

### Phase 3 Reflective Narrative (WTS 1-10) Directions

Divide the Clinical Reflection/Narrative into a series of subsections. In each subsection, address one WTS and answer three general sets of questions. These sets of questions correspond directly to the assessment criteria in the rubric and are intended to prompt your thinking, not to structure your narrative. Write the Clinical Reflection/Narrative in paragraph form, not as a list of answers to questions or replies to sub-prompts.

1. *What is the relationship of the Artifact or Performance to the Standards?*

Identify and describe the artifact or performance and the context in which it was used or observed.

State the connection between the artifact or performance and specific WTS(s).

Discuss evidence this artifact or performance provides that you have made progress in fulfilling this/these WTS(s).

2. *What did you learn about your teaching and learning as well as the students' learning via this artifact or performance?*

Discuss what you learned by creating or implementing this artifact or performance.

Present and discuss evidence of a connection between the artifact or performance and student learning or achievement.

3. *What professional goals have you set for yourself? What actions might you take to fulfill these goals?*

State personal goals related to this/these WTS(s) you have set for yourself.

Provide rationale for selecting specific means of reaching these goals.

#### *Tips that may help you organize your Clinical Reflection/Narrative*

Before writing the Reflective Narrative, refer to the Narrative Rubric and to the Phase 4 Artifact or Performance Rubric.

Describe each artifact or performance in an educational context, for example as part of a lesson, unit, or curriculum. Consider the "W" questions journalists use as mental prompts: who, what, when, where, and why.

It may be helpful to think of the artifact or performance as a case or aspect of something larger and broader.

Share your thoughts on any larger educational issues that you have encountered relevant to each standard.

Keep in mind the mark of a good teacher is the ability to think deeply and honestly about his/her practice in order to become an even more effective educator. The reflection section should demonstrate your ability to engage in that kind of thinking.

For each artifact or performance, consider using the following or similar format:

This <name the artifact or performance> shows that

I have at least partially demonstrated WTS(s) <name the WTS(s)>

by <creating, doing, implementing, planning, etc.> . . . .

### Phase 3 Reflective Narrative Rubric

Areas Assessed	Undocumented 0 Unacceptable	Minimal 1 Unacceptable	Basic 2 Acceptable	Proficient 3 Acceptable	Advanced 4 Acceptable	Score
<b>Relationship of the Artifact or Performance to the Standards</b>	No discussion of how the artifact relates to the WTS standards or specialty organization Standards.	The discussion is inadequate to clearly understand (or the discussion misjudges) how the artifact/ or performance relates to the WTS and/or specialty organization standards.	Briefly describes the artifact or performance. Discusses in general, impersonal terms how the artifact or performance relates to the WTS and/or specialty organization standards.	Briefly describes the artifact or performance and its context of use. Discusses in specific, personal terms how the artifact or performance relates to the WTS and/or specialty organization standards.	Briefly, yet perceptively describes the artifact or performance and its context of use. Discusses how the artifact or performance offers a personal and original insight into the WTS and/or specialty organization standards.	<b>Score:</b>  _____
<b>Reflection on Learning</b>	Provides no self assessment of one's learning or impact of one's teaching on student achievement.	Provides very limited or confusing assessment of one's learning and the impact of one's teaching on student achievement.	Provides vague or incomplete assessment of one's learning with only a limited statement of the impact of one's teaching on student achievement.	Provides assessment of one's learning with some statement of impact of one's teaching on student achievement.	Provides a careful and detailed assessment of one's learning and the impact of one's teaching on student achievement.	<b>Score:</b>  _____
<b>Reflection on Professional Goals</b>	Provides no reflection about future goals.	The discussion is inadequate to clearly understand what general or specific goals have resulted from the experience and how they can be reached.	Discusses general directions for future growth in the WTS in general impersonal terms OR gives specific goals out of context.	Discusses general directions OR specific goals for future growth in the WTS with examples of how they can be reached.	Discusses general directions AND specific goals for future growth in the WTS. Explains reasons for choosing specific means of reaching these goals. Recognition of the interconnectedness of the WTS evident.	<b>Score:</b>  _____
<b>Quality of Writing</b>	The narrative is very difficult to read because of its style, usage, mechanics, or organization	Two of the following apply: ○ Organized, ○ Unified, ○ Free from errors of mechanics and usage, ○ Appropriate academic style, ○ Strongly suggestive of voice	Three of the following apply: ○ Organized, ○ Unified, ○ Free from errors of mechanics and usage, ○ Appropriate academic style, ○ Strongly suggestive of voice	Four of the following apply: ○ Organized, ○ Unified, ○ Free from errors of mechanics and usage, ○ Appropriate academic style, ○ Strongly suggestive of voice	Writing is clear, well organized, unified, free from errors of mechanics and usage, an appropriate academic style, with a strong suggestion of the author's individual voice	<b>Score:</b>  _____

**Mean:** \_\_\_\_\_

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date