

CEHD Post-Lesson Reflection Rubric: Early Elementary, Middle/Secondary, Music, and Health & Physical Education

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 P-12 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 upon and Evaluates Teaching and Learning | Uses data to reflect on and evaluate student learning; KTPS 6, 9; PGES Domains 1F, 4A, 3E | | | | |
| | Fails to reflect upon student learning. | Reflects upon and evaluates student learning. | Reflects upon and evaluates student learning citing relevant and accurate student performance data. | Reflects upon and evaluates student learning citing relevant and accurate student performance data. Proposes changes based on student outcomes. | |
| | Uses data to reflect on and evaluate instructional practice; KTPS 6, 9; PGES Domains 1F, 4A, 3E | | | | |
| | Fails to accurately reflect upon instructional practice. | Reflects accurately upon instructional practice. | Reflects upon and evaluates instructional practice, citing relevant and accurate student and teacher performance data. | Reflects upon and evaluates instructional practice, citing relevant and accurate student and teacher performance data. Proposes instructional change. | |
| | Uses data to reflect on and identify areas for professional growth; KTPS 6, 9; PGES Domains 1F, 4A, 3E | | | | |
| | Fails to use data to identify areas for professional growth and incorporate observer feedback. | Uses data to identify general areas for professional growth and considers observer feedback. | Uses relevant and accurate data to identify areas for professional growth, incorporating observer feedback. | Uses relevant and accurate data outlining a step-wise trajectory of professional growth, including observer feedback. | |
| Holistic Assessment of Post-Lesson Reflection KTPS 9 | | | | | |
| Fails to reflect upon and evaluate instructional practice, cite relevant data, and/or identify areas for growth. | Reflects upon and evaluates instructional practice, citing data. Identifies areas for growth. | Reflects upon and evaluates instructional practice, citing relevant and accurate student and teacher performance data. Proposes instructional change. | Reflects upon and evaluates instructional practice, citing relevant and accurate student and teacher performance data. Proposes a logical plan for step-wise instructional change. | | |