

Self-Reflection Rubric - Week 3 (Representation)

Determine where you are on the continuum. The rubrics are not intended to be evaluative but rather supportive of your professional growth through reflection.	*Benchmark A standard or point of reference against which things may be compared or assessed	*Milestone An action or event marking a significant change or stage in development	*Capstone The crowning achievement, point, element, or event
Process - This rubric addresses the thinking process involved in the design of your weekly task.			
I chose or created a task to challenge and/or build upon my understanding about UDL and my current instructional practice.			
I reviewed the suggested information. I extended this by searching for and including other relevant resources, websites, videos etc. to help inform my learning.			
I examined how to address accessibility and options and choice, the low-lying fruit of UDL as I designed my task.			
I considered how to support comprehension to help learners become resourceful and knowledgeable.			
I viewed the creation of my task through multiple lenses: learner, teacher, UDL, (other role)			
I included one or more apps/tools that I didn't know or only used at a basic level, I took the time to thoroughly understand its/their functions and application to UDL.			
Product - This rubric addresses the design and creation of your weekly task.			
I created a product that both models my understanding and supports participants' understanding of UDL principle(s)			
My "artifact" incorporates multiple means of representation. I understand the limitations of my choice and addressed			

them in the design.			
I addressed the “low-lying fruit” of UDL in my design related to Representation.			
I addressed UDL’s goal of helping create expert learners. I included a focus on comprehension and helping learners become resourceful and knowledgeable.			
My knowledge of the apps and/or tools I used is evident in the final design of my product.			
I created my product based on good design principles to create an aesthetically pleasing, visually balanced design. (See links at bottom of page)			
I created an artifact that is publishable and shareable in a professional setting. I addressed copyright and fair use. I created an appropriate Creative Commons license.			
Post - This rubric addresses your task creation post and its focus on understanding, practical application and meta-teaching.			
I connected the weekly UDL principle and applicable guidelines to my artifact.			
I reflected on my learning, examining new understanding and any challenges to my assumptions and beliefs			
I focused in on the Week’s UDL focus, referencing the goal of expert learners and supporting learner metacognition when possible.			
I continue to do a mental check to ensure my preferences and needs as a learner do not dominate how I teach.			

I applied “metateaching” principles, exploring what changed about my instruction or practice, any insights gained and/or questions unanswered			
I included the practical application of what I learned to my instructional setting and expanded it for other grades/institutions/systems			
I considered next steps in my learning and wrote them down as goals for my professional learning. I designed a method to record and follow-up with this learning.			

[Elements and Principles of Design](#)

[Tips for Creating Instructional Videos](#)

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* Terms from Stallbaumer-Beishline, L. M. (2012, January). Outcomes assessment essentials: Rubrics, a course-embedded tool. Retrieved from http://orgs.bloomu.edu/tale/documents/OAE5_Rubrics.pdf