

RUBRIC EXAMPLES FOR REFLECTION AND SELF-EVALUATION: INTRODUCTION

The two examples shown below received a “2” on the “Reflection and Self-Evaluation” section of the Level II Teacher Work Sample. The first participant opens with a discussion of the adjustments made to the first lesson and the effectiveness of her teaching strategies. She does a nice job in the first two paragraphs of discussing her strategies in light of the student responses to them. However, she does not adequately address two other significant parts of the prompt. First, she does not discuss what she would do differently next time. Second, she mentions some possible areas of professional growth in the last paragraph (specifically the third and fourth sentence), but they are very vague and not very well developed. Furthermore, they are not strongly connected to the participant’s earlier discussion in this section.

The second example treats all the significant parts of the prompt, but none of them are very well developed. The adjustments the participant made to the first lesson are discussed but with a minimal description of student responses. A single instructional strategy was discussed — the effectiveness of complimenting students — but only a minimal description of the student response was provided. One sentence was provided on what could be changed. In regards to professional growth, the participant suggested acquiring more instructional strategies, but without specifying any specific strategy or professional growth activity. In sum, this example is vague and under developed.

THE TWO EXAMPLES

EXAMPLE 1

Reflection and Self – Evaluation

TCWS Standard

•The teacher candidate analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.

Instruction and Student Learning and Improving Practice: Identify what you believe to be the instructional strategies and activities that contributed most to student learning. Discuss whether the adjustments described in Instruction Decision-Making were successful or not. How did your teaching behaviors affect their learning? Consider student response to explaining, giving directions, modeling, organizing activities, leading discussions, the pacing of the lesson, and the organization of the lesson. Discuss what you could do differently or better in the future to improve your students’ performance. Describe one or two areas of professional growth (e.g. instructional strategies, content knowledge). Identify two professional growth activities that would most likely improve your performance in the area(s) you identified.

I believe that the classroom discussion was one of the greatest activities that contributed to student learning. There were also many other things as well that contributed to student learning such as, writing rough drafts, using the graphic organizer, and also discussing the different parts of a paragraph. I feel that the adjustments that I made in the Instructional Decision-Making part, were very successful. I did get a chance to modify my lesson to so that the students would have a better understanding of what was needed.

Reviewing the students' rough drafts helped me out enormously. By looking over each student's work, I got a chance to see how each student interpreted my instructions. It helped me see which students I should talk to about writing their essay. When reading all of the rough drafts the day before, it gave me a chance to give each student some feedback on their work. This seemed to make it more personalized. Some of the students could not believe I wrote notes down about each one. Basically, reading the students' essays before hand gave me the opportunity to plan for my next lesson. My motivation technique for the second part of the lesson distracted the students. They wanted to learn more about the details of the contest then hearing what I had to say about their rough drafts. I am not sure if it would have worked better to wait and tell them about the contest or not. I think that I would have to teach this lesson a few times before I decided where to add it.

When teaching fifth grade students I feel as if they really respected me. They treated me as one of their teachers instead of just another UNI student. Helping each student individually affected their learning abilities. When talking to each student one on one I would kneel down and answer any questions that they may have had. I also tried to get everyone in the class, to discuss their essays with them. I felt that the students were more involved in the activity, since I was getting involved right along with them. I feel that this lesson was a lot for them to handle. It should have been drawn out a bit more so that they could have the opportunity to really edit their own papers and maybe even type their final copies. I realize that all of the students would finish their assignments at different times; I just did not take into consideration how long it took some of them to write. I was glad that I always over planned just in case if something did go as planned.

I feel as if my instructional strategies could use some work. It is hard going into a class that you do not really know, and try to teach all of them. Each student learns differently and also at a different pace. When teaching, it would be very beneficial to me I could be able to describe concepts in a way so that all students in the class could understand. I did the best I could, working with what I had. I feel as though I need to work on different ways of teaching concepts to students. Once I get more experience in the teaching profession, I feel as if these issues will not be as much of a concern to me

EXAMPLE 2

Reflection and Self – Evaluation

TCWS Standard

•The teacher candidate analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.

Instruction and Student Learning and Improving Practice: Identify what you believe to be the instructional strategies and activities that contributed most to student learning. Discuss whether the adjustments described in Instruction Decision-Making were successful or not. How did your teaching behaviors affect their learning? Consider student response to explaining, giving directions, modeling,

organizing activities, leading discussions, the pacing of the lesson, and the organization of the lesson. Discuss what you could do differently or better in the future to improve your students' performance. Describe one or two areas of professional growth (e.g. instructional strategies, content knowledge). Identify two professional growth activities that would most likely improve your performance in the area(s) you identified.

The adjustments in my instructional decision-making seemed to help. I changed the video to one with more sharks and the students seemed to enjoy it more. The second lesson I was also more relaxed and that seemed to get the students more into my lesson. I think because of this they saw me more like their regular teacher. I also worked on my classroom management more in the second lesson. I complimented the students who were behaving and that seemed to get the rest of the students to listen. I learned this from watching the teacher do it in class. The students responded well to her doing it so I tried it. The class is a pretty well behaved class so they responded well to my instruction. Some things I could do differently to improve my students performance is have more discussions. After thinking back to the lesson I think I spent too much time lecturing and not as much time discussing. I think one area of performance growth that I need to work on is using instructional strategies. I think the students picked up some information from my lesson but I need to read up on fun and interesting ways to teach. This way when I am teaching another subject that the students might not like as much as sharks I will still be able to keep their attention. I am also going to find some more materials on classroom management to read. I have learned a lot in my classes but I think you can never have too many tricks on how to keep students' focus. I also believe that all students are different so what might work on one might not work on another.