

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 <b>3.0</b> 4.0	Good to have students do some dialogue sentences as a group then individually. The area to be aware of is when having students write, make sure it is stated clearly that what they write needs to be appropriate.
Accounts for differences in students' prior knowledge		1.0 <b>2.5</b> 4.0	When starting your lesson, and throughout a lesson, be careful not to spoon feed your students: ask, inquire, find out what they know before giving any answers.
Exhibits fairness and belief that all students can learn		1.0 <b>3.5</b> 4.0	Getting to watch you interact with two different classrooms, gave me a good feeling of how respectfully you treat students. Remember that respect earns respect.
Structures a classroom environment that promotes student engagement		1.0 <b>2.5</b> 4.0	To add a little more practice and engagement to this lesson, pull up already made sentences on your smartboard: you could then identify with descriptive words and quotes in a dialogue.
Clearly communicates expectations for appropriate student behavior		1.0 <b>3.0</b> 4.0	
Responds appropriately to student behavior		1.0 <b>3.5</b> 4.0	
Effectively teaches subject matter		1.0 <b>2.5</b> 4.0	As reflected, you used a good grabber, then didn't clearly identify how that grabber blended in with your lesson. Also, always make sure that all directions are very clearly stated. Ex: in the sentences you 'glided' through wanting descriptive words, dialogue, quotation marks ..... when you become very explicit with your directions, it is amazing the work the students will produce.

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Guides mastery of content through meaningful learning experiences		1.0 <b>3.0</b> 4.0	
Uses multiple methods of assessment		1.0 <b>3.0</b> 4.0	Classroom discussion is always a good form of formative assessment; how could you have accessed more at an individual level?
Connects lesson goals with school curriculum and state standards		1.0 <b>3.5</b> 4.0	
Collaboratively designs instruction		1.0 <b>3.5</b> 4.0	Your practicum teacher talked about how you had worked with her very openly when planning lessons.
Differentiates instruction for a variety of learning needs		1.0 <b>2.5</b> 4.0	In your lesson plan, you have your high flyers working with the more academically challenged; this is an advantage for the lower academic, but could you think of a different way to challenge your higher academic?
Uses feedback to improve teaching effectiveness		1.0 <b>3.5</b> 4.0	Being very open to suggestions will help you create different lessons. Listen, then decipher through the suggestions to see what works for your teaching style and for the betterment of your students.
Uses self-reflection to improve teaching effectiveness		1.0 <b>3.5</b> 4.0	In teaching your lesson twice, you knew there was something missing from the first time taught, and took that added moment to switch things up to teach the lesson in a more productive way: good job!