

Grading Rubric Reflection on Lesson Plan Taught

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

Tennessee Teacher Licensure Standards:

Standard 9 – Reflective Practitioner - Candidates are reflective practitioners who continually evaluate the effects of their choices and actions on others (student, parents and other professionals in the learning community) and who actively seek out opportunities to grow professionally.

Rating → Indicator ↓	0 Unacceptable	1 Acceptable	2 Target	Score
Interpretation of Student Learning	No evidence or reasons provided to support conclusions drawn	Provides evidence but no (or simplistic, superficial) reasons or hypotheses to support conclusions drawn in “Analysis of Student Learning” section.	Uses evidence to support conclusions drawn in “Analysis of Student Learning” section. Explores multiple hypotheses for why some students did not meet objectives.	
Insights on Effective Instruction and Assessment	Provides no rationale for why some activities or assessments were more successful than others.	Identifies successful and unsuccessful activities or assessments and superficially explores reasons for their success or lack thereof (no use of theory or research).	Identifies successful and unsuccessful activities and assessments and provides plausible reasons (based on theory or research) for their success or lack thereof.	
Alignment Among Goals, Instruction and Assessment	Does not connect objectives, instruction, and assessment results in the discussion of student learning and effective instruction and/or the connections are irrelevant or inaccurate.	Connects objectives, instruction, and assessment results in the discussion of student learning and effective instruction, but misunderstandings or conceptual gaps are present.	Logically connects objectives, instruction, and assessment results in the discussion of student learning and effective instruction.	
Implications for Future Teaching	Provides no ideas or inappropriate ideas for redesigning learning goals, instruction, and assessment.	Provides ideas for redesigning objectives, instruction, and assessment but offers no rationale for why these changes would improve student learning.	Provides ideas for redesigning objectives, instruction, and assessment and explains why these modifications would improve student learning.	
Implications for Professional Development	Provides no professional learning goals or goals that are not related to the insights and experiences described in this section.	Presents professional learning goals that are not strongly related to the insights and experiences described in this section and/or provides a vague plan for meeting the goals.	Presents a small number of professional learning goals that clearly emerge from the insights and experiences described in this section. Describes specific steps to meet these goals.	