

STUDENT SELF-ASSESSMENT & UNIVERSITY SUPERVISOR REFLECTION OF THE TEACHING UNIT

Appraisal Scale				
4	3	2	1	0
Exceptional	Effective	Emerging	Minimally Effective	Ineffective

Overview:

- Does the unit reflect thorough preparation and knowledge of the topic?
- Is the scope appropriate for the grade level?
- Is the unit strong in content?

Objectives:

- Are the objectives appropriate and meet the Illinois Learning Standards?
- Are the objectives clearly written?
- Are the objectives teachable?
- Are the objectives measurable?

Tentative Calendar:

- Is the pace of instruction appropriate?
- Do the instructions and student activities show variety?

Materials:

- Are student materials and instructional materials present and varied?
- Is a bibliography of teacher resources included?

Bulletin Boards/Displays/Learning Centers:

- Do the bulletin boards/displays/learning centers provide instructional purpose?
- Are the bulletin boards/displays/learning centers organized and attractive?

Daily Lesson Plans:

- Does each lesson include objectives, materials, procedures, and evaluation sections?
- Is there a strong introductory lesson that will interest the students?
- Is there adequate detail for instruction?
- Do the plans make provision for stimulating, creative lessons?
- Do the plans incorporate a variety of strategies for teaching and assessing?
- Has technology been incorporated into the lessons?
- Have elements of diversity been incorporated into the lesson?
- Are the lesson plans written in alignment with the Illinois Learning Standards?
- Do teaching strategies provide for individual needs?
- Do teaching strategies consider factors of sequence and continuity?
- Is there a strong culminating activity/lesson that summarizes the overall unit?

Evaluation:

- Is there provision for evaluation of student learning?
- Are there a variety of assessments within the teaching unit?