

UNIT ASSESSMENT: REFLECTIVE ESSAY

Purpose

The purpose of this assessment is to evaluate teacher candidate use of effective communication, pedagogical skills, and theoretical reflections observed, practiced, or gained during their student teaching in Placements #1 and #2.

REFLECTIVE ESSAY ASSESSMENT GUIDELINE

Assessment Description

- a. Write a reflective essay of your student-teaching experience in Placement #1 and #2.
- b. The essay must be 2 ½ - 3 ½ pages.
- c. Use standardized English.
- d. The essay must contain all components to gain maximum points.

Assessment Formats & Timelines

To successfully complete this assignment, ensure that you adhere to criteria in the scoring rubric. This assignment must be completed by the end of student teaching in Placement #1 and Placement #2.

Criteria for the Assignment

1. Depth of Reflection

- a. Discuss your role, routine, tasks, etc. during the four-week placement. (Ex. You may discuss it by week, or you may just generally describe them)
- b. Discuss strategies you learned from the cooperating teacher or strategies you used when you provided instructions to students.
- c. Discuss any teaching styles, methods, philosophies, approaches that you observed and/or utilized during instructions.
- d. Briefly discuss any extra-curricula activities in which you engaged. (i.e., after-school tutoring, parent-teacher conference)

2. Viewpoints and interpretations

- a. What you learned about students
- b. Impact of classroom management on learning
- c. Impact of methods and approaches to learning on student achievement
- d. Teacher-student relationships (i.e. , trust, fairness)
- e. Any other reflective information on which you would like to provide perspective.

3. Evidence and practice

- a. Insights on teaching
- b. Ideas that were formulated based on experience
- c. Your personal teaching goals (whether you met them or not)

4. Self-Evaluation (be honest; you are not scored on what you evaluate; you are scored on how detailed you are)

- a. Your personal commitment to teaching during this placement (i.e., teaching, participation, involvement in the class and school)
- b. Your weaknesses and strengths (you may also use this information for oral references in the video)
- c. Your interest or the lack there of in any discipline (reading, language arts, math, social studies, science, writing)
- d. Your classroom management effectiveness
- e. Your progression from start to finish
- f. How well you met your personal goals

5. Mechanics

- a. Writing is clear and points are clearly conveyed.
- b. The organization is cohesive and relevant.
- c. Thoughts are explained and expressed logically and coherently.
- d. The paper is free of spelling and grammatical errors. It reflects standardized English.

REFLECTIVE ESSAY RUBRIC: UNIT ASSESSMENT

Criteria/Standard	4 Exceeds expectations	3 Meets Expectations	2 Emergent	1 Meets Minimum Expectations
1. Depth of Reflection STANDARD:	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the student-teaching placement.	Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the student-teaching placement.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the student-teaching placement.	Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the student-teaching placement.
2. Viewpoints STANDARD:	Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.	Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable	Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the assignment.	Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.
3. Evidence and Practice STANDARD:	Essay shows strong evidence of synthesis of ideas presented and insights gained throughout the student-teaching placement. The implications of these insights for the respondent's overall teaching practice are thoroughly detailed, as applicable.	Essay shows evidence of synthesis of ideas presented and insights gained student-teaching placement. The implications of these insights for the respondent's overall teaching practice are presented, as applicable.	Essay shows little evidence of synthesis of ideas presented and insights gained throughout the student-teaching placement. Few implications of these insights for the respondent's overall teaching practice are presented, as applicable.	Essay shows no evidence of synthesis of ideas presented and insights gained throughout the student-teaching placement. No implications for the respondent's overall teaching practice are presented, as applicable.
4. Self Evaluations STANDARD:	Self-evaluation shows personal development related to goals set in field experiences.	Self-evaluation shows assessment of progress connected goals set in field experiences. Reflections are thoughtful and specific.	Self-evaluation shows evidence of assessment of progress connected goals set in field experiences. However, they are not specific.	Self-evaluation is generalized, superficial and not connected to goals set in earlier field experiences.
5. Mechanics STANDARD:	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing.	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing.	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than five spelling, grammar, or syntax errors per page of writing.	Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response.