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**ELSE 6183 Teaching Students with Autism Spectrum Disorders**

 Final Reflective Assessment

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| Name: |  | Date: |  |

Directions

 Assignment

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For your Week 7 Assignment, you will write a **Reflective Assessment Paper on Teaching Students w/ASD**.

Reflection offers you the opportunity to consider how your personal experiences and observations shape your thinking and your acceptance of new ideas. I encourage you to explore your own ideas about this course, the assignments, and personal experiences as they relate to teaching children with ASD. This personalized reflection assignment is designed to help you intentionally and thoughtful reflect upon the experiences in this course and what you learned from them as they apply to CEC Standards.

As with all written assignments, it is important to have a clear focus for your writing. You do not need to discuss every experience or assignment. **Categories include**: Self-disclosure, Connection to outside experiences, Connection to readings, Connection to class discussions & Course objectives. Choose a few assignments that you can explore within the context of your placement and their relation to the Standards (refer back to syllabus or CEC website if you are not familiar with the Standards). In this reflection, you should maintain a formal tone, but it is acceptable to write in the first person and to use personal pronouns. This paper should be approximately 2.5 pages long.

The content of your paper must minimally include the following:

* Discussion on what you have learned during the class and how it will assist you in achieving further academic and work-related goals.
* Discuss assignments in the course as they relate to the CEC Standards.
* A discussion of how what was learned from chapter readings, personal research, and course related assignments.
* A discussion of personal experiences both positive and negative (weakness and strengths) as they relate to the course, student learning, and impact on teaching during COVID-19.

You will write a 2-2.5 page paper that reflects on the personal experiences, course content, CEC Standards, and impact on teaching students with ASD. The paper should be supported using examples from student’s course experiences, be written APA style. The reflection must be double spaced, using a 12-point font and one-inch margins.

Rubric

Use the rubric below to guide your work.

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| **Categories**🡻 | **Exemplary** | **Acceptable** | **Beginning**. |
| **Standards-Based Course Reflection** |
| Self-disclosure | Student seeks to understand concepts by examining openly your own experiences in the class as they relate to the topic, to illustrate points you are making. Demonstrates an open, non-defensive ability to self-appraise, discussing both growth and frustrations as they related to learning in class.**(7 points)** | Student seeks to understand concepts by examining somewhat cautiously your own experiences in the past as they relate to the topic. Sometimes defensive or one-sided in your analysis.**(6 points)**  | Little self-disclosure, minimal risk in connecting concepts from class to personal experiences. Self-disclosure tends to be superficial and factual, without self-reflection.**(3 points)** |
| Connection to Outside Experiences | In-depth synthesis of thoughtfully selected aspects of teaching experiences related to the class. Makes clear connections between what is learned from outside experiences and the course.**(7 points)** | Goes into some detail explaining some specific ideas or issues from outside experiences related to teaching students w/ASD. Makes general connections between what is learned from outside experiences and the course.**(6 points)** | Identify some general ideas or issues from outside experiences related to the class.**(5 points)** |
| Connection to Discussions & Course Objectives | Synthesize, analyze and evaluate thoughtfully selected aspects of ideas or issues from the class discussion as they relate to teaching students with ASD.**(7 points)** | Synthesize clearly some directly appropriate ideas or issues from the class discussion as they relate to teaching students w/ASD.**(6 points)** | Restate some general ideas or issues from the class discussion as they relate to teaching students with ASD.**(4 points)** |
| Connection to Readings (assigned and ones you have read on your own) | In-depth synthesis of thoughtfully selected aspects of readings related to the topic. Makes clear connections between what is learned from readings and the topic. Demonstrate further analysis and insight resulting from what you have learned from reading, Includes reference to at least two readings other than those assigned for class.**(6 points)**  | Goes into more detail explaining some specific ideas or issues from readings related to the topic. Makes general connections between what is learned from readings and the topic. Includes reference to at least one reading other than those assigned for class.**(5 points)** | Identify some general ideas or issues from readings related to the topic. Readings are only those assigned for the topic.**(2 points)** |
| Mechanics | Writing is clear, organized, well presented. Ideas are accurate and well supported. There are no in spelling, punctuation or usage. **(3 points)**  | Writing is generally clear and well organized. Ideas are accurate and usually supported. There are some errors (2-3) in spelling, punctuation or usage. **(2 points)**  | Writing lacks clarity and/or organization. Some ideas are difficult to follow and are not supported. There are numerous (4 or more) errors in spelling, punctuation and usage. **(1 point)**  |