

Model of Appropriate Practice (MAP) Version 3.2020

Domain 1: Planning and Preparation

1A. Demonstrates Knowledge of Content

Ineffective Level 1	Needs Development Level 2	Proficient Level 3	Novice Level 4
<p>In planning, the candidate does not address appropriate curriculum standards and makes content errors.</p> <p style="text-align: center;">-- OR --</p> <p>The candidate displays little knowledge of prerequisite relationships important to student learning of the content.</p>	<p>The candidate displays knowledge of the curriculum standards and important concepts central to the discipline but displays a lack of awareness of how these concepts relate to one another (Integration).</p> <p style="text-align: center;">-- OR --</p> <p>The candidate displays knowledge of prerequisite learning, although such knowledge may be inaccurate or incomplete.</p>	<p>The candidate displays knowledge of the curriculum standards and important concepts central to the discipline and how these relate to one another (Integration).</p> <p style="text-align: center;">-- AND --</p> <p>The candidate displays accurate knowledge of prerequisite relationships among concepts.</p>	<p>The candidate displays knowledge (Command of the subject matter) of the appropriate curriculum standards and important concepts central to the discipline and how these relate both to one another and to other disciplines (Integration).</p> <p style="text-align: center;">-- AND --</p> <p>The candidate displays accurate knowledge of prerequisite relationships among concepts and develops strategies that ensure students make the connections in the discipline.</p>

1A. Indicators:

- Plans identify appropriate curriculum standards aligned with learning targets, instructional activities, and assessments
- Lesson and unit plans reflect important concepts central to the discipline and accurately communicate concepts, processes, and knowledge
- Lesson and unit plans identify and accommodate prerequisite relationships among concepts and skills, linking new concepts to familiar concepts
- Lesson and unit plans reflect command of subject matter taught through use of multiple representations or explanations that capture key ideas in the subject

1B. Demonstrates Knowledge of Pedagogy

Ineffective Level 1	Needs Development Level 2	Proficient Level 3	Novice Level 4
<p>The candidate's plans reflect little or no knowledge of the range of pedagogical approaches suitable to student learning of the content.</p> <p style="text-align: center;">-- OR --</p> <p>Plans for instructional groups are not suitable to the activities and offer no variety.</p>	<p>The candidate's plans reflect a limited knowledge and use of a range of pedagogical approaches to the discipline or to the students.</p> <p style="text-align: center;">-- OR --</p> <p>Plans for instructional groups partially support the activities, with some variety.</p>	<p>The candidate's plans reflect knowledge and use of a wide range of effective pedagogical approaches in the discipline.</p> <p>The candidate uses technology, when appropriate, to enhance student learning.</p> <p style="text-align: center;">-- AND --</p> <p>Instructional groups are varied and support the activities.</p>	<p>The candidate's plans reflect knowledge and use of a wide range of effective pedagogical approaches in the discipline and best practices based on current research, and the ability to anticipate student misconceptions. The candidate provides opportunities for students to use interactive technologies, when appropriate, to enhance student learning.</p> <p style="text-align: center;">-- AND --</p>

			Instructional groups are varied appropriately, with some opportunity for student choice.
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1B. Indicators:

- Plans and practice reflect effective teaching approaches/practices in the discipline
- Plans show evidence of anticipating student misconceptions
- Plans indicate use of varied instructional groups (e.g., groups varying in size, membership, purpose)
- Plans include opportunities for students to control group dynamics and help set the agenda for the group to follow

1C. Demonstrates Knowledge of Students

Ineffective Level 1	Needs Development Level 2	Proficient Level 3	Novice Level 4
<p>The candidate’s plans display minimal knowledge of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable</p> <p style="text-align: center;">-- OR --</p> <p>The candidate fails to apply differentiated learning tasks/activities for groups of students.</p>	<p>The candidate plans display generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.</p> <p style="text-align: center;">-- OR --</p> <p>The candidate applies some differentiation for different groups of students</p>	<p>The candidate plans for the active nature of student learning and applies information about levels of development for groups of students. The candidate also purposefully acquires knowledge from more than one source about groups of students’ varied approaches to learning, knowledge and skills, special needs, interests or cultural heritages.</p> <p style="text-align: center;">-- AND --</p> <p>The candidate applies adequate differentiation for groups of students.</p>	<p>The candidate plans for the active nature of student learning and applies information about levels of development for individual students. The candidate also systematically acquires knowledge from more than one source about individual students’ varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.</p> <p style="text-align: center;">-- AND --</p> <p>The candidate appropriately applies and differentiates activities to meet the learning needs and interests of individual learners.</p>

1C. Indicators:

- Formal and informal information about students gathered by candidate for use in planning instruction
- Knowledge of student interest and needs for use in planning
- Knowledge and participation in community cultural events
- Knowledge of special needs, circumstances of student to differentiate lessons
- Uses prior assessment data in making instructional decisions to meet learners’ needs in each area of development (cognitive, linguistic, social, emotional, and physical)
- Instructional materials, displays, and examples represent varied student interests and cultural backgrounds.

1D. Selects Appropriate Learning Outcomes

Ineffective Level 1	Needs Development Level 2	Proficient Level 3	Novice Level 4
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The candidate states learning outcomes that reflect low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the lesson.	The candidate states learning outcomes that reflect moderate expectations and rigor. Some reflect important learning in the lesson and consist of a combination of outcomes and activities.	The candidate states learning outcomes that reflect high expectations for all students, represent rigorous and important learning in the lesson and are clear, are written in the form of student learning, and suggest viable methods of assessment.	The candidate states learning outcomes that reflect high expectations for all students and build, in a developmentally appropriate way, toward high-order thinking skills in the lesson. They are clear, are written in the form of student learning, and permit viable methods of assessment.
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1D. Indicators:

- Statements of student learning, not student activity
- Learning outcomes permitting assessment of student attainment (measurable)
- Includes learning outcomes that require higher order thinking among students

1E. Demonstrates Knowledge of Resources

Ineffective Level 1	Needs Development Level 2	Proficient Level 3	Novice Level 4
The candidate does not include resources to assist student learning beyond materials provided by the school or district, nor does the candidate include resources for expanding one's own professional skill.	The candidate includes some resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge of available resources.	The candidate uses resources, including technology, beyond those provided by the school or district, including resources for classroom use and for extending one's professional skill, and seeks out such resources.	The candidate effectively incorporates a variety of resources, including technology, for classroom use and for extending one's professional skill, including real world resources available through the school or district, in the community, through professional organizations and universities. The selected resources have potential to promote student accountability and engagement and ensure accessibility and relevance for all learners.

1E. Indicators:

- Materials by the district
- Guest speakers
- Materials provided by professional organizations
- Community resources
- University resources
- A range of texts
- Internet resources and other technologies

1F. Designs Coherent Instruction

Ineffective Level 1	Needs Development Level 2	Proficient Level 3	Novice Level 4
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The candidate plans learning activities that are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations.	The candidate plans learning activities and materials that are aligned with the instructional outcomes and represent moderate cognitive challenge. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.	The candidate plans learning activities that are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent a significant cognitive challenge.	The candidate sequences the learning activities in a way that is clear, logical, sequential, and integrated across the curriculum, is aligned to instructional outcomes, and is designed to engage all students in high-level cognitive activity.
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1F. Indicators

- Lessons support learning outcomes and reflect important concepts
- Proper sequencing of instruction and structured lesson plans
- Activities that represent high-level thinking
- Opportunities for student choice
- Use of varied resources
- Thoughtfully planned learning groups

1G. Assesses Student Learning for Planning

Ineffective Level 1	Needs Development Level 2	Proficient Level 3	Novice Level 4
<p>The candidate plans assessment procedures that are not congruent with instructional outcomes and lack criteria concerning how student performance will be assessed.</p> <p>-- OR --</p> <p>The candidate has no plan to incorporate formative assessment in the lesson or unit.</p>	<p>The candidate plans assessment procedures that are partially congruent with instructional outcomes.</p> <p>-- OR --</p> <p>The assessment criteria are developed, but not clear.</p> <p>-- OR --</p> <p>The candidate's approach to using formative assessment is uneven and lacks specificity that would be useful for future planning.</p>	<p>The candidate plans assessment procedures congruent with instructional outcomes; assessment methodologies have been adapted for groups of students.</p> <p>-- AND --</p> <p>The assessment criteria are well developed and clear.</p> <p>-- AND --</p> <p>The candidate's approach to using formative assessment focuses on group response that limits differentiation and has limited impact on future planning.</p>	<p>The candidate plans assessment procedures congruent with instructional outcomes; assessment methodologies have been adapted for individual students as needed.</p> <p>-- AND --</p> <p>The assessment criteria are well-designed with clear criteria for assessing individual student work</p> <p>-- AND --</p> <p>The candidate's approach to using formative assessment focuses on differentiated instruction based on student responses that inform future planning.</p>

1G. Indicators:

- Lesson plans indicate connections between assessment and learning outcomes
- Assessment types suitable to the style of the outcome
- Expectations clearly written and descriptors for each level of performance
- Variety of performance opportunities for students
- Formative assessments designed to inform minute-to-minute decision making during instruction (i.e., checking for understanding, assessment questions, recognition checks, concept maps)
- Assessments will provide data that may be used to modify instruction in each developmental area (cognitive, linguistic, social, emotional, and physical).

Domain 2: The Classroom Environment

2A. Creating an Environment of Respect and Rapport

Ineffective Level 1	Needs Development Level 2	Proficient Level 3	Novice Level 4
The candidate's patterns of classroom interactions, with the students, and others, are predominantly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict.	The candidate's patterns of classroom interactions, with the students and others, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and/or developmental levels.	The candidate's interactions with students and others are friendly and demonstrate general caring and respect.	The candidate works with students and others to establish a climate of trust and teamwork reflecting genuine warmth and caring and sensitivity to students' diversity to include race, color, religion, sex, national origin or disability.

2A. Indicators:

- Respectful talk, active listening, and turn-taking
- Politeness and encouragement
- Fairness
- Students feel valued, safe, and comfortable taking intellectual risks
- Positive body language

2B. Establishing a Culture for Learning

Ineffective Level 1	Needs Development Level 2	Proficient Level 3	Novice Level 4
The classroom culture is characterized by a lack of commitment by the candidate or students to the value of what is being learned. -- OR -- The candidate exhibits minimal expectation for student engagement.	The classroom culture is characterized by little commitment by the candidate or students to the value of what is being learned. -- OR -- The candidate exhibits expectations that focus on getting finished regardless of student engagement.	The classroom culture is characterized by a commitment by the candidate to the value of what is being learned. -- AND -- The candidate exhibits expectations for quality learning for the group.	The classroom culture is a cognitively vibrant place, characterized by a shared belief (candidate/students) in the value of what is being learned. -- AND -- The candidate exhibits expectations for learning by all students who are engaged in improving the quality of their work.

2B. Indicators:

- Belief in value of what is being learned
- High expectations, supported through verbal and nonverbal behavior, for both learning and participation
- Expectation of high-quality work on the part of students
- Expectation and recognition of effort and persistence on the part of students
- High expectations for expression and work product

2C. Managing Classroom Procedures

Ineffective Level 1	Needs Development Level 2	Proficient Level 3	Novice Level 4
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The candidate's instructional time is lost through inefficient classroom routines and procedures; little evidence that students know or follow established routines for transitions, or instructional groups.	The candidate's instructional time is minimized due to inconsistent classroom routines and procedures when dealing with instructional groups or transitions.	The candidate challenges student thinking, inviting students to make their thinking visible. -- AND -- The candidate's pacing of the learning tasks provides students the time needed to become actively engaged in the lesson.	The candidate's management of instructional time is maximized due to smooth routines and procedures when dealing with instructional groups and routines; students may initiate routines.
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- 2C. Indicators:
- Smooth functioning routines (e.g., handling of materials and supplies).
 - Little or no loss of instructional time
 - Students playing an important role in carrying out the routines
 - Students knowing what to do, where to move

2D. Managing Student Behavior

Ineffective Level 1	Needs Development Level 2	Proficient Level 3	Novice Level 4
The candidate fails to establish rules of student behavior. -- OR -- The candidate's response to students' misbehavior is disrespectful/ or inappropriate.	The candidate attempts to establish rules of student behavior, but implementation is inconsistent. -- OR -- The candidate's response to student misbehavior is inconsistent in terms of respect or appropriateness, sometimes harsh, other times lenient.	The candidate establishes rules for student behavior that are consistently enforced. -- AND -- The candidate's response to student misbehavior is consistent, respectful and effective.	The candidate establishes rules for student behavior and encourages students to take an active role in monitoring their own behavior. -- AND -- The candidate's response to student misbehavior is sensitive to individual student needs and respects students' dignity.

- 2D. Indicators:
- Clear standards of conduct, possibly posted and referred to during lesson as appropriate
 - Absence of hostility between candidate and students concerning behavior
 - Candidate awareness of student conduct; if needed, corrects behavior using positive feedback in a way the student still feels respected
 - Preventive action when needed by the candidate (i.e., including subtle signals)
 - Reinforcement of positive behavior

2E. Organizing Physical Space

Ineffective Level 1	Needs Development Level 2	Proficient Level 3	Novice Level 4
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<p>The classroom environment is unsafe.</p> <p>-- OR --</p> <p>The candidate fails to use physical resources or technology when appropriate.</p>	<p>The classroom is safe, and essential learning is accessible to most students.</p> <p>-- OR --</p> <p>The candidate's use of physical resources, including technology when appropriate, is moderately effective.</p>	<p>The classroom is safe, and learning is accessible to all students; the candidate ensures that the physical arrangement is appropriate to the learning activities.</p> <p>-- AND --</p> <p>The candidate makes effective use of physical resources, including technology when appropriate.</p>	<p>The classroom is safe and learning accessible to individual students' diversity to include race, color, religion, sex, national origin or disability.</p> <p>-- AND --</p> <p>The candidate and students make effective use of physical resources, including technology when appropriate and adjusts the physical environment to accommodate the needs of all students.</p>
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- 2E. Indicators:
- Pleasant inviting atmosphere
 - Safe environment
 - Accessibility for all students
 - Furniture/equipment suitable for the learning activities
 - Effective use of physical resources, to include technology, by both candidate and students

Domain 3: Instruction			
3A. Communicating With Students			
Ineffective Level 1	Needs Development Level 2	Proficient Level 3	Novice Level 4
<p>The candidate does not communicate the purpose of the lesson clearly; and the directions and procedures are confusing.</p> <p>-- OR --</p> <p>The candidate's explanation of the content contains major errors</p> <p>-- OR --</p> <p>The candidate's communications include errors of vocabulary or incorrect use of academic language.</p>	<p>The candidate's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion.</p> <p>-- OR --</p> <p>The candidate's explanation of the content may contain minor errors; some portions are clear, others difficult to follow</p> <p>-- OR --</p> <p>The candidate's communications use academic vocabulary correctly but it is too advanced or too juvenile for the students.</p>	<p>The candidate clearly links the instructional purpose of the lesson to students, including how it relates to prior learning; directions and procedures are explained clearly and modeled.</p> <p>-- AND --</p> <p>The candidate's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge, experience, and cultural backgrounds.</p> <p>-- AND --</p> <p>The candidate's communication uses correct academic vocabulary and is suited for the lesson.</p>	<p>The candidate links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding.</p> <p>-- AND --</p> <p>The candidate's explanation of content is thorough and clear, deepening students' understanding through scaffolding and connecting with students' interests and cultural backgrounds.</p> <p>-- AND --</p> <p>The candidate's communication uses correct academic language and encourages students to use the language in conversation.</p>

3A. Indicators:

- Clarity of lesson purpose
- Clear directions and procedures specific to the lesson activities
- Absence of content errors and clear explanations of concepts and strategies
- Correct and imaginative use of language

3B. Using Questioning and Discussion Techniques

Ineffective Level 1	Needs Development Level 2	Proficient Level 3	Novice Level 4
<p>The candidate’s questions are of low cognitive challenge, with yes/no or single correct responses, and are asked in rapid succession.</p> <p style="text-align: center;">-- OR --</p> <p>The candidate accepts all contributions without asking students to explain their reasoning.</p>	<p>The candidate’s questions lead students through a single path of inquiry, with answers seemingly determined in advance.</p> <p style="text-align: center;">-- OR --</p> <p>The candidate attempts to ask some questions designed to engage students in thinking, but only a few students are involved.</p>	<p>While the candidate may use some low-level questions, he/she poses questions designed to promote student thinking and understanding.</p> <p style="text-align: center;">-- AND --</p> <p>The candidate creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate to ensure that most students are heard.</p>	<p>The candidate uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition.</p> <p style="text-align: center;">-- AND --</p> <p>The candidate creates a learning environment in which students formulate many questions, initiate topics, challenge one another’s thinking, and make unsolicited contributions.</p>

3B. Indicators:

- Questions of high cognitive challenge by both candidates and students
- Effective use of the students’ responses and ideas
- High levels of student participation in discussion
- Students take an active role in discussion (e.g., lead)
- Asks questions at a variety of levels to engage learners

3C. Engaging Students in Learning

Ineffective Level 1	Needs Development Level 2	Proficient Level 3	Novice Level 4
<p>The candidate does not invite or provide opportunities for students to share their thinking.</p> <p style="text-align: center;">-- OR --</p> <p>The candidate’s pacing of the learning tasks has no clearly defined structure, or the pace of the learning tasks are too slow or rushed for students to become engaged.</p>	<p>The candidate allows little opportunity for students to explain their thinking, allowing most students to be passive or merely compliant.</p> <p style="text-align: center;">-- OR --</p> <p>The candidate’s pacing of the learning tasks are uneven-suitable in parts but rushed or dragging in others.</p>	<p>The candidate challenges student thinking, inviting students to make their thinking visible.</p> <p style="text-align: center;">-- AND --</p> <p>The candidate’s pacing of the learning tasks provides students the time needed to become actively engaged in the lesson.</p>	<p>The candidate provides suitable scaffolding and challenges students to explain their higher –order thinking.</p> <p style="text-align: center;">-- AND --</p> <p>The candidate’s pacing of the learning task is even, allowing time for active student engagement to meet lesson outcomes.</p>

3C. Indicators:

- Student enthusiasm, interest, thinking, problem solving, etc.
- Learning tasks that require high-level student thinking and invite students to explain their thinking
- Appropriate and meaningful technology is used to enrich students’ learning
- Students actively “working,” rather than watching while the candidate “works”

- Suitable pacing of the lesson: neither dragged out nor rushed, with time for closure and student reflection

3D. Using Assessment in Instruction

Ineffective Level 1	Needs Development Level 2	Proficient Level 3	Novice Level 4
<p>The candidate does not make students aware of the assessment criteria (rubrics, checklists, performance criteria, etc.).</p> <p>-- OR --</p> <p>The candidate does not use informal and/or formal assessments to monitor student learning and inform instructional decisions.</p> <p>-- OR --</p> <p>The candidate does not provide feedback or the feedback is of poor quality.</p>	<p>The candidate makes students partially aware of the assessment criteria (rubrics, checklists, performance criteria, etc.).</p> <p>-- OR --</p> <p>The candidate inconsistently uses informal and/or formal assessments to monitor student learning and inform instructional decisions.</p> <p>-- OR --</p> <p>The candidate's feedback to students is general.</p>	<p>The candidate does make students aware of the assessment criteria (rubrics, checklists, performance criteria, etc.).</p> <p>-- AND --</p> <p>The candidate uses informal and formal assessments to monitor student learning, measure student progress and inform instructional decisions.</p> <p>-- AND --</p> <p>The candidate's feedback to groups of students is accurate and specific.</p>	<p>The candidate makes students aware of the assessment criteria (rubrics, checklists, performance criteria, etc.).</p> <p>-- AND --</p> <p>The candidate fully integrates assessment throughout instruction to measure student progress and to inform instructional decisions.</p> <p>-- AND --</p> <p>The candidate provides a variety of forms of feedback, to both individuals and groups of students, is accurate and specific and advances learning.</p>

3D. Indicators:

- Candidate pays attention to evidence of student understanding
- Candidate posing specifically created questions to elicit evidence of student understanding
- Candidate circulating to monitor student learning and to offer feedback
- Students assessing their own work against established criteria
- Differentiated criteria based on students' needs and strengths

3E. Demonstrating Flexibility and Responsiveness

Ineffective Level 1	Needs Development Level 2	Proficient Level 3	Novice Level 4
<p>The candidate does not challenge, support, and/or accommodate students' questions, needs, interests, and cultural backgrounds.</p> <p>-- OR --</p> <p>The candidate makes no attempt to adjust the lesson even when students don't understand the content.</p>	<p>The candidate inconsistently challenges, supports, and/or accommodates students' questions, needs, interests, and cultural backgrounds when appropriate.</p> <p>-- OR --</p> <p>The candidate's adjustment of the lesson in response to student misunderstandings is minimal or ineffective.</p>	<p>The candidate successfully challenges, supports, and accommodates students' questions, needs, interests, and cultural backgrounds when appropriate.</p> <p>-- AND --</p> <p>The candidate makes smooth minor adjustments to the lesson in response to student misunderstandings.</p>	<p>The candidate seizes an opportunity to enhance learning and challenge individual students, building on a spontaneous event, students' needs, interests, and cultural backgrounds when appropriate.</p> <p>-- AND --</p> <p>The candidate successfully adjusts and differentiates instruction to address individual student misunderstandings.</p>

3E. Indicators:

- Incorporation of students’ interest and daily events into a lesson
- Candidate adjusting instruction in response to evidence of student understanding (or lack of it)
- Candidate seizing on a teachable moment
- Possible phrases: “That’s not working, let’s try it another way”; “Stop here’s another way to try it”;
- Incorporates school events or upcoming events in the school (e.g., championship game, school play, or scholar bowl)

3F. Reflecting on Teaching

Ineffective Level 1	Needs Development Level 2	Proficient Level 3	Novice Level 4
<p>The candidate does not know whether the lesson was effective or achieved its instructional outcomes.</p> <p style="text-align: center;">-- OR --</p> <p>The candidate profoundly misjudges the success of a lesson.</p> <p style="text-align: center;">-- OR --</p> <p>The candidate has no suggestions for how a lesson could be improved.</p>	<p>The candidate has a generally accurate impression of the lesson’s effectiveness and the extent to which instructional outcomes were met.</p> <p style="text-align: center;">-- OR --</p> <p>The candidate makes general suggestions about how a lesson could be improved, which may or may not be related to students’ learning.</p>	<p>The candidate makes an accurate reflective assessment of the lesson’s effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.</p> <p style="text-align: center;">-- AND --</p> <p>The candidate makes a few specific suggestions of what could be tried another time the lesson is taught based on assessment of students’ learning.</p>	<p>The candidate makes a thoughtful and accurate assessment of the lesson’s effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson.</p> <p style="text-align: center;">-- AND --</p> <p>The candidate offers specific alternative actions based on assessment of individual student’s and small groups of students’ learning to inform and develop future instructional decisions.</p>

3F. Indicators:

- Accurate assessment of the lesson and provides specific examples
- Indicates ways to make adjustments in the future
- Connects wishes (things to change) and positives (things that went well)
- Uses feedback from instructors, cooperating candidates, peers, and students to improve practice.