

## REFLECTION ON TEACHING EFFECTIVENESS

<b>Student Teacher/Intern</b>	<b>Grade</b>	<b>Subject</b>
Check one: <input type="checkbox"/> 1 <sup>st</sup> Placement <input type="checkbox"/> 2 <sup>nd</sup> Placement	<b>Date of Observation</b>	
<b>Unit Title</b>	<b>Lesson Title</b>	

When an effective teaching practice is noted, checkmark it and add comments.

TIME	EFFECTIVE TEACHING PRACTICES	COMMENTS
____:____	<b><i>Lesson Introduction</i></b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Informs learners of language, skills, or understandings expected at end of lesson</li> <li><input type="checkbox"/> Provides learners with an advance organizer with which to place lesson content in perspective</li> <li><input type="checkbox"/> Checks for task-relevant prior learning at beginning of lesson and reteaches when necessary</li> <li><input type="checkbox"/> Uses attention-getting devices</li> <li><input type="checkbox"/> Uses individualized or attention-getting strategies to promote interest among special types of learners when appropriate (ELLs and SWDs)</li> </ul>	
____:____	<b><i>Lesson Implementation</i></b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Gives directives slowly and distinctly; checks for understanding along the way</li> <li><input type="checkbox"/> Knows learners' ability levels and teaches at or slightly above their current level of functioning (ELLs and SWDs)</li> <li><input type="checkbox"/> Uses examples, illustrations, or demonstrations to explain and to clarify content in text and workbooks and develop concepts (GRR "I do")</li> <li><input type="checkbox"/> Uses multiple means of representation (UDL)</li> <li><input type="checkbox"/> Addresses academic language and language demands throughout</li> <li><input type="checkbox"/> Plans transitions to new content in small, easy-to-grasp steps</li> <li><input type="checkbox"/> Shows enthusiasm and animation through variation in eye contact, voice, and gestures</li> <li><input type="checkbox"/> Creates a respectful environment safe for risk-taking and collaboration</li> <li><input type="checkbox"/> Prevents and manages student behaviors to support engagement in learning</li> </ul>	
____:____	<b><i>Formative Assessment (Guided Practice)</i></b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provides for guided practice, including use of language demands (GRR "We do")</li> <li><input type="checkbox"/> Modifies guided practice for individual student needs (ELLs and SWDs)</li> <li><input type="checkbox"/> Provides correctives for guided practice in a non-evaluative atmosphere</li> <li><input type="checkbox"/> Checks for task-relevant prior learning at beginning of lesson and reteaches when necessary</li> <li><input type="checkbox"/> Monitors seatwork by circulating and frequently checking progress</li> <li><input type="checkbox"/> Provides specific feedback students can use for growth</li> <li><input type="checkbox"/> Administers correctives immediately after initial response</li> </ul>	
____:____	<b><i>Summative Assessment (Independent Practice)</i></b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Selects/creates a relevant, fair, and valid assessment instrument for the learning objectives</li> <li><input type="checkbox"/> Modifies assessment for individual student needs (ELLs and SWDs)</li> <li><input type="checkbox"/> Structures opportunity for student independent practice (GRR "You do")</li> <li><input type="checkbox"/> Collects assessment results for scoring, data analysis, and planning</li> </ul>	
____:____	<b><i>Procedure to end period</i></b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ends lesson with review or summary</li> </ul>	

## REFLECTION ON TEACHING EFFECTIVENESS

Comment on the following aspects of the lesson planning and implementation:

**A. Instructional Planning** (*Service, Teaching-The teacher demonstrates an ability to plan instruction based on theories of development, developmental differences, diversity, motivation, curriculum frameworks, academic language demands, & academic standards, while incorporating a Christian worldview.*)

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**B. Teaching Strategies** (*Academics, Teaching-The teacher uses multiple teaching strategies to encourage a collaborative learning environment, plans for student active engagement, connects disciplines, and connects experiences.*)

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**C. Assessment** (*Teaching-The teacher articulates a clear plan for formative and summative assessment measures with alignment to learning goals, checks for understanding/questioning, and elicits student independence*)

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**D. Classroom Management** (*Leadership-The teacher articulates a clear plan (vision) for establishing and managing a productive, inclusive, stimulating, and safe learning environment.*)

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**E. Communication** (*Leadership-The teacher uses knowledge of effective oral, written, and visual representations with the support of media and technological applications to foster active inquiry, collaboration, and interaction in the classroom.*)

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**Goals for next observation:**

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