

Form L-1

Grade: the grade level in which the lesson(s) took place

Month/Year: the date on which this experience occurred

Teacher's signature---verifies the accuracy of the information and the teaching experience

Subject area: biology, math, spelling, etc.

Lesson(s): Description of the lesson(s) that took place, including the role of the student teacher (assisting teaching, total responsibility for teaching, monitoring, etc.)

GPS or other standards addressed: Actual listing of the standards addressed in this activity (numerical reference and written statement)

Specific learning objectives: Objectives stated in measurable terms, referenced to the above standards.

Pre-condition(s) of students: Indicate the cognitive status of students with regard to the learning that is intended to occur during the activity. A pre-assessment aligned with the objectives will allow you to gather the needed information to **describe the pre-condition of students**. This pre-assessment may be in the form of a pre-test or other measures that check student performance on the target objectives. You must have clear documentation for the performance of *each* student in your class.

Post-condition(s) of students: After the instruction has taken place, **describe** the cognitive status of students relative to the specific area of instruction, based on student performance on the post-assessment. Clear documentation for the performance of each student **after** your instruction should be shown here.

Statement of documentation of learning: How do you know *each* student achieved the objectives/standards you stated above? What score shows achievement of the objectives? Student scores should be shown in a table delineating Pre-conditions, Post-conditions, and Gains for each student. Showing the class averages can also be informative. Provide descriptive analysis of data that evidences student learning. Include samples of student work to support your answer. The narrative here should interpret the table of scores.

Reflection on teacher performance in context of teaching and learning theories: Given the information stated above, how will you, the teacher, improve your teaching based on educational theories of teaching and learning?

Strategies for improving learning: How will you work with students concerning this activity/lesson in the future learning? Why?