**ECED 4690 / ECSE 4390 Lesson Analysis and Reflection Rubric
*Lesson Analysis and Reflection EDL3a is a required Proficiency Level Assessment and should not be modified or
removed from this course without the approval of the program faculty.***

As assigned by the university supervisor, the teacher candidate will complete a lesson reflection activity in LiveText. The purpose of this activity is to engage in ongoing analysis and reflection to improve future planning and teaching practice. Candidates will provide a written analysis of instructional planning and implementation effectiveness. Candidates will be expected to provide evidence of A) ongoing analysis of teaching across lessons, B) a collaborative effort to support student learning outcomes, and C) use of assessment data to substantiate future instructional decisions during field experience. For this assignment, the teacher candidate is required to complete the Lesson Reflection template in the Lesson Analysis and Reflection EDL3a Dashboard in LiveText. The university supervisor will then complete the EDL3a Lesson Analysis and Reflection Rubric in LiveText. Complete directions and template are located in LiveText.

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| ***Criteria*** | ***Does Not Meet*** ***0*** | ***Developing******60*** | ***Meets******80*** | ***Exceeds******100*** |
| **Ongoing****Analysis of Teaching****30%** | Does not demonstrate self-awareness or an honest self-evaluation of instructional planning and teachingLacks application of reflection in discussions related to future instructional planning.  | Attempts to analyze aspects of instructional planning but lacks emphasis on improving practiceApplies reflection in discussions related to future instructional planning.  | Analyzes aspects of instructional planning with emphasis on improving practiceConsistently applies reflection in discussions related to future instructional planning.  | Thoroughly analyzes aspects of instructional planning with emphasis on improving practice for whole/small group learning and to meet the needs of individual learnersConsistently applies reflection in discussions related to future instructional planning.  |
| **Collaborative Effort to Support Student Learning Outcomes****30%** | Does not reflect on the role of learners, families, colleagues and the local community when analyzing instructional effectiveness. | Reflects on the role of learners, families, colleagues and/or the local community when analyzing instructional effectiveness. | Reflects on the role of learners, families, colleagues and the local community when analyzing instructional effectiveness. | Continually reflects on the role of learners, families, colleagues and the local community when analyzing instructional effectiveness.Develops a plan for collaboration to improve student learning outcomes. |
| **Use of Assessment Data to Substantiate Future Instructional Decisions****40%** | Does not substantiate future instructional decisions with relevant assessment data | Substantiates future instructional decisions with some assessment data | Substantiates future instructional decisions with relevant assessment data with an emphasis on improving whole class learning | Substantiates future instructional decisions with relevant formative, summative, and diagnostic assessment data with an emphasis on providing tailored learning experiences to meet the varied needs of learners in the elementary classroom |