

TEAM Criteria and Feedback for Reflection Papers and Projects

For Module 2: Planning

All three criteria must be met for successful completion.

Module Process Expectations	Criteria for Success <i>What does the beginning teacher need to document to be successful in the module process?</i>	Rating and Feedback Suggestions to Improve Performance <i>Select feedback only for criteria that does not meet success.</i>
<p>1. Development of New Learning</p> <p><i>Teachers engage in professional learning to develop new knowledge and skills to improve their practice so they can help students achieve.</i></p>	<p>Development of New Learning</p> <ul style="list-style-type: none"> ● Describes how the teacher developed new learning (e.g., activities and resources, etc.), and ● Explains what the teacher learned from the selected activities and resources and/or thinking more deeply about his/her practice. 	<p>[] Does not yet meet the criteria for <i>Development of New Learning</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> The paper/project does not describe how you developed new learning, i.e., the resources and/or activities used to develop new learning. Describe specifically what you did to develop new learning during the module. <input type="checkbox"/> 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. <input type="checkbox"/> 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.
<p>2. Impact on Practice</p> <p><i>Teachers apply new knowledge and skills learned to improve planning practice prior to teaching.</i></p>	<p>Impact on Practice</p> <ul style="list-style-type: none"> ● Explains, using specific examples/evidence, what the teacher did differently when planning, prior to teaching. 	<p>[] Does not yet meet the criteria for <i>Impact on Practice</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> The paper/project focuses on instruction not planning. The planning module requires you to focus on what you did prior to teaching, i.e., how you planned differently during the 8-10 week module. Revisit your thinking and decision making prior to instruction and use specific examples/evidence to demonstrate how and why you made changes to specific content, outcomes, activities, materials, etc. as you planned a lesson(s) or unit. <input type="checkbox"/> The paper/project does not include specific examples/evidence of how and why you made specific choices in content, outcomes, activities, materials, etc. as you planned a lesson(s) or unit. Provide specific examples/evidence of how and why you made different decisions as you planned for a lesson(s) or unit during the 8 - 10 week module process. <input type="checkbox"/> The paper/project describes how you were “planning to plan” for upcoming lessons. It does not describe how you actually planned specific content, including outcomes, activities, materials and/or groupings for a lesson(s) or unit. Provide specific examples/evidence of how and why you made content specific decisions as you planned for a lesson(s) or unit during the 8 - 10 week module process. <input type="checkbox"/> The paper/project includes vague or general examples/evidence to explain how your planning practice changed. Provide specific examples/evidence that describe how you made different decisions as you planned content, outcomes, activities, materials etc. for a lesson(s) or unit during the 8 - 10 week module process.

		<ul style="list-style-type: none"> ❑ The paper/project describes how your planning changed over the course of the year, not during the 8-10 week module time frame. TEAM modules focus on a short period of time so you can reflect on, and describe in detail, your thinking and decision-making process as you planned. Provide specific examples/evidence that describe how you made different decisions as you planned content, outcomes, activities, materials etc. for a lesson(s) or unit during the 8 - 10 week module process.
<p>3. Impact on Students</p> <p><i>Student learning and achievement will improve as a result of teachers applying the new knowledge and skills learned in their planning practice.</i></p>	<p>Impact on Students</p> <ul style="list-style-type: none"> • 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 	<p>[] Does not yet meet the criteria for Impact on Students</p> <ul style="list-style-type: none"> ❑ The paper/project focuses on instruction not planning. As a result, the paper/project includes examples of student outcomes that happened as a result of instruction rather than examples of what you anticipated student outcomes would be as you planned the lesson(s) or unit. These examples cannot be used as evidence for planning. Provide specific examples/evidence of your thinking prior to instruction that describe how/why you expected that your improved planning of content, outcomes, materials, activities etc. would result in improved outcomes for students. ❑ The paper/project does not include specific examples/evidence of how you anticipated student performance/learning would improve as a result of the changes you made in your planning during the module. Provide specific examples/evidence of your thinking prior to instruction that describe how and why you expected that your improved planning related to content, materials, activities etc. would result in improved outcomes for students. ❑ Since the paper/project describes how you were “planning to plan” for upcoming lessons, it lacks the specificity needed to determine if changes in planning for upcoming lessons would reasonably result in improved outcomes for students, i.e., anticipated student outcomes need to be connected to your specific choices of content, strategies and activities. Provide specific examples/evidence of how and why you anticipated that the specific content that you made would result in improved learning 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 your thinking prior to instruction that describes how and why you expected that your improved planning related to content, materials, activities etc. would result in improved outcomes for students. ❑ The paper/project describes changes in student outcomes over the course of the year, not during the 8-10 week module time frame. TEAM modules focus on a short period of time so you can reflect on your thinking and decision-making process as you plan and provide examples that describe why you anticipated that specific changes in your planning would result in improved outcomes for specific students in your class. Revisit the 8-10 week module time frame and describe the anticipated cause and effect connection between your instructional choices and student outcomes that you expected to see by the end of the 8-10 week module time frame.

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.