

Student Reflection Journals Guidelines

Students may use these or any other format

Page 1 of 3

Date _____

Self _____ other mentor teacher _____

Grade _____

TPE 1: what is the subject being taught?

Waldorf Curriculum Block _____

State Curriculum, subject matter area _____ (math, language arts, history, social studies, science,)

What specific skills do you see being taught?

i.e. writing, spelling, specific math processes, concepts in a subject matter area

TPE 2

How does the teacher monitor the student progress during instruction?

TPE 3

Can you see how the teacher is using the student progress monitoring? What evidence is there of assessment of student progress?

TPE 4

How does the teacher make what s/he is teaching comprehensible, accessible?

TPE 5

How is the teacher engaging the students in the learning process? (pay attention to style of teaching ... is it all direct or is there student-generated processes also? Are students grouped & sharing information/processes, or are they working on their own?)

TPE 6

Is the content of the lesson developmentally appropriate to the age range in the classroom?

(children are capable of the tasks, children can comprehend the concepts, the lessons are engaging and appropriate, etc.)

TPE 7

Does the class have ELL students? Yes ____ No ____

If no, are some of the children non-standard English speakers? Are there children who have language processing difficulties? Who don't follow directions well or who don't understand literary devices such as metaphor, simile, analogy etc. Are some students identified with NLD (non-verbal learning disorder?)

What does the teacher do to meet the needs of these students? Do you see evidence of use of realia, posters, drawings, other approaches that make the subject matter more comprehensible?

TPE 8

Have you spoken to the teacher, or have you, made a class profile and learned a deeper picture about who these children are and what their specific talents, skills, struggles etc. might be. Do you know who is ELL and who has special needs?

TPE 9

What evidence do you see that the teacher used a lesson plan format? Did the teacher include a knowledge of Ca. State Standards, Waldorf Curriculum Standards, goals or objectives for the block or the individual lesson? Does the teacher use an assessment tool so as to do outcomes-based lesson planning?

TPE 10

How does the teacher use the instructional time? Is it structured along the guidelines of a Waldorf Main Lesson, or is it a single subject class? Did the children have time to grasp what was being taught?

TPE 11

What was the social atmosphere like? Are students mutually supportive? Is the teacher treated with respect?

TPE 12

What evidence did you see of the teacher maintaining any legal, ethical professional guidelines?

TPE 13

What has the teacher done, or planned to do, to maintain professional growth?

Student Reflection Journals Guidelines

Students may use these or any other format

Page 3 of 3