					econolism.						_	Sub Group: Assmt		_			_	_							
					ALC: NO			_		ec Data BA Data		addition, Allert		_		_	-			_	_				
		- 20	100		CV	9.56	AND .	Log				Assessment	LEFOCER 1 ALP 2	4.0		_	1.00	ts Avg	Sub-Group: Diversity		LAPSE	_			
Curiosan	ub du	3.25	3.38	2.81	150 2.5	3.56	2.38	3.35		3.24	3.47	Instructional goals are assessed through plan		0 4.0			3.00	3.25							Data Avg
The lesson plans unit plan is written and readily available; it is designed well and contains all essential elements (objectives, materials, procedures, and assessments); the plan(s) sh	1.00		_							_	_	Assessment standards are cleary and clearly communicated	2.0			3.00	2.00	3.50	Displays knowledge of devicomental characteristics, and recognizes the exceptions to the pattern making appropriate accommodations for exceptions	1.00					2
Reflects on understanding (topics and concepts)	2:00		_								_	Uses assessment results to plan for individual and groups of students		0 n/a	2.00	2.00	2.00	2.67	Student linguistic differences are taken into account in planning content specific vocabulary development	2.00					
Pedagogical practices reflect understanding within discipline	3.00											Uses formative assessment results to for intervention plans		0 4.0			2.00	3.25	Utilizas strategies to ensure that all students have access to participation in class discussions, presentation and answering questions	3.00					
Accesses online resources	4.00	_	_	_	_	_	_				_	Uses strategies such as prelipost assessments to determine needs and progress		0 n/a	2.00		2.00	3.00	Displays knowledge of cultural heritage of groups or individuals within the class as a whole		4.00				
Instruction		3.29	3.50	2.07	125 4.0	3.50	2.46	2.54		3.28	3.48	Lesson plan demonstrate understanding of sequence, scope, expectations, standarde-based instruction, and assessing progress	6.0	0 4.0			2.00	3.50	Instructional plans demonstrate an understanding of the use of varied strategies to meet the needs of exceptional students	5.00	4.00	4.00	3.00	3.00	
Most activities and assignments are appropriate	1.00											Demonstrates the use of assessment software to organize assessment data and displays these data in various ways to inform instruction	7.0	0 4.0	0 4.00	nia	2.00	3.47							
Most students are cognitively engaged	2:00											Assessment	Candidate 2 ALP 5						Diversity	Candidate					Data Avg
Instructional groups are productive	3.00											Instructional goals are assessed through plan	1.0			3.00	2.00	3.50	Displays knowledge of devicomental characteristics, and recognizes the exceptions to the pattern making appropriate accommodations for exceptions	1.00	4.00	4.00	3.00	3.00	
Instructional materias are suitable	4.00											Assessment standards are cleary and clearly communicated	2.0				3.00	3.50	Student linguistic differences are taken into account in planning content specific vocabulary development	2.00					
Pacing of lesson is appropriate	5.00											Uses assessment results to plan for individual and groups of students	2.0				2.00	3.50	Utilizes strategies to ensure that all students have access to participation in class discussions, presentation and answering questions	3.00					
Provides in struction for varied needs and styles of learners	6.00											Uses formative assessment results to for intervention plans	4.0				2.00	8.25	Displays knowledge of cultural heritage of groups or individuals within the class as a whole	4.00					
Utilizes technology as a teaching tool	7.00											Uses strategies such as preipost assessments to determine needs and progress	5.0	0 4.0	0 4.00	nia	2.00	3.67	Instructional plans demonstrate an understanding of the use of varied strategies to meet the needs of exceptional students	5.00	3.00	2.00	3.00	3.00	
Teaching		3.42	2.45	3.22	100 20	3.00	3.00	2.17		3.30	1.00	Lesson plan demonstrate understanding of sequence, scope, expectations, standards-based instruction, and assessing progress	6.0	0 4.0	0 4.00	3.00	3.00	3.50							=
Feedback is consistent and timely	1.00											Demonstrates the use of assessment software to organize assessment data and displays these data in various ways to inform instruction	7.0	0 2.0	0 4.00	2:00	2.00	3.00	Diversity	Candidate					Data Avg
Communicates clearly and accurately in oral and written language	2.00											Assessment	Candidate 3 ALP 5	Sec					Displays knowledge of devicomental characteristics, and recognizes the exceptions to the pattern making appropriate accommodations for exceptions	1.00	4.00	2.00	2.00	2.00	- 2
Uses skillful questioning/discussion techniques	3.00											Instructional goals are assessed through plan	1.0	0 20	0 2.00	3.00	3.00	1.00	Student linguistic differences are taken into account in planning content specific vocabulary development	2.00	3.00	4.00	2.00	3.00	- 2
Monitors student learning through feedback	4.00											Assessment standards are cleary and clearly communicated	2.0	0 2.0	0 2.00	3.00	3.00	3.00	Utilizes strategies to ensure that all students have access to participation in class discussions, presentation and answering questions	3.00		4.00			2
Provides time and accurate feedback	5.00											Uses assessment results to plan for individual and groups of students	2.0			3.00	3.00	3.00	Displays knowledge of cultural heritage of groups or individuals within the class as a whole	4.00					
Micdels and makes available for students technology tools	6.00											Uses formative assessment results to for intervention plans	4.0				3.00	3.25	Instructional plans demonstrate an understanding of the use of varied strategies to meet the needs of exceptional students	5.00	3.00	4.00	3.00	3.00	
Lasting		3.28	2.44	3.19	144 3.2	3.50	4.09	2.47		3.34	3.80	Uses strategies such as prejocit assessments to determine needs and progress	5.0				3.00	3.00			_	_	_	_	
Understanding of developmental characteristics	1.00	_	_		_							Lesson plan demonstrate understanding of sequence, scope, expectations, standards-based instruction, and assessing progress	6.0				3.00	2.00	Distrib	Conditate	A M D SEC				Data Ave
Understanding of different approached to learning	2.00		_		_						_	Demonstrates the use of assessment software to organize assessment data and displays these data in various ways to inform instruction		0 n/a	2.00		3.00	130	Displays knowledge of devicomental characteristics, and recognizes the exceptions to the pattern making appropriate accommodations for exceptions.	100	3.00		2.00		
Recognizes the value of understanding studenty's kills and knowledge	2.00		_	_	_							Assessment	Candidate Cardio		100		200		Student Inquistic differences are taken into account in planning content specific vocabulary development	2.00					-i
	4.00		_	_	_						_	*Assessarian	CHICAGO TALL		_	3.00				3.00					
Conveys high expectations of learners	4.00	_	_	_	_				_	_	_	Instructional goals are assessed through plan	1.0	0 4.0			2.00	1.90	Utilizes strategies to ensure that all students have access to participation in class discussions, presentation and answering questions	4.00			2.00		
Demonstrates knowledge of interest or cultural heritage Demonstrates knowledge of students' various learning styles	6.00		_	_	_					_		Assessment standards are cleary and clearly communicated  Uses assessment results to plan for individual and groups of students.	2.0				200	3.50	Displays knowledge of cultural heritage of groups or individuals within the class as a whole Instructional plans demonstrate an understanding of the use of varied strategies to meet the needs of exceptional students.		4.00		200		
	6.00	_	_	_	_						_		40				200	1.90	Transcribing Spains described an indentification of the same of states of an indentification of endploying students.	0.00	1.00	100	200	200	
Plans learning activities to engage students	7.00	_	_	_	_				_	_	_	Uses formative assessment results to for intervention plans					2.00	1.50			5 ALP Elen			_	-
Demonstrates undentanding of use of technology as a tool for enhancing student learning	8.00	_	_	_	_	_	_	_			_	Uses strategies such as preipost assessments to determine needs and progress	5.0				3.00	3.50	Diversity						Data Avg
Assessment		3.30	2.29	2.04	146 3.5	3.50	2.18	3.34		3.30	3.34	Lesson plan demonstrate understanding of sequence, scope, expectations, standarde-based instruction, and assessing progress	6.0				3.00	3.50	Displays knowledge of devicomental characteristics, and recognises the exceptions to the pattern making appropriate accommodations for exceptions	1.00					
Instructional goals are assessed through plan	1.00		_	_	_					_	_	Demonstrates the use of assessment software to organize assessment data and displays these data in various ways to inform instruction	7.0	0 4.0	0 4.00	2.00	2.00	3.25	Student linguistic differences are taken into account in planning content specific vocabulary development	2.00					
Assessment standards are cleary and clearly communicated	2:00		_							_	_	Assesment	Candidate 5 ALP 0						Utilizes strategies to ensure that all students have access to participation in class discussions, presentation and answering questions	3.00				3.00	
Uses assessment wealts to plan for individual and groups of students	3.00		_									Instructional goals are assessed through plan	1.0				2.00	3.50	Displays knowledge of cultural heritage of groups or individuals within the class as a whole	4.00					
Uses formative assessment results to for intervention plans	4.00											Assessment standards are cleary and clearly communicated	2.0				2.00	3.50	Instructional plans demonstrate an understanding of the use of varied strategies to meet the needs of exceptional students	5.00	4.00	4.00	3.00	3.00	2
Uses strategies such as preipost assessments to determine needs and progress	5.00		_	_						_	_	Uses assessment results to plan for individual and groups of students	2.0	0 4.0	0 4.00	3.00	2.00	3.50							-
Lesson plan demonstrate undentanding of sequence, scope, expectations, standards-based instruction, and assessing progress	6.00											Uses formative assessment results to for intervention plans	4.0				2.00	3.67	Diversity	Candidate	6 BA				Data Avg
Demonstrates the use of assessment software to organize assessment data and displays these data in various ways to inform instruction	7.00											Uses strategies such as preipost assessments to determine needs and progress	5.0	0 4.0	0 4.00	3.00	2.00	3.50	Displays knowledge of devicomental characteristics, and recognizes the exceptions to the pattern making appropriate accommodations for exceptions	1.00	4.00	4.00	3.00	3.00	
Professionalism		2.92	3.50	2.00	121 24	2.50	2.18	3.25		3.16	3.36	Lesson plan demonstrate understanding of sequence, scope, expectations, standards-based instruction, and assessing progress	6.0	0 4.0	0 4.00	3.00	2.00	3.40	Student linguistic differences are taken into account in planning content specific vocabulary development	2.00	4.00	4.00	3.00	3.00	. 2
Classroom procedures and routines are evident by student conduct and organization of activities	1.00											Demonstrates the use of assessment achieves to organize assessment data and displays these data in various ways to inform instruction	7.0	0 4.0	0 4.00	nia	3.00	3.67	Utilizes strategies to ensure that all students have access to participation in class discussions, presentation and answering questions	3.00	4.00	4.00	3.00	3.00	
Arranges room and moves in it to ensure awareness of student behavior	2:00											Assessment	Candidate 6 BA						Displays knowledge of cultural heritage of groups or individuals within the class as a whole	4.00	4.00	4.00	3.00	3.00	. 2
Response to misbehavior is appropriate	3.00											Instructional goals are assessed through plan	1.0	0 4.0	0 4.00	3.00	2.00	3.50	Instructional plans demonstrate an understanding of the use of varied strategies to meet the needs of exceptional students	5.00	4.00	4.00	3.00	3.00	
Communicates to parents and community members reporting on student progress, important events, and school activities	4.00											Assessment standards are cleary and clearly communicated	2.0	0 4.0	0 4.00	3.00	3.00	3.50							
Understands, respects, and values the history of and values of community and brings relevance to classroom	5.00											Uses assessment results to plan for individual and groups of students	2.0	0 4.0			2.00	3.50	Discreto	Candidate	7 BA				Data Ave
Involved in some aspect of community life	6.00											Uses formative assessment results to for intervention plans	4.0	0 4.0			3.00	3.60	Displays knowledge of devicomental characteristics, and recognizes the exceptions to the pattern making appropriate accommodations for exceptions	1.00	4.00	4.00	2.00	3.00	- 2
Discrete		3.45	2.45	2.00	20 3.5	9.65	9.90	3.00		3.19	1.00	Uses strategies such as prelpost assessments to determine needs and progress	5.0				2.00	3.50	Student linguistic differences are taken into account in planning content specific vocabulary development	2.00	3.00				- 1
Displays knowledge of devicopmental characteristics, and recognizes the escaptions to the pattern making appropriate accommodations for exceptions	1.00				-							Lesson plan demonstrate understanding of sequence, scope, expectations, standards-based instruction, and assessing progress	60	0 4.0			2.00	130	Utilizes strategies to ensure that all students have access to paticipation in class discussions, presentation and answering questions	3.00					- 1
Student linguistic differences are taken into account in planning content specific vocabulary development	2.00		_									Demonstrates the use of assessment software to organize assessment data and displays these data in various ways to inform instruction	7.0	0 40			3.00	347	Displays knowledge of cultural heritage of groups or individuals within the class as a whole	4.00					- 2
USizes strategies to ensure that all students have access to participation in class discussions, presentation and answering questions	2.00		_		_							innered	Condition 7 8A						Instructional plans demonstrate an understanding of the use of varied strategies to meet the needs of exceptional students.	5.00			2.00		- 1
	4.00		_		_					_		Instructional goals are assessed through plan	1.0	0 20	0 4.00	3.00	2.00	175	A STATE OF THE PARTY OF THE PAR	2.00	4.00	1.00	2.00	200	
Displays knowledge of cultural heritage of groups or individuals within the class as a whole Instructional plans demonstrate an understanding of the use of varied strategies to meet the needs of exceptional students	5.00	_	_	_	_				_	_	_	Assessment standards are clearly and clearly communicated	1.0				100				-				
	.00	3.60	2.00	200	145 3.2	0.00	- 100	0.00	_	1.00	101		2.0				100	130		**************************************	Atanoni	motowe	Sections	tore	tor Observed
Professionalism	4.00	200	2.74	200	- 22	3.50	2.35	2.00	_			Uses assessment results to plan for individual and groups of students	4.0				100			- AMELIANIES			- page		
Reflections, both in writing and coal, demonstrate candidate willingness to consider possible changes in practice Reflections, both in writing and coal, demonstrate candidate research into viable alternatives to their own current practice	2.00		_	_	_					_	_	Uses formative assessment results to for intervention plans	4.0	0 20			100	5.25			440	1.00	2.00	1.00	
	2.00		_		_					_		Uses strategies such as preipost assessments to determine needs and progress	5.0				100	5.25			-				
Candidate makes an accurate assessment of a lesson's effectiveness and the extent to which instructional goals were met	3.00	_	_	_	_				_	_	_	Lesson plan demonstrate understanding of sequence, scope, expectations, standards-based instruction, and assessing progress	6.0	0 20			2.00	5.25		_	-				
Candidate makes specific suggestions about how a lesson may be improved	5.00		_	_	_					_	_	Demonstrates the use of assessment software to organize assessment data and displays these data in various ways to inform instruction	7.0	1.0	100	200	100	4.0			-				
Candidate utilizes online resources to consider changes in approach and the viability of technology based strategies	2.00	_	_	_	_		_	_	_	_	_			-		_	_				_				
		3.50	3.50	3.29	138 3.5	3.67	3.50	3.49	_	3.41	1.59					_		_		_					
Collaboration													Marced	Protoest	Developing	Racc No.	rt Observed	_							
Collaboration  Candidate participates actively and positively in candidate seminars and teacher collaborative times during the practicum experience	1.00		_		_																				
Candidate seeks out opportunities for professional development both formal and informal, to enhance content knowledge and pedagogical skill	2.00												4.0	0 10	0 2.00	1.00 N									
Candidate seeks out opportunities for professional development both formal and informal, to enhance content knowledge and pedagogical skill Candidate demonstrates willingness to work in collaboration with instruction, mentors, and colleagues by creating and maintaining relationships of mutual respect	1.00 2.00 3.00												4.0	0 10	2.00	1.00 %									
Candidate seeks out opportunities for professional development both formal and informal, to enhance content knowledge and pedagogical skill	100 200 300 400												4.0	0 10	2.00	1.00 %									