

**Summary & Practice
Lesson Plan & Video**

Competency	Absent	Developing	Acceptable	Mastery
Concludes each lesson with an instructive summary.	No opportunity to evaluate.	Teacher summarizes the lesson's main points.	Summary reviews student achievement of the learning target.	Summary permits students to self-check their progress toward the learning target.
Scaffolds students' learning toward successful independent practice.	No opportunity to evaluate.	Teacher explains what students will do to practice.	Teacher provides guided practice opportunities with corrective feedback, if necessary.	All students can confidently begin successful, independent practice.
Designs practice exercises that match the learning target.	No opportunity to evaluate.	Assigns textbook resources as suggested by the publisher, regardless of degree of fit with the learning target.	Selects, from available resources, practice that matches the learning target.	Designs practice that matches the learning target, instruction, and guided practice.
Assigns effective independent practice for all learners.	No opportunity to evaluate.	Assigns textbook resources suggested by the publisher without regard for best practice or all students' needs.	Discriminately assigns practice that reinforces the learning or skill for all students.	Designs independent practice that encourages critical thinking and reinforces learning or skills for all students.

**Summary & Practice
Reflection Paper**

Competency	Absent	Developing	Acceptable	Mastery
Reflects on students' level of preparation for independent practice.	No opportunity to evaluate.	Assumes all students are prepared.	Describes degree of student preparedness, in general.	Provides evidence of all students' degree of preparedness.
Reflects on student performance.	No opportunity to evaluate.	Provides results and satisfaction with student independent practice.	Uses student results to describe what students know.	Uses student results to describe where students learned or struggled.
Reflects on the quality of the scaffolding and student learning.	No opportunity to evaluate.	Describes what went well and what students need to do to improve.	Identifies what went well and what the teacher can improve.	Explains specific ways to build on the positives or make changes so students can be more successful in the future.
Quality of Writing	No opportunity to evaluate.	The conventions and/or structures of writing detract from the writer's meaning. Many obvious and/or distracting errors indicate a lack of proofreading.	The conventions and structures of writing allow the reader to understand the points made. There are obvious and/or distracting errors.	The conventions and structures of writing make the writer's ideas clear and easy to follow. There are no obvious or distracting errors.