

Rubric for Self-Reflection Statements in UITL Endorsement Application

Instructions: Please answer each of the three questions below; generally speaking, a range of at least 300-500 words is recommended to accomplish the appropriate depth needed to address **each** dimension. Before submission, we recommend reviewing your responses for depth and detail. Reviewers will assess for evidence of making appropriate judgements, personalization, and insights with specific examples.

	Critically reflective practitioner	Introspective/aware practitioner	Non-reflective/ novice practitioner
Q1. What are 2-3 things you have learned (about teaching, learning, students, or yourself) by participating in this Endorsement program?			
Description:	<ul style="list-style-type: none"> • Provides details of situation or encounter that are not superficial or vague • Points to critical and meaningful issue(s) or classroom encounter 	<ul style="list-style-type: none"> • Provides details of a specific encounter or issue at superficial or vague level • Significance of issue or classroom encounter is limited or implied only 	<ul style="list-style-type: none"> • Provides no details of a critical issue or encounter • Issue or encounter is of little significance to student learning, or not addressed at all
Makes connections:	<ul style="list-style-type: none"> • Connects experience to content from course-work, past experiences, or future goals • Connects how individual components/programs of Endorsement contribute to developing expertise in the area of focus 	<ul style="list-style-type: none"> • Starts to connect experience to content from course-work, past experiences, or future goals • Connections between the Endorsement activities and goals are implied but not fully described 	<ul style="list-style-type: none"> • Shows relationship between learning experience and assigned learning objective(s) only
Q2. What specific changes have you made (or do you intend to make) to your teaching/work based on what you learned? Why are these necessary and how will it improve student learning?			
Analysis:	<ul style="list-style-type: none"> • Examines the encounter or issue by relating or comparing/contrasting it to other experiences • Questions the experience beyond its face value; scrutinizes it for deeper meaning and connections • Articulates the value of that experience 	<ul style="list-style-type: none"> • Articulates the value of the experience • Begins to examine or question the encounter or issue 	<ul style="list-style-type: none"> • Provides no examination of the experience as it relates to value or meaning

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<p>Critical exploration:</p>	<ul style="list-style-type: none"> • Goes beyond reporting out details • Critiques own values, beliefs, biases, or emotions that the experience elicits • Considerations for consequences of actions (both current and possible future ones) • Sees multiple perspectives • Provides specific emotional insight gained • Identifies a breakthrough or confirmation of perception, attitude, insight, meaning • Describes journey to personal and professional identity 	<ul style="list-style-type: none"> • Superficial exploration of own values, beliefs, biases, or emotions that the experience elicits • Considerations for consequences of actions (current or possible future ones) • Provides little evidence of emotional insight or breakthroughs/confirmations gained 	<ul style="list-style-type: none"> • Description of encounter only • No effort made to explore how encounter or issue had a relationship to values, beliefs, biases, or emotions • No consequences of actions provided • Does not provide multiple perspectives, breakthroughs, or insights
<p>Q3. What are your next steps? Next steps may include implementing additional changes to your teaching, furthering your professional learning in the endorsement area or on a new topic of interest, or disseminating/sharing your learning with peers (e.g., publishing, presenting, mentoring).</p>			
<p>Self-directed</p>	<ul style="list-style-type: none"> • Identifies what still needs to be learned or practiced regarding the learning objective(s) and experience • Identifies likely challenges in advancing expertise further and articulates a plan to address those challenges • Identifies resources for further information or opportunities 	<ul style="list-style-type: none"> • Identifies what still needs to be learned regarding the learning objective(s) and experience • Does not articulate expected challenges • Plan of action lacks specific steps or is absent 	<ul style="list-style-type: none"> • Does not identify areas for improvement • No plan of action provided