**Lesson Reflection Rubric**

Teacher Candidate: Date:

Lesson’s Central Focus: Lesson: 1 2 3 4 (circle one)

The TC will complete a Lesson Reflection the day of each MT formal evaluation, totaling four by the end of semester. The TC must email the completed Lesson Reflection to the US/RS before the start of school the day following the evaluation. The US/RS will score the Lesson Reflection using the Lesson Reflection Rubric. If any prompt(s) is rated Unacceptable (U), the TC is responsible for the revision of that prompt (s) and to re-submit to the US/RS by the following day. This pattern of revision will continue until the US/RS determines the Reflection is Acceptable (A) overall.

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| **Prompt** | **Acceptable (A)** | **Unacceptable (U)** | **Rating** |
| 1. Describe and justify why | Candidate clearly describes and justifies | Candidate’s description, justification and |  |
| your instructional strategies | how the planned supports and strategies | planned supports are **loosely tied to** |
| and planned supports are | are tied to learning objectives and the | **learning objectives or the central focus.** |
| appropriate for the whole | central focus. **Supports address the** |  |
| class, individuals and/or | **needs of specific individuals or groups** |  |
| groups of students with | **with similar needs.** |  |
| specific learning needs. |  |  |
| 2. Explain how the design or adaptation of your planned assessments allows students with specific needs to demonstrate their learning. | Candidate clearly explains why the assessments (or their adaptations) **are appropriate and will allow students with specific needs to demonstrate learning by using examples of students’*** Prior academic learning and needs **OR**
* Personal/cultural/community assets
 | Candidate’s justification of how assessments are designed to allow individual students to demonstrate their learning is either **missing OR represents a deficit view** of students and their backgrounds. |  |
| 3. How did your instruction link student experiences, culture and prior learning with what you taught? | Candidate clearly and thoroughly connected the lesson to the class’s prior learning. **In addition the candidate discussed specific types of student experiences that connected to the lesson.** | Candidate did not connect the lesson to the students’ prior learning nor did the candidate’s response indicate knowledge of the students in general. **Discussed student prior learning as a whole class rather than discussing specific students.** |  |
| 4. Explain how you elicited student thinking beyond the literal level. How did they respond to higher order thinking? | Candidate explained or identified multiple **higher order questions** that were posed. Explained students’ ability to respond by class and individual students. | Candidate either **did not use higher order questioning** or **did not identify** them appropriately. Candidate **could not explain** or **generally explained** how students responded in meaningful language. |  |

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| **Prompt** | **Acceptable (A)** | **Unacceptable (U)** | **Rating** |
| 5. Describe the following academic language and associated language demands (written or oral) that students needed to understand and/or use to be successful: vocabulary and/or symbols and either syntax or discourse. | **General language supports address use of*** vocabulary/symbols

**AND*** One or more additional language demand(s) (syntax, discourse)

(Syntax: the arrangement of words and phrases to create well-formed sentences in language;Discourse: written or spoken communication) | Language demands identified by the candidate are **not consistent with the selected language functions or task.****OR**Language supports are missing or are **not aligned** with the language demand(s) for the learning task. |  |
| 6. What portion of your | Candidate identified a specific part of | Candidate either **identified a global idea** |  |
| lesson, as you reflect, needed | the lesson and had a **complete and** | **or discussed lesson globally.** The |
| more attention? Why did it | **meaningful rationale** why it needed | rationale was limited. |
| need more attention? | more attention. | **OR**Candidate **did not identify an important portion** of the lesson or the reasoning did not make sense. |
| 7. If you could teach this lesson to the same group of students again, what are two or three things you would do differently to improve the learning of your students based of their varied needs and characteristics? Explain why you would expect these changes to make a difference in your students’ learning. | The ideas listed provided **specific things for the class as a whole and for specific individuals to improve their learning** relative to the standards and objectives associated with the lesson.The rationale was clearly **connected to what the candidate knows about the students and how they performed on the lesson’s assessment**(s). | The ideas listed **provided general ideas that address students’ collective learning needs** but didn’t address individuals or groups.The rationale was brief and didn’t make clear connections to how the students performed on the lesson’s assessments.**OR**The ideas listed to **improve the students’ learning focused on repeating the same instructional approach or classroom management issues**. Candidates propose changes to teacher practice that superficially related to the central focus of the lesson.Failed to make case for the changes. |  |

If an Unacceptable (U) was assigned to a prompt (s), the prompt (s) must be revised and resubmitted to the US. Continue to resubmit revision(s) until US deems Acceptable (A).

Check if all prompts were Acceptable (A) and no revision is necessary.