

Section of Report	Advanced Performance	Accomplished Performance	Developing Performance
1a. Describe your goals for the two lesson on the same topic (maxi lesson & associated mini lesson), including the teaching strategies you employed and the research evidence supporting your approach (≤ 800 words)	Explains use of evidence-supported teaching strategies, referring to specific articles/readings which support how these choices best foster learning. Pedagogically significant differences in approach to teaching and learning between 2 lessons is well explained and referenced. $1\frac{1}{2}$	Explains use of evidence-supported teaching strategies, referring to general ideas about supporting learning. Connections between choice of teaching strategies and learning goals are not robust in terms of impact on learning. Changes in approach to teaching & learning between 2 lessons is explained. 1	Describes teaching strategies used in each lesson, but underlying pedagogical motivations for choices are not discussed. Little/no comparison of 2 lessons. $\frac{1}{2}$
b. References	Citations are all well aligned with the strategy or concept, based on research evidence. $\frac{1}{2}$	Citations are not the most relevant for the context $\frac{1}{4}$	Citations are often absent, vague, irrelevant. 0
Comments 2 pts			
2. Summarise and comment the feedback that you received about your teaching from your peers (≤ 400 words)	Clear statement of key feedback from peers, with specific positive/negative aspects. Explicit reflection on why/how peers' feedback is (not) relevant to supporting learning. Specific and well-aligned plans to address aspects with significant impact on learning. Demonstrates willingness to attempt new (to self) teaching approaches if valuable for learning. $\frac{1}{2}$	Key feedback from peers is summarised and there is some reflection on why/how peers' feedback is (not) relevant to supporting learning. Plans to implement feedback are somewhat general or vague. Potentially open to experiment new (to self) teaching approaches. $\frac{1}{4}$	Feedback from peers is summarised only a general sense, little/no personal perspective provided on received feedback. Plans to implement feedback are general or absent. Willingness to employ new (to self) teaching approaches is not evident. 0
Comments $\frac{1}{2}$ pt			

3. Summarise what you learned from participating in your peers' lessons or seeing how others planned their lessons on EduFlow (≤ 400 words)	Reflection on own experience of being a learner (maybe also seeing others' lesson plans) and how it contributed to development of your intentions for teaching, with clear connections to research evidence and themes from the course. Specific observations or experiences related to practices with high impact on learning. ½	Vague or general statement of how being a learner (maybe also seeing others' lesson plans) contributed to development of your thinking and intentions for teaching. Some connections between instructional choices and own/others' learning are made., but focus is not on practices with a high impact for learning. ¼	Description of own experience of being a learner is not connected to learning or to insights about teaching. No discussion of personal value of being a learner. 0
Comments ½ pt			
4. Conclude by describing what you will do in your teaching in the future to better meet your teaching goals. Please include why these approaches are relevant. (≤ 400 words)	Clear statement of personal teaching development goals with explicit connections to learning. Discussion of several of the following, with coherent links between them and with development goals: research evidence, min lesson teaching, peer feedback, personal reflection, tensions/limits (i.e. student expectations, time, diversity ...). 1	Personal teaching development goals given implicitly or generally, with some connection to learning and research evidence. Discussion of some of the following aspects, including links to development goals: research evidence, min lesson teaching, peer feedback, personal reflection, tensions/limits (i.e. student expectations, time, diversity ...). ¾	Poor/absent articulation of personal teaching development goals, without or only vague connection to learning. Discussion of underlying motivations relies on only a few aspects or remains general. ½
Comments 1 pt			

Project grade:	/ 4
Daily reflections + quizzes:	/ 1
Maxi lesson + peer feedback:	/ 1
COURSE GRADE:	/ 6