

Texas Success Initiative Professional Development Online PD

An Explanation of the Module Reflection Scoring Rubric

The rubric contains parts called **Components** which are broad statements specifying the information that the instructor is required to include in the reflection.

COMPONENT/COMPONENT REQUIREMENT	COMPONENT INDICATORS	HELPFUL HINTS FOR WRITING THE REFLECTION
<p style="text-align: center;">Component 1: Activity Overview</p> <p>What did you do? This is a description of the professional development activity that the instructor completed.</p>	Description of the mode of delivery for the activity.	<i>How was instruction delivered and activity implemented? (face to face, online, panel discussion, lecture, etc.)</i>
	Description of the time requirements to complete the activity, personal time commitment outside of the formal activity and course material requirements related to the activity.	<i>How much time was spent planning for instruction/implementation or preparing materials?</i>
	Explanation of the content addressed by the activity.	<i>What was this PD About? topic/content covered?</i>
	Explanation of any assignments and assessments required of the learner.	<i>What tasks were assigned? What tasks or tests did you implement?</i>
<p style="text-align: center;">Component 2: Application of Knowledge</p> <p>How did you apply it? This is an explanation of the steps you took to implement what you learned. How you made it happen in your classroom.</p>	Explanation of the processes and procedures used for the implementation of new knowledge or skill in an educational setting.	<i>What were the steps you took to use this new skill in your classroom? How did you prepare? How did you actually carry it out in your classroom? Describe the specific new activity/skill you use with students.</i>
	Explanation of any modification to instructional practice that have been made in order to implement new knowledge or skill in an educational setting.	<i>What did you change to be able to use the new knowledge/skill in your classroom? If there were none, you must state "none".</i>
	Explanation of how the new knowledge or skill is/is not applicable to and is/is not appropriate for use in the specific educational setting of the adult educator.	<i>Talk about why this activity is/is not applicable/appropriate for use in your classroom or with your learners.</i>
	Explanation of timeline of implementation of the activity assigned in the PD module.	<i>Explain the time it took from the beginning to the end.</i>
<p style="text-align: center;">Component 3: Self-Evaluation</p> <p>How did it work? This is reflection on the outcomes of implementation and instructional effectiveness of what you did...good or bad. This section focuses on the <u>students</u>.</p>	Explanation of the outcomes after the implementation of new knowledge or skill in an educational setting.	<i>What changed in your classroom as a result of using the new knowledge/skill? This is a change for your students.</i>
	Description of instructional effectiveness and evidence of student learning related to the implementation of new knowledge or skill in an educational setting.	<i>What new student behaviors or knowledge occurred as a result of using the new knowledge/skill. Provide specific and concrete examples of how you can document this using comparison words such as Before, After, I know because...</i>
	Identification of strengths and/or weaknesses relating to the implementation of new knowledge or skill in an educational setting. The reflection contains an analysis of any areas in need of improvement before continued implementation.	<i>State the strengths and/or weaknesses. What worked? What did not work? Are there any areas in need of improvement? If you could do this again, would you do it the same or would you make a few changes in order to refine the technique a bit? What would those changes be? If there were no changes you would make, you must state "none".</i>

Looking at the PD Rubric in more Detail

Accompanying each Component is an expanded statement called the **Component Requirements**. The Component Requirement provides a more detailed statement of the information that the teacher is required to include in the reflection.

Following the Components and the Component Requirements are the **Component Indicators**. The Component Indicators provide a detailed breakdown of the information that the teacher is required to include in the reflection. If a submitted reflection addresses all individual Component Indicators, the reflection will fulfill the Component Requirements statement and thus the broader Components.

Finally, the rubric contains the **three levels of performance standards** for each Component Indicator. These performance standards include: “Cannot be Scored”, “Below the Standard”, and “At the Standard.” Reflections must be rated “At the Standard” for all individual Component Indicators in order for the reflection to be approved. If any of the Component Indicators are “Below the Standard” or “Cannot be Scored”, the reflection will not be approved and the instructor will be provided feedback identifying the deficiencies in the reflection. The teacher may resubmit the after addressing the noted deficiencies.

Remember, the model requires the submission of a reflection **after** you have implemented the knowledge or skill in your practice.

Helpful Hints for Writing Reflections

1. Paint a picture of what you did and your student outcomes.
2. Be direct; complex writing is not required.
3. Keep detailed records and notes about your activities and classroom/student observations.
4. Become familiar with the rubric prior to implementing new knowledge or skills.
5. Take notes as you prepare to implement new knowledge and skills, during, and immediately after implementation of new knowledge and skills.
6. Write your reflections as soon as possible; the longer you wait, the more difficult it will be to write.
7. Use the Component Indicators (and the Helpful Hints) as a Checklist of what must be included.
8. Peer review; it is helpful to have someone else review your reflections with the rubric. They will often “catch” items you may have missed.