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>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reflection of Learner Development</strong></td>
<td>The reflection does not address developmental variation of P-12 students/families in a diverse environment</td>
<td>The reflection addresses developmental variation of P-12 students/families in a diverse environment. <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 clinical was conducted over a minimum of 8-hours in a culturally diverse environment.</td>
<td>A meaningful reflection of the cultural variation noted by the candidate is provided 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 clinical was conducted over a minimum of 8-hours in a culturally diverse environment.</td>
</tr>
<tr>
<td><strong>ITASC Standards Addressed:</strong></td>
<td>1b, 1c, 1g, 1k</td>
<td>2a, 2c, 2d, 2j</td>
<td>3b, 3f, 3g</td>
</tr>
</tbody>
</table>

| **Content Knowledge** | The reflection includes how the content of the course is relevant in a diverse society; and how it impacts/furthers pre-service teacher candidates understanding | The reflection adequately addresses the link between course content knowledge and the candidate’s experience. **AND** A connection is made between course content and the candidate’s cultural clinical experience | The reflection is insightful in drawing connections between understanding of course content and the experiential learning experience of the cultural clinical experience. **And** The experience provides examples of how the clinical positively |
| **Reflection of One’s Understanding of the Content as it relates to teaching concepts:** | There is no apparent link between course content knowledge and the candidate’s experience within the reflection. **Or** There is no apparent link between the course content and the impact of the clinical experience upon the | **And** | |
|                          |                                  |                        |                          |
about the diversity of children in the P-12 setting.

INTSC Standards Addressed: 
1a, 1c, 1e, 1k  
2g, 2j, 2k  
3b, 3f, 3i, 3p

understanding of pre-service teachers with regard to diverse P-12 children.

AND-
The impact of the cultural clinical experience and how it furthered the understanding of diverse P-12 populations is discussed in the reflection.

<table>
<thead>
<tr>
<th>Instructional Practice</th>
<th>The reflection includes an accurate sense of how instructional planning is connected to overall student engagement and classroom management of diverse populations of students.</th>
</tr>
</thead>
</table>
| INTASC Standards Addressed: | 1b, 1d, 1e, 1i  
2c, 2g, 2k, 2o  
3b, 3c, 3i, 3j, 3k |
| The reflection does not link the role of instructional planning as it relates to the students’ level of engagement and/or classroom management of diverse populations of P-12 learners. | The reflection does not link the role of instructional planning as it relates to the students’ level of engagement and/or classroom management of diverse populations of P-12 learners. |
| The reflection adequately addresses the link between instructional planning as it relates to the students’ level of engagement and/or classroom management of P-12 learners. | The reflection provides examples of things a teacher could do to increase engagement and/or enhance classroom management for culturally diverse learners. |
| The reflection adequately addresses the link between instructional planning as it relates to the students’ level of engagement and/or classroom management of P-12 diverse populations of students. | The reflection does not address culturally responsive teaching practices. |
| The reflection draws accurate connections between the candidate’s clinical experience and the need to be a culturally responsive teacher. | The reflection draws accurate connections between the candidate’s Cultural Clinical Experience and Culturally responsive teaching practices. |
| The reflection draws accurate connections between the candidate’s clinical experience and the need to be a culturally responsive teacher. | The reflection includes some examples of the variation in instructional strategies used that impact diverse learners. |
| Reflection of Strengths and 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 |
| The reflection does not provide an adequate reflection of the candidate’s understanding of diversity and how it can impact a teacher’s effectiveness in the P-12 classroom. | The reflection provides an adequate understanding of diversity and the ways in which a teacher can positively impact a P-12 learning environments through insights into cultural |
| The reflection provides an adequate understanding of diversity can positively impact P-12 learning environments | The reflection provides an adequate understanding of the ways in which a teacher’s understanding of diversity can positively impact P-12 learning environments. |
teacher makes with regard to planning for and understanding of various cultural aspects of learners.

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

responsiveness.

And-
The reflection shows an ability to connect how these strengths impact learning.

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:
1b, 1c, 1d, 1e, 1g, 1i
2c, 2d, 2g, 2j, 2k, 2o
3b, 3c, 3e, 3f, 3i, 3j, 3k

The reflection seems superficial and does not suggest a genuine effort at self-reflection and/or assessment of personal understanding of diversity

Or-
The comments about self-improvement and/or self-reflection of diversity are unrealistic.

The reflection includes meaningful and worthwhile assessment of the cultural clinical experience and includes adequate/appropriate personal connection to diverse populations of learners.

The reflection includes meaningful and worthwhile assessment of the cultural clinical experience in terms of the connections to student learning, and personal understanding.

**And-**
The reflection includes comments and/or thoughts about future goals and ideas for self improvement with regard to meeting the needs of diverse learners.

Due Date/Format of Reflection

Reflection one day late or more and hand-written and/or written in casual language.

Reflection turned in on time and typed with a format that is mostly professional.

Reflection is turned in on time and is typed. The reflection is written with an advanced vocabulary stance and is professional.

Grammar and Conventions

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.

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Total Score

Total Score

Emerging/Developing

Proficient

Accomplished
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: ______________________________________