

Name _____ / O&P or Student Teaching /BYUH ____, Adjunct__ or CT__ /
Subj. _____

Reflection Assessment Report

Process:

- Teacher Candidate completes their reflection within 48 hours after lesson observation.
- All reflections must be completed on this template (as a Word document)
- Return all pages in an email attachment to the Field Services Coordinator (not as Google doc sharing)
- Rated reflection will be returned to you via email for your review. On occasion, it may need to be revised and resubmitted.
- If revision is required, please do so within 48 hours and return to the Field Services Coordinator.

Reflection Assessment Report:

After each teaching observation, you will reflect on your instruction by addressing the following:

Report: Provide a brief summary or description of the lesson. This includes what you taught, the learning outcomes, and your rationale for the importance of the content of the lesson and your instructional methods. The report provides the big picture of the lesson and your students' learning. This is the only place where you will describe your lesson. This report sets up the analysis by providing a sense of context. It is typically one, well-developed paragraph.

Analyze: Your analysis focuses on how well the learning objectives were achieved and other important issues arising from your lesson. This is where you dig into your lesson. You will make specific claims about your students' learning, using specific pieces of evidence from your assessment data to support your claims. You must make a compelling case for the validity of each of your claims. Your goal is to convince your readers that your analysis is grounded in clear thinking and appropriate use of data. It may be appropriate to include a table representing your students' assessment results. The analysis is the heart of the reflection. Do not describe the lesson or simply repeat what your observer said; instead, use the observer feedback. Integrate it into your analysis. What, for example, does the feedback suggest about the elements of your instruction? Your analysis will consist of several, well-developed paragraphs. Each paragraph should include one claim supported by relevant data and clear, careful reasoning.

Plan: Based on your analysis, what will you do next time to help all of your students meet the learning outcomes and improve your instruction? Be specific. As before, draw from your assessments and your observer feedback to make and support your specific plans. Explain not only *what* you will do, but *how* and *why*. Your plan should grow out of your analysis. Think of the plan as the instructional improvements you will make, based on your analysis. This is typically one or two well-developed paragraphs.

Written Communication: Your reflection should also include attention to the clarity of your writing and presentation of your ideas, as well as attention to the mechanics of writing, such as appropriate fonts, spelling, grammar, and punctuation. Your reflection should be an example of the written communication of a professional.

Assessment of Observation Reflections

	Developing	Proficient	Exemplary
Report	<p>Provides a summary of the lesson, but the following may be incomplete, lacking focus, or missing</p> <ul style="list-style-type: none"> • A description of what was taught • Identification of the lesson outcome • A rationale for the importance of the content • A rationale for the appropriateness of the methods 	<p>Provides a brief summary of the lesson that includes the following:</p> <ul style="list-style-type: none"> • What was taught • The outcome of the lesson • A rationale for the importance of the content • A rationale for the appropriateness of the methods 	<p>Provides a brief summary of the lesson that includes the following:</p> <ul style="list-style-type: none"> • A detailed description of what was taught • A high level learning outcome • A compelling rationale for the importance of the content • A compelling rationale for the appropriateness of the methods
Analyze	<p>May include less than two points of analysis drawn from the lesson Each analytic point may be less than a paragraph in length and the following may be incomplete, unfocused or missing:</p> <ul style="list-style-type: none"> • A claim about one aspect of the lesson • Evidence drawn from the lesson to support the claim • Rationale or careful reasoning about how the evidence supports the claim 	<p>Includes two-three points of analysis drawn from the lesson: Each analytic point is a paragraph in length and includes the following:</p> <ul style="list-style-type: none"> • A clear and specific claim about one aspect of the lesson • Evidence drawn from the lesson to support the claim • Rationale or careful reasoning about how the evidence supports the claim 	<p>Includes three-five points of analysis drawn from the lesson. Each analytic point is at least a paragraph in length and includes the following:</p> <ul style="list-style-type: none"> • A clear, specific and compelling claim about one aspect of the lesson • High quality and perhaps multiple evidences drawn from the lesson to support the claim • Compelling rationale or careful reasoning about how the evidence supports the claim
Plan	<p>May not be informed by the Analyze section May include one area of improvement but the following may be incomplete, lacking focus, or missing:</p> <ul style="list-style-type: none"> • An explanation of what the candidate could do differently • An explanation of how the candidate could do differently • An explanation of why doing it differently would be valuable 	<p>Informed by the Analyze section May include one-two areas of improvement that each include the following:</p> <ul style="list-style-type: none"> • An explanation of what the candidate could do differently • An explanation of how the candidate could do differently • An explanation of why doing it differently would be valuable 	<p>Informed by the Analyze section May include two-three areas of improvement that each include the following:</p> <ul style="list-style-type: none"> • A detailed evidence-based explanation of what the candidate could do differently • An explanation of how the candidate could do differently that is supported by appropriate educational theories and practices • A detailed and compelling explanation of why doing it differently would be valuable to students

Additional Comments from the Faculty Supervisor:

Faculty Supervisor Signature: _____

Date: ____/____/____

(To be completed by Teacher Candidate on word processor)

Name:	Cooperating Teacher:
School:	Observer:
Date:	Subject:
Time:	Original: _____ Redo: _____

Report:

Analyze:

Plan: