Reflection Rubric  
EDU 4200
Minority Experience

Reflection by students engaged in course related fieldwork during their progression in the Educator Preparation program is critical to assessing progress and growth in four main areas (as identified by the INTASC Standards). Candidates will be evaluated for their reflection of **Learners and Learning**, **Content Knowledge**, **Instructional Practice**, and **Professional Responsibility**. Reflections will be assessed using the rubric below:

<table>
<thead>
<tr>
<th></th>
<th>Emerging/Developing 1 (Below 80%)</th>
<th>Proficient 2 (80-89%)</th>
<th>Accomplished 3 (90-100%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learners and Learning</strong></td>
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<tr>
<td>Reflection of Learner Development</td>
<td>The reflection does not address relationship between P-12 minority students’ attitudes and learning environments <strong>Or</strong>- Comments do not suggest recognition that learner differences create the need for supportive and culturally responsive learning environments. <strong>Or</strong>- The candidate does not make connections between the minority experience and his (her) role as an educator.</td>
<td>The reflection addresses the relationship between P-12 minority students’ attitudes and learning environments <strong>And</strong>- The reflection attempts to connect learner differences in culture to a recognition that learning environments must be supportive, individualized and collaborative. <strong>And</strong>- The candidate addresses the role of the teacher in creating culturally accepting environments.</td>
<td>The reflection of the minority experience demonstrates a meaningful understanding of minority populations and it especially focuses on the positive and unique characteristics of each student <strong>And</strong>- The reflection insightfully connects learner differences in social behaviors and culture to the recognition that learning environments must be supportive, individualized and collaborative. <strong>And</strong>- The candidate addresses the role of the teacher in creating an environment that is responsive to the needs of minority students.</td>
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<tr>
<td><strong>Content Knowledge</strong></td>
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</tr>
<tr>
<td>Reflection of One’s Understanding of the Content as it relates to teaching concepts:</td>
<td>There is no apparent link between course content knowledge and the candidate’s experience within the reflection. <strong>Or</strong>- There is no apparent link between</td>
<td>The reflection adequately addresses the link between course content knowledge and the candidate’s experience. <strong>AND</strong>- A connection is made between</td>
<td>The reflection is insightful in drawing connections between understanding of course content and the experiential learning experience of the minority experience.</td>
</tr>
</tbody>
</table>
impacts/furthers pre-service teacher candidates understanding about the diversity of children in the P-12 setting with regard to minority populations

**INTSC Standards Addressed:**
1a, 1c, 1d, 1g, 1k
2d, 2g, 2j, 2k, 2l
3a, 3b, 3c, 3e, 3f, 3j, 3k, 3n, 3o

the course content and the impact of the minority experience upon the understanding of pre-service teachers with regard to minority P-12 children.

**INTSC Standards Addressed:**
1a, 1c, 1d, 1g, 1k
2d, 2g, 2j, 2k, 2l
3a, 3b, 3c, 3e, 3f, 3j, 3k, 3n, 3o

course content readings and discussions, and the candidate’s minority experience

**INTSC Standards Addressed:**
1a, 1c, 1d, 1g, 1k
2d, 2g, 2j, 2k, 2l
3a, 3b, 3c, 3e, 3f, 3j, 3k, 3n, 3o

The impact of the minority experience and how it furtered the understanding of diverse P-12 minority populations is discussed in the reflection.

**INTSC Standards Addressed:**
1a, 1b, 1d, 1f, 1g
2a, 2b, 2c, 2g, 2j, 2k
3b, 3c, 3e, 3i, 3j, 3m, 3o

The experience provides examples of how the minority experience positively impacted and furthered learning about diverse populations of P-12 minority students.

**Instructional Practice**

The reflection includes an accurate sense of how instructional planning is connected to overall student engagement and classroom management of diverse populations of students.

**INTSC Standards Addressed:**
1a, 1b, 1d, 1f, 1g
2a, 2b, 2c, 2g, 2j, 2k
3b, 3c, 3e, 3i, 3j, 3m, 3o

The reflection does not link the role of instructional planning as it relates to the minority students’ level of engagement and/or classroom management of diverse populations of minority P-12 learners.

**INTSC Standards Addressed:**
1a, 1b, 1d, 1f, 1g
2a, 2b, 2c, 2g, 2j, 2k
3b, 3c, 3e, 3i, 3j, 3m, 3o

Or-
The reflections suggests an inaccurate perception of how planning might be connected to engagement and/or classroom management of P-12 minority learners.

**INTSC Standards Addressed:**
1a, 1b, 1d, 1f, 1g
2a, 2b, 2c, 2g, 2j, 2k
3b, 3c, 3e, 3i, 3j, 3m, 3o

The reflection adequately addresses the link between instructional planning as it relates to the minority students’ level of engagement and/or classroom management of P-12 minority populations of students.

**INTSC Standards Addressed:**
1a, 1b, 1d, 1f, 1g
2a, 2b, 2c, 2g, 2j, 2k
3b, 3c, 3e, 3i, 3j, 3m, 3o

Or-
The reflection provides examples of things a teacher could do to increase engagement and/or enhance classroom management for minority learners.

**Reflection of Strengths and**
The reflection includes a link between the cultural clinical experience and teacher knowledge about culturally responsive teaching practices.

**INTSC Standards Addressed:**
1a, 1b, 1d, 1f, 1g
2a, 2b, 2c, 2g, 2j, 2k
3b, 3c, 3e, 3i, 3j, 3m, 3o

The reflection does not address culturally responsive teaching practices.

**INTSC Standards Addressed:**
1a, 1b, 1d, 1f, 1g
2a, 2b, 2c, 2g, 2j, 2k
3b, 3c, 3e, 3i, 3j, 3m, 3o

The reflection draws accurate connections between the candidate’s minority experience and the need to be a culturally responsive teacher.

**INTSC Standards Addressed:**
1a, 1b, 1d, 1f, 1g
2a, 2b, 2c, 2g, 2j, 2k
3b, 3c, 3e, 3i, 3j, 3m, 3o

And—
The reflection draws accurate connections between the candidate’s Minority Experience and culturally responsive teaching practices

**Reflection of Strengths and**
The reflection does not provide an

**Reflection of Strengths and**
The reflection provides an

**Reflection of Strengths and**
The reflection provides an
### Weaknesses

The reflection includes an accurate sense of the candidate’s overall understanding of diversity in a P-12 setting and the positive impact a teacher makes with regard to planning for and understanding of various cultural aspects of learners.

**INTSC Standards Addressed:**
1a, 1b, 1d, 1f, 1g
2a, 2b, 2c, 2g, 2j, 2k, 2o
3b, 3c, 3e, 3i, 3j, 3m, 3o

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### Professional Responsibility

**Reflection of Desire for Self Improvement**

The reflection includes a genuine desire on the part of the pre-service teacher candidate to engage in self-improvement and responsibility to ensure student growth.

**INTASC Standards Addressed:**
1a, 1c, 1g, 1k
2d, 2g, 2j, 2k
3a, 3b, 3c, 3f, 3j, 3k, 3o

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### Due Date/Format of Reflection

<table>
<thead>
<tr>
<th></th>
<th>Reflection one day late or more and hand-written and/or written in casual language.</th>
<th>Reflection turned in on time and typed with a format that is mostly professional.</th>
<th>Reflection is turned in on time and is typed. The reflection is written with an advanced vocabulary stance and is professional.</th>
</tr>
</thead>
</table>

### Grammar and Conventions

<p>| | Reflection has more than five conventional errors and/or is not at the length assigned by the professor. | Reflection written with conventional spelling/grammar and meets expectations of length assigned by professor. | Well written reflection that is error free, neat and well organized/meets expectations of length assigned by professor. |</p>
<table>
<thead>
<tr>
<th>Total Score</th>
<th>Total Score Emerging/Developing</th>
<th>Total Score Proficient</th>
<th>Total Score Accomplished</th>
</tr>
</thead>
</table>

Emerging: Total Score of 12 or below (C or below on Project)
Proficient: Total Score of 13-18 (B- to B+ on Project)
Accomplished: Total Score of 19-24 (A- to A+ on Project)

University Supervisor: _______________________________  Date: _______________________________