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| **Lesson Self-Reflection/Mentor Feedback**  *Note: Effective instructional strategies and classroom management structures are interconnected*  Observer: Lesson: Date: | | |
| **Criteria for a successful lesson** | **Assessment Scale** | **Anecdotal notes: self-reflection on practice, setting goals, strategies to keep/try,**  **etc. What worked, what didn’t?** |
| Task: Engaging, interesting and age/ability-appropriate, Zone of Proximal Development | Stretch Work in-progress  Strength |  |
| Pacing: Appropriate pacing of instruction/time on-task for the purpose of lesson | Stretch Work in-progress  Strength |  |
| Preparedness: Thoughtful and appropriate lesson design.  Instructional materials are prepared; learning is maximized. | Stretch Work in-progress  Strength |  |
| Participatory structures: Consistent/effective structures in place to transition from one activity and/or space to another  or to refocus student attention, as needed | Stretch Work in-progress  Strength |  |
| Clarity of Instruction:  Clear instructions provided. Use of effective instructional strategies: chunking, scaffolding, ‘just in time’ information, etc. | Stretch Work in-progress  Strength |  |
| Teacher ‘trust’ established: Firm/confident ‘teacher voice’; sound knowledge of learning standards: curricular; competencies & content Connection/relationship established with students | Stretch Work in-progress  Strength |  |
| Other… | Stretch Work in-progress  Strength |  |