U of L | COLLEGE OF EDUCATION & HUMAN DEVELOPMENT

CEHD Post-Lesson Reflection Rubric: Special Education – Moderate and Severe Disabilities (MSD)

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.

<table>
<tr><td rowspan="12">Reflects upon and Evaluates Teaching and Learning</td><td>Insufficient Evidence</td><td>Developing</td><td>Target</td><td>Exemplary</td><td>Comments/Questions/ Suggestions</td></tr>
<tr><td colspan="5">Uses data to reflect on and evaluate student learning; KTPS 6, 9; PGES Domains 1F, 4A, 3E; CEC: ISCI5 S11-Make responsive adjustments to instruction based on continual observations; ISCI5 S21-Evaluate and modify instructional practices in response to ongoing assessment data; ISCI4 S5-Interpret information from formal and informal assessments.</td></tr>
<tr><td colspan="5">MSD: ☐ States to what extent the students understood the procedures, concepts, and/or skills prior to the lesson ☐ Presents graphed/recorded data on student objectives ☐ Accurately reflects students' progress based on data (compares pre- and post-test data) ☐ Uses evidence to determine next-step plans for instruction</td></tr>
<tr><td>Fails to reflect upon student learning.</td><td>Reflects upon and evaluates student learning.</td><td>Reflects upon and evaluates student learning citing relevant and accurate student performance data.</td><td>Reflects upon and evaluates student learning citing relevant and accurate student performance data. Proposes changes based on student outcomes.</td><td></td></tr>
<tr><td colspan="5">Uses data to reflect on and evaluate instructional practice; KTPS 6, 9; PGES Domains 1F, 4A, 3E; CEC: ISCI4 S8-Evaluate instruction and monitor progress of individuals with exceptional learning needs.</td></tr>
<tr><td colspan="5">MSD: ☐ Described how the lesson tasks, activities, and/or discussion supported the lesson objectives ☐ Identified effective and ineffective instructional strategies ☐ Reflected on fidelity of implementation ☐ Identifies effective and ineffective classroom management strategies ☐ Explains how instructional decisions have been made based on student data ☐ Details the specifics of what would be changed if the lesson was taught again ☐ Identifies evidence-based practices that will be used with the students in future lessons</td></tr>
<tr><td>Fails to accurately reflect upon instructional practice.</td><td>Reflects accurately upon instructional practice.</td><td>Reflects upon and evaluates instructional practice, citing relevant and accurate student and teacher performance data.</td><td>Reflects upon and evaluates instructional practice, citing relevant and accurate student and teacher performance data. Proposes instructional change.</td><td></td></tr>
<tr><td colspan="5">Uses data to reflect on and identify areas for professional growth; KTPS 6,9; PGES Domains 1F, 4A, 3E; CEC: ISCI6 S9-Conduct self-evaluation of instruction; ISCI6 S11-Reflect on one's practice to improve instruction and guide professional growth.</td></tr>
<tr><td>Fails to use data to identify areas for professional growth and</td><td>Uses data to identify general areas for professional growth</td><td>Uses relevant and accurate data to identify areas for professional growth,</td><td>Uses relevant and accurate data outlining a step-wise trajectory of</td><td></td></tr>
</table>

incorporate observer feedback.	and considers observer feedback.	incorporating observer feedback.	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.	