

Rubric for the Ministry Development Micro-Credential

Rubric Written Reflection 1 (Sample Video)				
Competency	Absent	Mastery	Acceptable	Developing
Criterion 1: Identify and explain examples in the video that show a coaching stance that is collaborative and facilitative .	No opportunity to evaluate.	The reflection demonstrated a clear understanding of strategic use of the coaching stances, using multiple examples.	The reflection demonstrated an understanding of strategic use of the coaching stances, with at least one specific example.	The reflection demonstrated limited understanding of strategic use of the coaching stances, with at least one specific example.
Criterion 2: Identify and explain examples in the video that show collaboration toward a viable teacher-generated goal statement that addresses both professional growth and student learning .	No opportunity to evaluate.	The reflection demonstrated a clear understanding of facilitating a collaborative conversation that addresses both professional growth and student learning, and reflects a viable idea that could be implemented over the 3- to 5-year timespan of an MDP.	The reflection demonstrated an understanding of facilitating a collaborative conversation that addresses both professional growth and student learning, and reflects a viable idea that could be implemented over the 3- to 5-year timespan of an MDP.	The reflection demonstrated a limited understanding of facilitating a collaborative conversation that addresses both professional growth and student learning, and reflects a viable idea that could be implemented over the 3- to 5-year timespan of an MDP.
Criterion 3: Identify and explain examples in the video in which the facilitator assisted the educator in identifying elements from two standards that align with his/her goal .	No opportunity to evaluate.	The reflection demonstrated a clear understanding of assisting the educator in identifying elements that align with his/her goal statement.	The reflection demonstrated an understanding of assisting the educator in identifying elements that align with his/her goal statement.	The reflection demonstrated a limited understanding of assisting the educator in identifying elements that align with his/her goal statement.
Criterion 4: Identify and explain examples in the video in which the facilitator assisted the educator in identifying strategies to plan professional growth and to assess student learning in relation to his/her goal .	No opportunity to evaluate.	The reflection demonstrated a clear understanding of strategies to plan professional growth and to assess student learning in relation to the educator's goal.	The reflection demonstrated an understanding of strategies to plan professional growth and to assess student learning in relation to the educator's goal.	The reflection demonstrated a limited understanding of strategies to plan professional growth and to assess student learning in relation to the educator's goal.
Quality of Writing	No opportunity to evaluate.	The conventions and structures of writing make the writer's ideas clear and easy to follow. There are no obvious or distracting errors.	The conventions and structures of writing make the writer's ideas clear and easy to follow. There are obvious or distracting errors.	The conventions and/or structures of writing detract from the meaning of the writer's ideas. Many obvious and/or distracting errors indicate a lack of proofreading.

Rubric
Video and Written Reflection 2

Competency	Absent	Mastery	Acceptable	Developing
Criterion 1: Identify and explain examples in the video that show a coaching stance that is collaborative and facilitative .	No opportunity to evaluate.	The reflection demonstrated a clear understanding of strategic use of the coaching stances, using multiple examples.	The reflection demonstrated an understanding of strategic use of the coaching stances, with at least one specific example.	The reflection demonstrated limited understanding of strategic use of the coaching stances, with at least one specific example.
Criterion 2: Facilitator and educator arrive at a viable teacher-generated goal statement that addresses both professional growth and student learning .	No opportunity to evaluate.	The goal statement clearly addresses both professional growth and student learning, and reflects a viable idea that could be implemented over the 3- to 5-year timespan of an MDP.	The goal statement addresses both professional growth and student learning, and reflects an idea that may not fill the 3- to 5-year timespan of an MDP.	The goal statement addresses professional growth and student learning to a limited degree, and reflects an idea that would likely not fill the 3- to 5-year timespan of an MDP.
Criterion 3: Identify and explain examples in the video in which the facilitator assisted the educator in identifying elements from two standards that align with his/her goal .	No opportunity to evaluate.	The reflection demonstrated a clear understanding of assisting the educator in identifying elements that align with his/her goal statement.	The reflection demonstrated an understanding of assisting the educator in identifying elements that align with his/her goal statement.	The reflection demonstrated a limited understanding of assisting the educator in identifying elements that align with his/her goal statement.
Criterion 4: Identify and explain examples in the video in which the facilitator assisted the educator in identifying strategies to plan for professional growth and to assess student learning in relation to his/her goal.	No opportunity to evaluate.	The reflection demonstrated a clear understanding of strategies to plan professional growth and to assess student learning in relation to the educator's goal.	The reflection demonstrated an understanding of strategies to plan professional growth and to assess student learning in relation to the educator's goal.	The reflection demonstrated a limited understanding of strategies to plan professional growth and to assess student learning in relation to the educator's goal.
Quality of Writing	No opportunity to evaluate.	The conventions and structures of writing make the writer's ideas clear and easy to follow. There are no obvious or distracting errors.	The conventions and structures of writing make the writer's ideas clear and easy to follow. There are obvious or distracting errors.	The conventions and/or structures of writing detract from the meaning of the writer's ideas. Many obvious and/or distracting errors indicate a lack of proofreading.