Far East Contra Costa County
Teacher Induction
Established 2001

Individual Learning Plan Rubric for Multiple/Single Subject and Ed. Specialist Program Candidates

Area of Focus	1	2	3
Reflection on Prior Practice and Context of Teaching	Candidate demonstrates little ability to reflect on prior experience to determine strengths and areas of growth. The candidate provides an inadequate context of teaching and does not pay particular attention to class makeup and larger district/site initiatives.	The candidate demonstrates the ability to reflect on prior experience to determine strengths and areas of growth. The candidate provides context of teaching paying particular attention to class makeup and larger district/site initiatives.	Candidate demonstrates thoughtful and consistent ability to reflect on prior experience to determine strengths and specific areas of growth. The candidate provides specific and detailed context of teaching paying particular attention to class makeup and larger district/site initiatives
Initial CSTP Reflections	Candidate demonstrates little ability to self-analyze using prior input, CSTPs, and job assignment to determine CSTP competency level and determine focus CSTPs for inquiry cycles.	Candidate demonstrates the ability to self-analyze using prior input, CSTPs, and job assignment to determine CSTP competency level and determine focus CSTPs for inquiry cycles.	Candidate demonstrates thoughtful and conscientious ability to self-analyze using prior input, CSTPs, and job assignment to determine CSTP competency level and determine focus CSTPs for inquiry cycles.
Planning for Inquiry and Goal Setting	Candidate selects a professional learning focus and other evidence that demonstrated limited alignment to the descriptors of the practice of the chosen CSTP.	The candidate selects a professional learning focus and other evidence that demonstrates some alignment to the descriptors of the practice of the chosen CSTP.	The candidate selects a professional learning focus and other evidence that demonstrates direct alignment to the descriptors of the practice of the chosen CSTP and provides the rationale.
Professional Growth and Research	AARR plans lacked depth in; activity, application, and results. Reflection lacked a connection to practice, the chosen CSTP, and application to future teaching. Evidence/artifacts not included or did not connect with activity. .	AARR plans were clear and connected activity, application, and results. Reflection is connected to practice, the chosen CSTP application to future teaching and is thoughtful. Evidence/artifacts included.	AARR plans were very clear and well-connected to activity, application, and results. Reflection was thoughtful and insightful; clearly connecting to practice, the chosen CSTP application to future teaching. Evidence/artifacts included and

| | Not all 4 AARR activities were complete | All 4 AARR activities were fully complete. | clearly connect to the activity and application.

All 4 AARR activities were fully completed |
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| **End of Cycle and End of Year Reflection** | Reflection(s) lack specificity to what was learned or connection to the teacher's practice; incomplete information regarding progress towards goal attainment. | Reflection(s) include what was learned or connected to the teacher's practice; information regarding progress towards goal attainment is clear | Reflection(s) include specificity to what was learned or connected to the teacher's practice; information regarding progress towards goal attainment is thorough and insightful |
| **Clarity and Substance** | Candidate provides limited responses with a vague reference to professional knowledge and skills. Most are irrelevant to professional goals and descriptors of practice in the CSTP. | The candidate provides adequate responses that highlight professional knowledge and skills with evidence of reflection. The candidate demonstrates relevance to professional goals and descriptors of practice in the CSTP. | The candidate provides substantial responses that highlight professional knowledge and skills with detailed evidence of reflection. The candidate insightfully demonstrates relevance to professional goals and descriptors of practice in the CSTP. |

* In the case the resulting score is a "1" in any of the four Areas of Focus, the portfolio will be returned for resubmission to the participating teacher with feedback and a request for additional evidence.