

Participant Name:

District:

**EAP 7 Task 1 Feedback**

**Human Development and Learning Task 1:** Adapt your favorite activity to reflect at least two learning styles.

Associated Key Behavioral Indicators

- Recognizes student developmental levels and differences in a group of students.
- Provides a variety of activities to accommodate different student needs.
- Recognizes learning theories, subject matter structure, curriculum/student development and first/second language acquisition process.
- Develops professional development goals related to human development and learning.

**Item Assessment:** Please check all of the Success Criteria characteristics demonstrated by the participant's end product.

Success Criteria	√
Overall Product includes:	
1. The original activity	
2. Analysis of potential problems from the perspective of at least two learning styles	
3. The revised activity	
4. Rationale for making identified revisions	
Activity Analysis and Change include:	
5. Correct application of learning styles (2)	
6. Appropriate changes based on two learning style requirements	
7. Activity changes logically derived from understanding of learning styles	
<b>Total Criteria Present:</b> (Out of 7)	

**Overall Product Assessment:** Please indicate your overall assessment within the following parameters.

- Exceeds Expectations: Each element, 1– 4, is present, and each element, 5 – 7, is present for two learning styles. Plus all application of learning styles reflects correct understanding of that style.
- Meets Expectations: Each element, 1 – 4, is present and at least two elements, 5 – 7, are present for both learning styles. Work demonstrates a basic understanding of selected learning styles.
- Does Not Meet Expectations: Any missing element, 1 – 4, or any two missing elements, 5 – 7, for either learning style. Or if understanding of learning styles is not reflected in the work.

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Coach's Signature

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Date

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**EAP 7 Task 2 Feedback**

**Human Development and Learning Task 2:** Provide a well-developed lesson plan that indicates use of previous knowledge or concepts to introduce new knowledge or concepts.

Associated Key Behavioral Indicators

- Uses previously acquired knowledge to link new knowledge and ideas to already familiar ones.
- Uses multiple activities to engage and motivate students at various developmental levels.
- Provides a variety of activities to accommodate different student needs.
- Recognizes learning theories, subject matter structure, curriculum/student development and first/second language acquisition process.
- Uses alternative instructional strategies to develop concepts and principles and is aware of the rationale for doing so.

**Item Assessment:** Please check all of the Success Criteria characteristics demonstrated by the participant's end product.

Success Criteria	√
1. The Unit into which this Lesson fits is identified	
Lesson Plan meets state standards by including:	
2. Desired outcomes or objectives	
3. Relevant State Standards	
4. Time parameters	
5. Teacher instructions	
6. Student instructions	
7. Materials list	
Knowledge Linking Activity	
8. Is logically placed within the lesson	
9. Clearly identifies the "previous" knowledge	
10. Clearly identifies the "new" knowledge	
11. Allows students to recognize and demonstrate comfort with both the old and new knowledge	
<b>Total Criteria Present: (Out of 11)</b>	

**Overall Product Assessment:** Please indicate your overall assessment within the following parameters.

- Exceeds Expectations: All 11-success criteria are present
- Meets Expectations: At least 10 success criteria are present
- Does Not Meet Expectations: 9 or fewer success criteria are present

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Coach's Signature

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**EAP 7 Task 3 Feedback**

**Human Development and Learning Task 3:** Compare and contrast the characteristics you notice in your own students with those identified through research.

Associated Key Behavioral Indicators

- Recognizes student developmental levels and differences in a group of students.
- Communicates with students effectively by adapting to their developmental needs.
- Provides a variety of activities to accommodate different student needs.
- Recognizes learning theories, subject matter structure, curriculum/student development and first/second language acquisition process.

**Item Assessment:** Please check all of the Success Criteria characteristics demonstrated by the participant's end product.

Success Criteria	√
Overall product includes:	
1. List of student characteristics based on personal observations	
2. List of three research sources/references	
Analysis Paper includes:	
3. Identified areas of commonality	
4. Identified areas of difference	
5. At least two implications for participant's teaching and/or continuous improvement	
<b>Total Criteria Present:</b> <i>(Out of 5)</i>	

**Overall Product Assessment:** Please indicate your overall assessment within the following parameters.

- Exceeds Expectations: All 5-success criteria are present; plus the participant provides detailed consideration of the implication for their continued professional development.
- Meets Expectations: All 5- success criteria are present
- Does Not Meet Expectations: 4 or fewer criteria are present

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Coach's Signature

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Date

Comments: