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| **Professional Growth Plan Rubric**  **Used to Assess LWC Teacher Candidate Professional Growth Plans****Used in Stage 2 & Stage 3** |
| **Instructions:**  **This rubric aligns with the EPP Leadership Plan for Stage 2 & 3**\*Faculty/instructors must use the indicators and critical attributes listed below to assess each Professional Growth Plan across EPP programs.\*Students should use the rubric to ensure that their video lesson or lesson observation meet or exceed expectations for each stage.Scores needed-Stage 2 & 3: Target (3) or above on all indicators |
| CAEP | KTPS  | Danielson’s | Tech & Diversity | **Professional Learning and Ethical Practice** | **4****Exceeds Target** | **3****Target** | **2****Acceptable** | **1****Unacceptable** |
| 1.11.2 | 9 | 4a4e | D | The teacher:Shall engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall adapt practice to meet the needs of each learner. | The teacher demonstrates his or her ability to independently engage in a variety of ongoing professional learning, provide evidence to continually evaluate his or her practice, particularly the positive and negative effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall provide evidence of the ability to adapt practice to meet the needs of each learner.  | The teacher demonstrates his or her ability to engage in a variety of ongoing professional learning, provide evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall provide evidence of the ability to adapt practice to meet the needs of each learner.  | The teacher demonstrates his or her ability to engage in professional learning, provide evidence of evaluation of his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community.  | The teacher provides minimal or no evidence that demonstrates his or her ability to engage in ongoing professional learning, reflection and improvement. |
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| Actions/Feedback: |