**General Lesson Reflection Rubric**



This document should be used by teachers to reflect on the implementation of Springboard Collaborative’s Early Literacy Curriculum. It can be used with any portion of Springboard Collaborative’s Early Literacy Curriculum: Read Aloud, Writing Time, Shared Reading, Reading Readiness and Phonics, and Small Groups with Stations.

Teacher:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Component \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Level \_\_\_\_\_\_ Unit \_\_\_\_\_\_

*Read through each instructional component and mark “Yes” or “No” if the component is present. Be sure to take note of any reflections, wonderings or next steps in the “Notes” section.*

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| **Lesson Preparation** | **Yes/No** | **Notes** |
|
| The teacher is prepared to teach each lesson. The teacher reviews and internalizes the lesson plan, lesson objectives, lesson script and accompanying materials.  |  |  |
| The teacher prepares, in advance, all materials (e.g. Read Aloud Books, Small Groups with Stations task cards, Elkonin boxes, letter mats, slide decks, etc.) necessary to teach the lesson. The teacher refers to the Unit Plan to determine which materials need to be printed, projected, copied, etc.  |  |  |
| **Lesson Delivery** | **Yes/No** | **Notes** |
| The teacher understands the importance of time on task and uses the entire allocated time for each lesson component efficiently.  |  |  |
| The lesson flows smoothly; while still monitoring and adjusting to students’ instructional needs, the teacher moves from one lesson component to the next without confusion or delay. |  |  |
| The teacher follows the structure and routines found within the lesson plan; no parts of the lesson are skipped. |  |  |
| The teacher follows the lesson script, if applicable.  |  |  |
| The teacher appropriately uses/refers to theinstructional practices and resources provided for each lesson. |  |  |
| The teacher’s explanation and demonstration of the lesson’s skills are correct (i.e. definitions, pronunciation, phonics rule, etc.)  |  |  |
| Students are actively engaged throughout the lesson (i.e. reading along, singing the chants, blending words, using their materials, etc.).  |  |  |
| Students demonstrate proficiency of the lesson’s skill(s).  |  |  |
| **Monitoring Student Learning** | **Yes/No** | **Notes** |
| The teacher continuously monitors and adjusts instruction based on real-time observations.  |  |  |
| The teacher promptly and accurately addresses misunderstandings or misconceptions (if necessary).  |  |  |
| The teacher appropriately and accurately responds to student questions.  |  |  |
| The teacher has administered the formative assessments, if applicable, and uses this data to differentiate and guide instruction. |  |  |
| **Classroom Environment** | **Yes/No** | **Notes** |
| The teacher creates a positive learning environment: -Students feel welcomed. -Students participate. -Students ask questions. -Students take risks. |  |  |
| To maximize time on task, the teacher continuously monitors student behavior and addresses any off-task quickly and effectively.  |  |  |
| To maximize time on task, the teacher creates routines and procedures for every aspect of the lesson.  |  |  |