developing	2 Proficient	3 Accomplished	4 Distinguished
Standards for Graduate Teacher Candidates <i>[Reading Education MA]</i>	Evidences do not have accompanying rationale-reflection that adequately address standard and/or evidences do not address standard. Competence on the standard is not displayed.	Evidences and rationale-reflection display a growing understanding of the standard, but are not complete or thorough enough to demonstrate a basic competence of the standard.	Rationale-reflection adequately addresses standard by justifying how the evidences demonstrate standard. Evidences selected reflect basic competence of the standard.	Rationale-reflection provides support to justify the selection and value of appropriate evidences. Standard is clearly and thoroughly addressed and supported beyond the basic competence of the standard.	Rationale-reflection provides insightful, in-depth support to justify the selection and value of evidences. Standard is clearly and thoroughly addressed and supported by evidences, reflecting advanced knowledge and performance that significantly exceed basic expectations of the standard.
Standard 1: Teacher Leadership Teacher leaders assume the roles and responsibilities of collaborative leaders in schools and communities. Teachers demonstrate leadership in their classrooms, schools and professional organizations; they advocate for students and effective educational practices and policies; and they are role models for ethical leadership. Indicators are: • Demonstrate effective ongoing communication, collaboration, and team-building among colleagues. • Facilitate mentoring and coaching with novice teachers. • Set goals and establish priorities while promoting educational initiatives that positively affect student learning. • Participate in professional learning communities.					4
Standard 2: Respectful Educational Environments Teacher leaders model leadership by establishing a positive and productive environment for a diverse population of students, their families, and the community. Teachers are knowledgeable about cultures and global issues and how they are contextualized locally. Teachers help colleagues develop effective strategies for students with special needs. They encourage positive, constructive relations among colleagues and students. Indicators are: • Facilitate the development of inviting, respectful, supportive, inclusive, and flexible educational communities. • Create collaborative partnerships with families, schools and communities to promote a positive school culture. • Facilitate and model caring and respectful treatment of individuals within the learning community.					4

• Demonstrate knowledge and understanding of diverse world cultures and global issues. • Encourage high expectations for all students. • Collaboratively design and implement curriculum and instruction that is responsive to learner differences.					
Standard 3: Content and Curriculum Expertise Teacher leaders have a deep knowledge of the subjects they teach and understanding of curriculum theory and development. They value collaboration and the interconnectedness of disciplines. They understand the importance of curriculum relevance in engaging students in content. Indicators are: • Demonstrate in-depth knowledge of curriculum, instruction, and assessment. • Model the integration of 21st century content and skills into educational practices. • Develop relevant, rigorous curriculum.					4
Standard 4: Student Learning Teacher leaders facilitate student learning through evidence-based practice informed by research. They understand and apply research in child and adolescent development, cognitive development, and general and specialized pedagogy. They encourage critical reading, writing and thinking in the learning process. They foster instructional and evaluation methods that embrace variety and authenticity. They promote student reflection and self-assessment. They encourage colleagues and students to take on leadership roles and work in teams. Indicators are: • Seek out and use existing research to inform school practices. • Design action research to investigate and improve student learning and school policies and practices. • Model technology integration that supports student learning. • Critically analyze student and school performance data to determine needs and plan instruction that is rigorous, coherent, and substantiated within a theoretical and philosophical base.				3	
Standard 5: Reflection Teacher leaders contribute to systematic, critical analysis of learning in their classrooms and beyond. They are lifelong learners who model and support ongoing professional development. Teachers embrace critical thinking, problem solving, and innovation. Indicators are: • Promote an educational culture that values reflective practice. • Model the development of meaningful professional goals. • Model personal and professional reflection to extend student learning and school improvement.					4

Date: June 2012

Evaluator: Trathen

Evaluator's Position (check appropriate designation):

☒ Program Faculty Member

☐ Teacher

☐ Other _____

☐ Does Not Meet Standard (0-9 points)
(resubmit materials for scoring)

☒ Meets Standard (10+ points)
(minimum of two points for each criterion)

☐ Target (20 points)

Total Points Earned (20 possible) 19

Overall Assessment/Comments:

Debra's reflections are outstanding and her artifacts clearly relate to each standard. She almost meets the target of 20 points. She is one of the highest scorers on the POL.

Scale comes from NCDPI

<http://www.ncpublicschools.org/docs/profdev/training/teacher/teacher-eval.pdf>