

CEHD Post-Lesson Reflection Rubric: Interdisciplinary Early Childhood Education Program (IECE)

Candidate's Name: _____ Evaluator's Signature: _____ Date: _____

Purpose of Instrument: The purpose of this instrument is to assess the candidate's ability to reflect on a lesson for the B-P setting.

Administration of Instrument: This rubric is implemented during coursework and field placements including methods and student teaching.

Criterion for Success: Candidates should score at least developing at CARDS 2 and score at least target at CARDS 3.

	Insufficient Evidence	Developing	Target	Exemplary	Comments/Questions/ Suggestions
Reflects on & Evaluates Professional Practices	a. Uses data to reflect on and evaluate children's learning. KTPS 6, 9; PGES Domains 1F, 4A, 3E				
	Fails to use data to reflect on and evaluate children's learning.	Makes an effort to reflect on and evaluate children's learning, however, the reflection is either vague or inaccurate.	Uses data to reflect on and evaluate children's learning.	Purposefully uses accurate data from multiple sources to reflect on and evaluate children's learning.	
	b. Uses data to reflect on and evaluate instructional practice. KTPS 6, 9; PGES Domains 1F, 4A, 3E				
	Fails to use data to reflect on and evaluate instructional practice.	Makes an effort to reflect on and evaluate instructional practice however, the reflection is either vague or inaccurate.	Uses data to reflect on and evaluate instructional practice.	Purposefully uses accurate data from multiple sources to reflect on and evaluate instructional practice.	
	c. Uses data to identify areas for professional growth. KTPS 6, 9; PGES Domains 1F, 4A, 3E				
	Fails to use data to identify areas for professional growth.	Makes an effort to identify areas for professional growth, however, inappropriate areas are identified or the description is vague.	Uses data to identify appropriate areas for professional growth.	Purposely and accurately uses data from multiple sources to identify appropriate areas for professional growth.	
	d. Analyzes the involvement and effectiveness of team members in instruction. KTPS 9, 10; PGES 4				
	Fails to analyze the involvement and effectiveness of team members in instruction.	Makes an effort to analyze the involvement and effectiveness of team members in instruction, however, the analysis is either vague or inaccurate.	Analyzes the involvement and effectiveness of team members in instruction.	Thoroughly and accurately analyzes the involvement and effectiveness of team members in instruction.	