**Assignment and Rubric – Reflective Teaching Mind Map**

Using the Zeichner and Liston text and the Nieto text as resources along with your own thoughtful reflection, create a mind map on the topic of Reflective Teaching. Use a web 2.0 mind mapping tool like bubble.us (https://bubbl.us/ ), mindmeister (http://www.mindmeister.com/ ) or similar tool to complete this task. You may want to think about this as if you were planning to write a paper on the topic. The various levels of bubbles on the mind map would represent your organizational work in the planning stages for the paper. So you might start with a bubble at the center with a question like “What is Reflective Teaching?” At the next level, you might look at key ideas (if you were thinking of the text), then perhaps details for those key ideas, then examples, and finally, your reflective thoughts. Sounds like a full, colorful mind map, doesn’t it?

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| **Criteria** | **Distinguished** | **Proficient** | **Basic** | **Unsatisfactory** |
| **Key Ideas** | The mind map reflects deep understanding of the key ideas and the relationships among these. | The mind map reflects key ideas that are found in the texts, and shows understanding of the relationship among these ideas. | The mind map reflects some of the key ideas found in the texts and/or shows partial understanding of the relationship among these ideas. | Key ideas and other details are randomly mixed so that relationships among all ideas are unclear. |
| **Details and Examples** | The details and examples add substance to the key ideas, clarifying and exemplifying their importance to reflective teaching. | Details and examples show alignment with the key ideas and help to clarify the thinking process for the reader. | Details and examples are present, and they demonstrate partial understanding of the concepts/ideas to which they are joined. | Although details and examples may be present, there may be little or no alignment of the thoughts with the key ideas to which they are attached. |
| **Reflective Thought** | Reflective thought and responses take the reader deep into the ideas, drawing out further examples and extending the reader’s personal response. | Reflective thought and responses encourage the reader to think about the importance of the included ideas. | Reflective thoughts are present; however, their connections to the key ideas and examples are sometimes unclear. | Few reflective thoughts are present and/or they are unclearly connected and expressed. |
| **Presentation** | The writer demonstrates insightful use of the web tool features to highlight and clarify organized thought. | The writer uses the web tool to demonstrate and organize thought. | The writer uses the web tool to address the task. | Although the writer uses the web tool to address the task, it is minimally supported. |