

Teaching and Reflection Project

Part 2: LiveText Reflection-Rubric

Context

Students will be learning the appropriate methodology for teaching in an activity setting including organizational information and techniques to be an effective teacher.

Purpose

The purpose of this assessment is to encourage students to reflect on their teaching experience.

Assessor

This assessment will be completed by the teacher/professor of the class.

Performance Assessment

	Target (5 pts)	Acceptable (3 pts)	Unacceptable (1 pt)
Directions	Correct format. No more than 3 pages in length. Double spaced in a 11 point New York Times font.	Meets most but not all of directions as outlined in the Target cell.	Lacking appropriate formatting as outlined in Target cell.
Grammar CWU-CTL.1.2 CWU-CTL.1.3 CWU-CTL.1.4 CWU-CTL.1.5	Well written grammatically. Easy to read. Obviously closely proofread. One or two grammatical or typing errors.	Writing is good but not perfect. Relatively easy to read. Proofread but contains 3 to 8 grammatical and/or typing errors	Writing is poor with numerous errors. Obviously not proofread.
Lesson Organization Information CWU-CTL.1.1 CWU-CTL.1.2 CWU-CTL.1.3 CWU-CTL.1.5	Reflects on at least 3 different organizational information items that occurred within the lesson. This includes reflection on <i>Academic part, Motor Skills, and Fitness Component(s)</i> that were incorporated into the lesson. The reflection is very thorough and leaves the reader with little question as to whether they understood the importance of these organizational pieces.	Reflections on 2 different organizational items that occurred within the lesson. The reflection is relatively thorough and leaves the reader relatively comfortable with the teacher's knowledge of organization.	Reflects on 1 or less of the organizational items within the lesson.
Characteristics of Effective Teaching CWU-CTL.1.1 CWU-CTL.1.2 CWU-CTL.1.3 CWU-CTL.1.5	Reflects on at least 4 specific effective teaching characteristics and how they were used in the lesson. This includes reflection on the use of <i>Modeling, Checks for Understanding, Lesson Engagement with students, and any other effective strategy used to promote learning.</i> Leaves the reader with a great deal of comfort in relation to the	Reflects on at least 3 specific effective teaching characteristics and how they were used in the lesson. Reflection of the material could be more clearly written.	Reflection is random and doesn't include information related to or clear enough about characteristics of effective teaching.

preservice teacher's knowledge.