**ECED 3690 Lesson Analysis and Reflection Rubric
*Lesson Analysis and Reflection EDL2a 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. For this assignment, the teacher candidate is required to complete the Lesson Reflection template in the Lesson Analysis and Reflection EDL2a Dashboard in LiveText. The university supervisor will then complete the EDL2a 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*** |
| **Analysis of Lesson****30%** | Does not demonstrate self-awareness or an honest self-evaluation of lesson(s) planning and teachingLacks evidence for claims about his/her teaching and learning.  | Attempts to analyze aspects of the lesson(s) but lacks depth and descriptive evaluation of the lesson and teachingProvides some evidence to support claims about teaching and learning but does not justify reflection.  | Analyzes many aspects of the lesson(s) and provided evidence to support claims and reflections. Demonstrates a professional demeanor of reflection in order to improve his/her practice.  | Analyzes many aspects of the lesson(s) and provides evidence to support claims and reflections. Special consideration is given to feedback from colleagues [peers, mentors, and supervisors]. Clearly demonstrates a professional demeanor of reflection in order to improve his/her practice.  |
| **Evidence of Student Learning****30%** | Does not reflect on student learning during the teaching of the lesson(s), and does not consider aspects of the learning process (i.e., progress, motivation, engagement, growth towards mastery, adjustment in teaching). Does not identify nor reflect on the learning process of any students for the lesson(s).  | Attempts to reflect on student learning during the teaching of the lesson(s), and considers limited aspects of the learning process (i.e., progress, motivation, engagement, growth towards mastery, adjustment in teaching). Identifies and reflects on the learning process of only 1 student for the lesson(s).  | Reflects on student learning during the teaching of the lesson(s), and considers *multiple* aspects of the learning process (i.e., progress, motivation, engagement, growth towards mastery, adjustment in teaching). Identifies and reflects on the learning process of at least 2 students for the lesson(s).  | Thoroughly reflects on student learning during the teaching of the lesson(s), and considers *multiple* aspects of the learning process (i.e., progress, motivation, engagement, growth towards mastery, adjustment in teaching). Identifies and thoroughly reflects on the learning process of 2 or more students for the lesson(s). |
| **Implications for Future Lessons****40%** | Does not reflect on lesson(s) with focus towards improvement in future lessons and teaching. Does not identify areas for improvement and provides no plan to improve his/her teaching.  | Attempts to reflect on lesson(s) with focus towards improvement in future lessons and teaching, but lacks specific areas for improvement. Vaguely identifies areas for improvement with little evidence of plan to improve his/her teaching.  | Adequately reflects on lesson(s) with focus towards continuous improvement in future lessons and teaching. Identifies areas for improvement and evidence of plan to improve his/her teaching with reference to professional, community, and technological resources that would support instruction.  | Thoroughly reflects on lesson(s) with focus towards continuous improvement in future lessons and teaching. Identifies areas for improvement and evidence of plan to improve his/her teaching.  |