TEAM Criteria and Feedback for Reflection Papers and Projects
For Modules 1, 3 and 4

There is a separate Criteria and Feedback document for the Planning module.

All three criteria must be met for successful completion.

Module Process Expectations	Criteria for Success *What does the beginning teacher need to document to be successful in the module process?*	Rating and Feedback Suggestions to *Improve Performance* *Select feedback **only** for criteria that **does not meet** success.*
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.*	*Development of New Learning* • 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.	[ ] **Does not yet meet the criteria for *Development of New Learning*** ❏ 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. ❏ 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.

Impact on Practice *Teachers apply new knowledge and skills learned to improve teaching.*	***Impact on Practice*** • Explains, using **specific examples/evidence,** how the teacher's practice is different.	[ ] **Does not yet meet the criteria for *Impact on Practice*** ❏ The paper/project does not include specific examples/evidence to explain how your practice is different. Provide **specific examples/evidence** of what you did differently in your practice during the 8 - 10 week module process. ❏ The paper/project includes vague or general examples/evidence to explain how your practice is different. Provide **specific examples/evidence** of what you did differently in your practice during the 8 - 10 week module process. ❏ The paper/project describes changes in practice that took place 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 recall and reflect on specific examples that demonstrate how your practice changed, i.e., how you made different choices related to content, outcomes, activities, etc. **Provide specific examples/evidence of what you did differently in your practice during the 8-10 week module time frame.**

Impact on Students *Student learning and achievement improve as a result of teachers applying the new knowledge and skills learned*	***Impact on Students*** • Explains **using specific examples/evidence,** how student performance/learning has improved as a result of changes in the teacher's practice	**[ ] Does not yet meet the criteria for Impact on Students** ❏ The paper/project does not include specific examples/evidence of improved student performance/learning. Provide **specific examples/evidence** of how student performance/learning has improved as a result of your change in teaching practice during this module. ❏ The paper/project includes vague or general examples/evidence to explain how student performance/learning have improved. Provide **specific examples/evidence** of how student performance/learning has improved during this module. ❏ The paper/project describes changes in practice that took place 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 recall and reflect on the daily impact on student learning. **Provide specific examples/evidence of improved student performance/learning during the 8-10 week module time frame.**