

FACULTY OF EDUCATION PRACTICUM FORMS

2015-2016

UPEI
UNIVERSITY
of Prince Edward
ISLAND

For further information regarding Practicum,
contact the Practicum Coordinator:

Carolyn Francis
Phone: 902-894-2813
Fax: 902-566-0416
Email: crfrancis@upei.ca

Table of Contents

REPORTING FORMS FOR ADVISORS AND COOPERATING TEACHERS

Please note the headings carefully so the correct form is used.

ED496 – FALL PRACTICUM

1. Guidelines for use of professional Growth Assessment form
2. Professional Growth Assessment FORM – all partners
3. ADVISOR FORM - ED 496 (Fall Practicum)- Summary report Form – English
4. ADVISOR FORM - ED 496 (Fall Practicum)- Summary report Form – French
5. COOPERATING TEACHER FORM - ED 496 (Fall Practicum) - Summary report Form – English
6. COOPERATING TEACHER FORM - ED 496 (Fall Practicum) - Summary report Form – French

ED497 – WINTER PRACTICUM

1. Guidelines to assist in the assessment of second year Pre-service teacher's performance
2. COOPERATING TEACHER FORM - ED 497 - Summary report Form – English
3. COOPERATING TEACHER FORM - ED 497 - Summary report Form – French

FACULTY ADVISORS – Record of Teaching Assessment Form

PLEASE NOTE: ALL SIGNATURES ARE REQUIRED FOR FORM TO BE VALID.

Guidelines for Use of the Professional Growth Assessment

Placement #1 ED 496 is an introduction for the pre-service teacher to the school environment and as such the assessment is formative in nature. The Practicum Handbook outlines the expectations of the pre-service teacher at this stage.

Pre-service teachers are expected to develop to such an extent that they are capable of successfully teaching 75% of the full assignment of their cooperating teachers by the end of week 7 (as outlined in the Practicum Handbook). At this stage any concerns regarding a pre-service teacher's performance need to be dealt with actively.

Mid-way through this placement (week 5-7), the practicum advisor, cooperating teacher, and the pre-service teacher will complete the Professional Growth Assessment to assist in identifying each pre-service teacher's strengths and areas of further development. The pre-service teacher, practicum advisor and the cooperating teacher will meet to share these assessments and discuss the results, identifying areas of success and those needing improvement and action to be taken.

The practicum advisor may have early indications of areas, through observation or conversation with the cooperating teacher, in which the pre-service teacher is not progressing as anticipated.

When this occurs, the Professional Growth Assessment may be very helpful in clearly identifying the specific areas where improvement is needed in order to be successful. This document and the Practicum advisor's report may form the basis of a written action plan for the pre-service teacher. Established procedures will be followed to respond to this situation and work towards a resolution.

As required, the Practicum Coordinator will work with the Practicum advisor and the B.ED Coordinator to formalize the action plan the action in accordance with established procedure, *Probation and Suspension*, described in the Practicum Handbook (page 16).

UPEI Faculty of Education Professional Growth Assessment – ED 496

Pre-service teacher: _____ School and placement: _____

Assessment by: _____ Pre-service teacher _____ Cooperating teacher _____ Practicum advisor

Date Completed: _____ Signature of person completing this assessment: _____

This is to acknowledge that I have seen and discussed this assessment with my advisor and cooperating teacher:

Signature of pre-service teacher: _____ Date: _____

The following describes professional growth qualities to be evaluated in the first year in the program. These are not intended to fully describe all qualities of a professional teacher. This is to be completed by the pre-service teacher, the cooperating teacher and the advisor mid-way through the second practicum course and will form the basis for discussion of the current status of the pre-service teacher's professional growth.

Each item is to be checked in the box which best describes professional growth at the time of completion. From this assessment the pre-service teacher will have knowledge of the specific areas in which further development is required. This assessment is to be completed based upon the levels of competence which would be expected by the end of the first year in the Bachelor of Education program.

CODE: A- Approaching proficiency – Shows high level of proficiency for this descriptor
M - Meeting Expectations– Shows consistent demonstration of this descriptor
D -Developing – Shows evidence of growth in this descriptor
NE – Not evident –Shows little or no evidence of the quality described
NA – Not able to assess at this time

PERSONAL AND PROFESSIONAL QUALITIES

	A	M	D	NE	NA
MATURITY					
Demonstrates an even temperament.					
Uses a cooperative and objective approach to problem solving.					
Exercises sound professional judgment in decision-making.					
POISE & CONFIDENCE					
Is self assured and composed. Has a strong personal presence.					
Is not threatened by unexpected events.					
INITIATIVE					
Takes an active role.					
Seeks opportunities to be involved and takes responsibility for own learning.					
ENTHUSIASM AND INTEREST					
Demonstrates a lively interest in people.					
Strives to enhance teaching and interacts with students positively.					

	A	M	D	NE	NA
INTERPERSONAL SKILLS					
Is sensitive to the welfare of others.					
Is friendly and courteous in relationships with students and colleagues.					
Develops rapport with students and staff.					
SELF-EVALUATION					
Continuously reflects on and objectively evaluates teaching effectiveness.					
Is open to feedback from others.					
PROFESSIONALISM					
Shows respect for students and teachers.					
Is aware of expectations for teachers as outlined in the Practicum handbook and Code of Ethics.					
STAMINA					
Is alert and energetic.					
Is able to cope with the workload.					
SPOKEN LANGUAGE					
Is very articulate. Ideas are effectively integrated and fluently expressed.					
Rules of grammar are closely followed.					
In addition, voice is audible, clear and expressive. Uses voice appropriately.					
WRITTEN LANGUAGE					
Demonstrates overall fluency in written expression.					
Rules of grammar and spelling are consistently followed.					
Writing or printing is legible.					

CLASSROOM MANAGEMENT

	A	M	D	NE	NA
AWARENESS OF STUDENTS' NEEDS					
Actively seeks information on abilities and interests of students.					
Plans to meet the needs of individual students and of the class as a whole.					
VALIDATION OF STUDENTS' CONCERNS					
Demonstrates a concern for all students.					
Is open, honest, and willing to listen respectfully to their concerns. Affirms and empowers students.					
COMMUNICATION OF EXPECTATIONS					
Takes time to clarify expectations for classroom behaviour.					
Encourages student input and is consistent in monitoring how well expectations are met.					
MANAGEMENT OF ROUTINES					
Routines for specific classroom activities are clearly articulated and consistently monitored.					
Students know what is expected for each activity.					

	A	M	D	NE	NA
FOSTERING OF STUDENT ATTENTION					
Keeps students on task.					
Makes sure that students always have meaningful tasks and that they actively pursue them.					
Provides relevant work.					
USE OF DISCIPLINE					
Responds to behavioural issues in a positive manner.					
Student takes responsibility for own behavior and the teacher acts as a facilitator in problem-solving.					
Interactions among students are caring and supportive.					
MANAGEMENT OF BEHAVIOUR					
Always responds to inappropriate behavior in a fair, firm and consistent manner. Is aware of all classroom activities and responds quickly to unexpected problems. Response is matched to severity of the misbehavior.					

TEACHING EFFECTIVENESS

	A	M	D	NE	NA
PLANNING					
Unit or daily plans are thoroughly prepared and written to include the topic, outcomes, materials to be used, methods of teaching, follow-up, and evaluation.					
Plans are always made available to supervisors/cooperating teacher.					
Plans allow for individual differences.					
LESSON INTRODUCTION					
Clearly states the purpose and objectives for all lessons.					
Introduction provides a meaningful framework for students and fosters enthusiasm.					
LESSON DEVELOPMENT					
Lessons flow smoothly from introduction through activities, to closure and evaluation					
Explanations are clear and precise/ demonstrations are well organized.					
Students' level of understanding is consistently monitored.					
INSTRUCTIONAL METHODS					
Effectively uses a variety of methods.					
Instructional approaches are appropriately matched to students, content, outcomes and time schedule.					
CREATIVITY & FLEXIBILITY					
Lessons are original, creatively designed and delivered, and demonstrate imaginative use of the environment, content and teaching methods.					
Adapts confidently and quickly to changes.					
Seizes "teachable moments." Changes lessons and approaches when necessary.					

	A	M	D	NE	NA
MOTIVATION OF STUDENTS					
Communicates passion for lesson content, drawing relevant connections to student interests.					
Fosters student ownership of learning objectives and inspires students to high levels of achievement.					
QUESTIONING SKILLS					
Uses effective prompting techniques and handles students' responses in a supportive manner.					
Gives all students an opportunity to respond.					
USE OF TECHNOLOGY					
Effectively uses a wide variety of technological tools to enhance learning.					
Knows how to operate the equipment well.					
REVIEW & PRACTICE					
Uses review and practice techniques in an interesting, consistent and meaningful way.					
Review and practice activities are clearly related to the stated outcomes for a unit or lesson.					
ASSESSMENT AND RECORD KEEPING					
Uses a variety of informal and formal methods in preparing formative and summative evaluation reports.					
Provides students with ongoing feedback in a timely manner.					
Methods used are appropriate for gathering valid and reliable information.					

Additional comments:

University of Prince Edward Island
Faculty of Education
Practicum Advisor's Formative Evaluation of Practicum Experience
ED 496

Dates of Practicum: From _____ To: _____ 20_____

Pre-service Teacher: _____ School: _____

Cooperating Teacher(s): _____

Subjects/grades taught: _____ Practicum Advisor: _____

*Please reflect on the time the student was in the school and comment on her/his progress in each of the following areas. Indicate both the **strengths** and the areas for further **development** for the next practicum experience.*

Personal Qualities:

(Initiative; enthusiasm; professionalism; reflection; spoken and written language skills; interpersonal skills)

Classroom Management:

(Developing an awareness of classroom procedures and routines; students' characteristics and behaviours)

Teaching Effectiveness:

(Understanding of the curriculum and its outcomes; various teaching methods; lesson planning and delivery; assessment strategies)

Areas to concentrate on for next practicum:

Signatures of:

Practicum advisor: _____

Date: _____

Pre-service teacher: _____

Date: _____

(All signatures are required for forms to be valid)

Université de l'Île-du-Prince-Édouard
Faculté des sciences de l'éducation
ED 496

Évaluation formative du stage du surveillant(e)

Dates du stage: Du: _____ Au: _____ 20 _____

Matière /Année: _____

École: _____ Stagiaire: _____

Enseignant(es) coopérant(es) : _____

Surveillant(e) du stage: _____

*Veillez réfléchir sur le temps actuel que l'étudiant(e) passe ou a passé dans l'école et commenter son **progrès** dans chacun des domaines suivants. Indiquez et les **forces** et où l'étudiant(e) pourra **se développer** davantage lors du prochain stage.*

Qualités personnelles:

(Initiative; enthousiasme; professionnalisme; réflexion; habiletés langagières à l'oral et à l'écrit; habiletés interpersonnelles)

Gestion de classe:

(Développement d'une conscience des procédures et routines de la salle de classe, des caractéristiques et comportements des élèves)

Efficacité de l'enseignement:

(Compréhension des programmes d'études et leurs résultats d'apprentissage; diverses méthodes d'enseignement; planification et enseignement de leçons ; stratégies de mesure et d'évaluation)

Buts pour le prochaine stage :

Signature du surveillant(e): _____

Date: _____

Signature du stagiaire: _____

Date: _____

(Vous devez signer votre nom sur tous les formulaires afin que ceux-ci soient valides)

University of Prince Edward Island
Faculty of Education
Cooperating Teacher's Formative Evaluation of Practicum Experience
ED 496

Dates of Practicum: From _____ To: _____ 20_____

Pre-service Teacher: _____ School: _____

Cooperating Teacher(s): _____

Subjects/grades taught: _____ Practicum Advisor: _____

*Please reflect on the time the student was in the school and comment on her/his progress in each of the following areas. Indicate both the **strengths** and the areas for further **development** for the next practicum experience.*

Personal Qualities:

(Initiative; enthusiasm; professionalism; reflection; spoken and written language skills; interpersonal skills)

Classroom Management:

(Developing an awareness of classroom procedures and routines; students' characteristics and behaviours)

Teaching Effectiveness:

(Understanding of the curriculum and its outcomes; various teaching methods; lesson planning and delivery; assessment strategies)

Areas to concentrate on for next practicum:

Signatures of:

Cooperating teacher: _____

Date: _____

Pre-service teacher: _____

Date: _____

(All signatures are required for forms to be valid)

Université de l'Île-du-Prince-Édouard
Faculté des sciences de l'éducation
ED 496

Évaluation formative du stage de l'enseignant coopératif

Dates du stage: Du: _____ Au: _____ 20 _____

Matière /Année: _____

École: _____ Stagiaire: _____

Enseignant(es) coopérant(es): _____

Surveillant(e) du stage: _____

*Veillez réfléchir sur le temps actuel que l'étudiant(e) passe ou a passé dans l'école et commenter son **progrès** dans chacun des domaines suivants. Indiquez et les **forces** et où l'étudiant(e) pourra **se développer** davantage lors du prochain stage.*

Qualités personnelles:

(Initiative; enthousiasme; professionnalisme; réflexion; habiletés langagières à l'oral et à l'écrit; habiletés interpersonnelles)

Gestion de classe:

(Développement d'une conscience des procédures et routines de la salle de classe, des caractéristiques et comportements des élèves)

Efficacité de l'enseignement:

(Compréhension des programmes d'études et leurs résultats d'apprentissage; diverses méthodes d'enseignement; planification et enseignement de leçons ; stratégies de mesure et d'évaluation)

Buts pour le prochaine stage :

Signature de l'enseignant coopératif: _____

Date: _____

Signature du stagiaire: _____

Date : _____

(Vous devez signer votre nom sur tous les formulaires afin que ceux-ci soient valide)

University of Prince Edward Island –Faculty of Education
Guidelines for Assessment of Pre-service Teacher’s Performance – ED497/498

The following represent descriptions for both ends of a continuum for each of the qualities to be evaluated and may assist you in your assessment of the pre-service teacher’s progress.

PLANNING AND PREPARATION

KNOWLEDGE OF SUBJECT MATTER

Excellent knowledge of subject matter.

Knowledge of subject matter is superficial.

LESSON PLAN

Unit or daily plans are thoroughly prepared and written to include the topic, objectives, materials to be used, methods of teaching, adaptations and modifications, differentiated instruction, follow-up, and evaluation.

Unit or daily plans have not been prepared in written form. Plans are incomplete or poorly constructed. Plans are seldom available to supervisors. Little attention is paid to individual differences.

PREPARATION OF RESOURCES

Uses available resources to excellent advantage in the planning and implementation of lessons.

Does not use available resources to support lessons.

TEACHING

COMMUNICATION

Takes time to clarify expectations for classroom behavior. Encourages student input and is consistent in monitoring how well norms are met.

Students seem unaware of what is expected of them. Norms are not discussed and teacher is inconsistent in responding to misbehavior.

LESSON INTRODUCTION AND DEVELOPMENT

Clearly states the purpose and objectives for the lesson(s). Introduction provides a meaningful framework for students and fosters enthusiasm. Lessons flow smoothly from introduction through activities, closure and evaluation. Explanations are clear and precise, and demonstrations are well organized. Students’ level of understanding is consistently monitored.

Purpose and objectives for the lesson(s) are not clearly stated. Students are unaware of what is expected and show little excitement. Lessons are disjointed. Transitions from introduction, activities, etc. are poorly timed. Explanations and demonstrations are poorly organized. Students’ progress is not assessed.

QUESTIONING SKILLS

Uses a rich variety of questions appropriately matched to the subject matter. Effective prompting techniques used and students’ responses are handled in a supportive and useful manner. All students are given opportunity to respond.

Uses a narrow range of questions, usually of the factual type. Very little prompting is used and unanswered questions are answered by the teacher. Useful feedback to students is non-existent or inconsistent.

INSTRUCTIONAL METHOD

Effective use of a variety of methods. Instructional approaches are appropriately matched to students, content, and time schedule. Uses review and practice techniques in a consistent and meaningful way.

EVALUATION

Used a variety of informal and formal methods for formative and summative evaluation. Provides students with ongoing feedback. Methods used are appropriate for gathering valid and reliable information.

RECORD KEEPING

Effectively organizes valid, accurate records of student involvement and achievement. Records test results promptly and efficiently

MATURITY AND CONFIDENCE

Self-assured and composed. Strong personal presence. Is not threatened by unexpected events. Demonstrates an even temperament.

FEEDBACK

Enthusiastic and interested in students. Engages students in a caring and supportive manner. Responds quickly and effectively to assignments and projects; students have a thorough understanding of how their work is to be assessed.

Little variation in methods. Methods selected are inappropriate for students, content, and time schedule. Review and practice activities are used sporadically and ineffectually.

Uses inappropriate methods for evaluating students' progress and achievement. Methods are poorly matched to knowledge and skills being evaluated. Little feedback is given to students.

Ineffectively organizes and keeps student records. Records, notes, etc. are incomplete and seldom current.

Appears nervous and unsure. Threatened by challenge and change. Copes with problems in an irrational manner.

Lacks zeal and enthusiasm. Does not engage students openly and enthusiastically. Does not provide quick and effective response to assignments and projects; students have a vague understanding of how their work is to be assessed.

CLASSROOM ENVIRONMENT**CLASSROOM CLIMATE**

Creates an environment conducive to learning by attending to physical layout and appearance. Classroom provides stimulation and interest. Arrangements are appropriately matched to the needs of students and classroom activities. Sets clear expectations for student conduct in a respectful and caring environment.

MANAGEMENT OF STUDENT BEHAVIOUR

Keeps students on task. Makes sure that students always have meaningful tasks and that they actively pursue them. Always responds to unwanted behavior in a fair, firm, and consistent manner. Aware of all classroom activities and responds quickly to misbehavior. Response is matched to the severity of the behavior.

Classroom does not stimulate students. Classroom is inappropriately arranged for the learning activities that take place. Expectations for student conduct are not clear and lack of consistency results in inappropriate behaviour.

Students do not attend to designated activities. Students are not closely monitored. Not aware of pupil behaviors. Uncertain about behaviors. Uncertain about responding to unwanted behavior. Unfair and inconsistent in dealing with problems.

MANAGEMENT OF CLASSROOM ROUTINE

Routines for classroom activities are clearly articulated and consistently monitored. Students know what is expected for each activity.

Routines are ineffective and poorly managed. Lack of consistency results in disruptive behavior.

INTERPERSONAL SKILLS

Poised, confident, mature, and ethical conduct evident at all times. Builds excellent relationships with students that support and encourage learning.

Lacking in confidence and maturity. Uncertain about how to develop relationships with students that support and encourage learning.

PROFESSIONALISM

REFLECTION ON TEACHING

Continuously reflects on and objectively evaluates teaching effectiveness.

Avoids self-examination.

RESPONSE TO FEEDBACK

Accepts and integrates constructive feedback

Guarded and defensive in responding to feedback from others.

PROFESSIONAL CONDUCT

Shows respect for students and fellow teachers. Aware of expectations for teachers as outlined. Dependable and punctual. Sensitive to the welfare of others.

Unaware of the expectations of the profession. Behaviour demonstrates a lack of professionalism (e.g., tardy, disrespectful, undependable, insensitive).

CROSS-CULTURAL ADAPTATION – as applicable to placement

PERSONAL ADAPTABILITY

Thrives in the host cultural community. Interested in cultural norms and perspectives. Eager to learn about the host culture and to try new experiences.

Appears ill at ease in the host community. Is not interested in the host culture. Becomes withdrawn and defensive.

CULTURAL SENSITIVITY

Becomes sensitive to the norms and expectations of the host culture. Appreciates cultural differences and adjusts personal behavior accordingly.

Is unaware of different norms and expectations. Creates ill feelings through inappropriate behavior.

INTERNATIONAL UNDERSTANDING

Increases understanding and appreciation of Canadian culture through formal and informal contributions to the life of the school. Is an effective and praiseworthy ambassador for Canada.

Does not actively contribute toward understanding of Canadian culture. Is a poor ambassador for Canada.

University of Prince Edward Island - Faculty of Education
Cooperating Teacher's Pre-service Teacher Summary Report
ED 497

This is a summary report and not an official statement of final standing in student teaching.

Dates of Practicum: From _____ To: _____ 20____

Pre-service teacher _____

School _____ Subject/grade _____

Cooperating teacher _____ Practicum Advisor _____

- NE - Not Evident** skills not evident in this practicum
- D - Developing** acceptable effort with growth areas identified
- P - Proficient** introduces, develops, and closes lessons effectively
- E - Exemplary** substantive evidence of full professional competence
- NA - Not Applicable** skill not applicable in this report

PLANNING & PREPARATION	NE	D	P	E	NA
Demonstrates knowledge of content and pedagogy					
Designs and develops an effective lesson plan					
Prepares resources effectively					
Plans for individual needs, abilities and a range of learning styles					
TEACHING					
Communicates clearly and accurately					
Provides a variety of learning experiences					
Uses questioning appropriately					
Engages students actively in learning					
Demonstrates flexibility and responsiveness					
Displays initiative and creativity					
Uses assessment strategies/techniques appropriately					
Provides positive, encouraging feedback					
CLASSROOM ENVIRONMENT					
Creates a climate of respect					
Manages student behaviour					
Manages classroom procedures					
Demonstrates appropriate interpersonal skills					
Promotes inclusive practices					
PROFESSIONALISM					
Identifies areas of improvement in the lesson					
Accepts and integrates constructive feedback					
Exhibits a professional presence in the classroom and school					

Additional anecdotal comments are attached: _____ Yes _____ No

Signatures of: Cooperating teacher: _____ Date: _____
Pre-service teacher: _____ Date: _____

During this practicum, I have maintained regular communication and consultation with both the cooperating teacher and the pre-service teacher. I acknowledge and support this report completed by the cooperating teacher.

Signatures of: Faculty Advisor: _____ Date: _____

(All signatures are required for forms to be valid)

Rapport synthèse de l'enseignant(e) coopérant(e) - (ED 497)

CE RAPPORT REPRESENTE UNE PARTIE DE LA NOTE FINALE DU STAGE

Dates du stage: Du: _____ Au: _____ 20 _____

Stagiaire _____

École: _____

Matière/niveau _____

Enseignant(e) coopérant(e) _____

Surveillant(e) _____

Les habilités sont:

A - Absentes

Habilité pas observable lors de ce stage

G - Grandissantes

Effort acceptable, domaines à travailler identifiés

C - Compétentes

Démontre une compétence

E - Exemplaire

Démontre une compétence professionnelle réelle

SO - Sans objet

Habilité n'est pas pertinente au contexte

PLANIFICATION ET PRÉPARATION	A	G	C	E	SO
Démontre la connaissance du contenu et de la pédagogie.					
Conçoit et développe un plan de leçon efficace.					
Prépare les ressources efficacement.					
Planifie en fonction des besoins et capacités individuels et des styles d'apprentissage.					
ENSEIGNEMENT					
Communique clairement et avec exactitude.					
Offre une variété d'expériences d'apprentissage.					
Sait questionner d'une façon efficace.					
Sait faire participer les élèves activement dans leur apprentissage.					
Fait preuve de flexibilité et réceptivité.					
Fait preuve d'initiative et de créativité.					
Emploie des stratégies/techniques d'évaluations appropriées.					
Offre de la rétroaction positive et encourageante.					
ENVIRONNEMENT DE LA SALLE DE CLASSE					
Crée un climat de respect.					
A une bonne gestion de classe.					
Sait gérer les procédures de classe.					
Démontre les compétences interpersonnelles appropriées.					
Encourage les pratiques non discriminatoires					
PROFESSIONALISME					
Identifie les composantes de la leçon à améliorer.					
Accepte et intègre la rétroaction constructive.					
Fait preuve d'une présence professionnelle dans la salle de classe et dans l'école.					

Commentaires ci-joints _____ oui _____ non

Stagiaire: _____ Date: _____

Enseignant(e) coopérant(e): _____ Date: _____

Durant le stage, j'ai maintenu une communication active et offert un support à l'enseignant coopérant et l'étudiant-stagiaire. J'ai pris connaissance et j'appuie ce document complété par l'enseignant coopérant.

Signature: Superviseur de stage: _____ Date: _____

(Vous devez signer votre nom sur tous les formulaires afin que ceux-ci soient valides)

Faculty of Education
Record of Teaching Assessment

Pre-service Teacher								
Semester	Y1F	<input type="checkbox"/>	Y1W	<input type="checkbox"/>	Y2F	<input type="checkbox"/>	Y2W	<input type="checkbox"/>

Section	Complete [C] Incomplete [I]	Remarks or Suggestions
General Information		
Demographic details		
Autobiography		
Teaching Philosophy		
School Description		
Seating / Management Plans		
Teaching Time Table		
Daily Journal of Pre-Service Teachers Activities		
Documentation Evidence		
Organized and Sequential		
Planning and Teaching		
Set of Lesson Plans		
Plans include objectives, introduction, development and closure		
Plans demonstrate curricular links		
Plans include assessment		
Plans detail adaptations & modifications		
Reflections on lessons		
Personal Reflections		
Documented evidence of reflection present		
Evidence demonstrates descriptions, critical thought, reasoning, and explores personal understanding		