TEAM Criteria for Success – Reflection Paper or Project

For Module 2: Planning

Module Process Expectations	Criteria for Success *What does the beginning teacher need to include to be successful in the module process?*	Rating and Feedback
1. Development of New Learning ***Teachers engage in professional learning to develop new knowledge and skills to improve their practice so they can help students achieve.***	● Describes **how the teacher developed** new learning (e.g., activities and resources, etc.), <u>and</u> ● Explains **what the teacher learned** from the selected activities and resources and/or thinking more deeply about his/her practice.	[ ] **Meets the criteria for** *Development of New Learning* ❏ The paper/project describes **how you developed new learning** and explains what you learned - terrific! Continue to engage in and reflect on new learning to enhance practice and student achievement. [ ] **Does not yet meet the criteria for** *Development of New Learning* ❏ The paper/project does not describe the resources and/or activities used to **develop new learning**. Describe specifically what you did to develop new learning during the module. ❏ The paper/project does not explain **what you learned** from the selected activities and resources. Explain specifically what you learned from the selected activities and resources and/or thinking more deeply about your practice. ❏ The paper/project includes a vague or general explanation of what you learned from the selected activities and resources. Explain more specifically what you learned from selected activities and resources and/or thinking more deeply about your practice.
2. Impact on Practice ***Teachers apply new knowledge and skills learned to improve planning practice prior to teaching.***	● Explains, using **specific examples/evidence**, what the teacher did differently when planning **prior to teaching**.	[ ] **Meets the criteria for** *Impact on Practice* ❏ The paper/project includes specific examples/evidence to explain what you did differently when planning as a result of the learning you acquired in this module - way to go! Continue to implement and reflect on changes in your planning practice to positively impact student outcomes. [ ] **Does not yet meet the criteria for** *Impact on Practice* ❏ The paper/project describes what happened during the instruction or assessment of a lesson or unit rather than examples describing the changes in your planning of the lesson or unit. Provide **specific examples/evidence** of what you did differently to plan a lesson or unit **prior to teaching** during the 8 - 10 week module. ❏ The paper/project does not include specific examples/evidence to explain how your planning practice changed. Provide **specific examples/evidence** of what you did differently to plan a lesson or unit **prior to teaching** during the 8 - 10 week module. ❏ The paper/project includes vague or general examples/evidence to explain how your planning practice change. Provide **specific examples/evidence** of what you did differently to plan a lesson or unit **prior to teaching** during the 8 - 10 week module.

3. Impact on Students *Student learning and achievement will improve as a result of teachers applying the new knowledge and skills learned in their planning practice.*	● Explains, using **specific examples/evidence**, how the teacher **anticipates** student performance/learning will improve as a result of changes in the way the teacher plans **prior to teaching**.	[ ] **Meets the criteria for *Impact on Students*** ❑ The paper/project includes specific examples/evidence to explain how you anticipate student performance/learning will improve as a result of changes in your planning practice - well done! Continue to anticipate the impact of your planning practice on student outcomes to maximize learning. [ ] **Does not yet meet the criteria for *Impact on Students*** ❑ The paper/project includes examples of student outcomes that happened as a result of instruction rather than examples of what you **anticipated** outcomes would be during the planning of a lesson or unit. Provide **specific examples/evidence** of why or how your planning **will result** in positive outcomes for students. ❑ The paper/project does not include specific examples/evidence of how you **anticipate** student performance/learning will improve as a result of the changes you made in your planning during the module. Provide **specific examples/evidence** of why or how your planning **will result** in positive outcomes for students. ❑ The paper/project includes vague or general examples/evidence of how you **anticipate** student performance/learning will improve as a result of the changes you made in your planning during the module. Provide **specific examples/evidence** of why or how your planning **will result** in positive outcomes for students.

Reviewers may also select the following general feedback statement regardless of whether or not the paper meets the criteria. Selection of this feedback statement will not impact the rating of the paper/project.

❑ Multiple spelling, grammar and/or punctuation errors were noted in your paper/project. Although this did not impact the final outcome of the paper/project, please be aware that your work should reflect the professionalism expected by the educational community.

The signature of the District Facilitator indicates that module _____has successfully met all requirements.

_____

Signature of District Facilitator   Date

_____

Email address of District Facilitator   Phone