

# 2016 - 2017 TEAM Reflection Paper Criteria and Feedback 2/11/16

## For the Planning Module

There is a separate Criteria and Feedback document for the Classroom Environment, Instruction and Assessment Modules.

All three criteria must be met for successful completion.

<p style="text-align: center;"><b>Criteria</b></p> <p style="text-align: center;"><i>What does the Beginning Teacher need to include to be successful in the module process?</i></p>	<p style="text-align: center;"><b>Feedback</b></p> <p style="text-align: center;"><i>Suggestions to Improve Performance</i></p> <p style="text-align: center;"><i>Select feedback <b>only</b> for criteria that <b>does not meet</b> success.</i></p>
<p><b>I. Development of New Learning</b></p> <ul style="list-style-type: none"> <li>• Describes <b>how the teacher developed</b> new learning and</li> <li>• Explains <b>what the teacher learned</b> from the selected activities and resources and/or thinking more deeply about her/his practice.</li> </ul> <p><input type="checkbox"/> <b>Meets</b> the criteria for <i>Development of New Learning</i></p> <p><input type="checkbox"/> <b>Does not meet</b> the criteria for <i>Development of New Learning</i> <b>Select Feedback</b> →</p>	<p><input type="checkbox"/> Describe <b>more specifically</b> what you did to develop new learning.</p> <p><input type="checkbox"/> Explain <b>more specifically</b> what you learned from selected activities and resources and/or thinking more deeply about your practice.</p>
<p><b>II. Impact on Practice</b></p> <ul style="list-style-type: none"> <li>• Explains, <b>using specific examples/evidence</b>, what the teacher did differently when planning <b>prior to teaching</b>.</li> </ul> <p><input type="checkbox"/> <b>Meets</b> the criteria for <i>Impact on Practice</i></p> <p><input type="checkbox"/> <b>Does not meet</b> the criteria for <i>Impact on Practice</i> <b>Select Feedback</b> →</p>	<p><input type="checkbox"/> This paper does not focus on the planning process. Provide <b>specific examples/evidence</b> of what you did differently to plan <b>prior to teaching</b></p> <p><input type="checkbox"/> Provide <b>specific examples/evidence</b> of what you did differently to plan <b>prior to teaching</b>.</p>

<p style="text-align: center;"><b>Criteria</b></p> <p style="text-align: center;"><i>What does the Beginning Teacher need to include to be successful in the module process?</i></p>	<p style="text-align: center;"><b>Feedback</b></p> <p style="text-align: center;"><i>Suggestions to Improve Performance</i></p> <p style="text-align: center;"><i>Select feedback <b>only</b> for criteria that <b>does not meet</b> success.</i></p>
<p><b>III. Impact on Students</b></p> <ul style="list-style-type: none"> <li>• Explains, using <b>specific examples/evidence</b>, how the teacher <b>anticipates</b> student performance/learning will improve as a result of changes in the way the teacher plans <b>prior to teaching</b>.</li> </ul> <p><input type="checkbox"/> <b>Meets</b> the criteria for <i>Impact on Students</i></p> <p><input type="checkbox"/> <b>Does not meet</b> the criteria for <i>Impact on Students</i>  <i>Select Feedback</i> →</p>	<p><input type="checkbox"/> This reflection paper does not describe how you <b>anticipated</b> student performance/learning would improve. Provide <b>specific examples/evidence</b> of why or how your planning <b>will result</b> in positive outcomes for students.</p> <p><input type="checkbox"/> Provide <b>specific examples/evidence</b> of why or how your planning <b>will result</b> in positive outcomes for students.</p>

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.

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