ALP,Assessment of Classroom Teaching, Fall 2015

	Sub	CC	LML	CD	MR	LHL	AG	Avg	Color Key:	ALP Elem Data	ALP Sec Data
									ALP - Elementary		
Curriculum	Sub	3.50	2.60	3.63	3.38	3.69	2.81	3.27	ALP - Secondary	3.05	3.51
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								ALP - SPED		
Reflects on understanding (topics and concepts)	2.00								BA - Elementary		
Pedagogical practices reflect understanding within discipline	3.00										
Accesses online resources	4.00										
Instruction		3.68	2.64	3.54	3.06	3.71	2.82	3.24		3.16	3.30
Most activities and assignments are appropriate	1.00										
Most students are cognitively engaged	2.00										
Instructional groups are productive	3.00										
Instructional materias are suitable	4.00										
Pacing of lesson is appropriate	5.00										
Provides in struction for varied needs and styles of learners	6.00										
Utilizes technology as a teaching tool	7.00										
Teaching		3.71	2.50	3.33	3.17	3.33	3.17	3.20		3.11	3.25
Feedback is consistent and timely	1.00										
Communicates clearly and accurately in oral and written language	2.00										
Uses skillful questioning/discussion techniques	3.00										
Monitors student learning through feedback	4.00										
Provides time and accurate feedback	5.00										
Models and makes available for students technology tools	6.00										
Learning		3.47	2.78	3.41	2.88	3.59	2.66	3.13		3.13	3.15
Understanding of developmental characteristics	1.00										
Understanding of different approached to learning	2.00										
Recognizes the value of understanding students' skills and knowledge	3.00										
Conveys high expectations of learners	4.00										
Demonstrates knowledge of interst or cultural heritage	5.00										
Demonstrates knowledge of students' various learning styles	6.00										
Plans learning activities to engage students	7.00										
Demonstrates understanding of use of technology as a tool for enhancing student learning	8.00										
Assessment		3.09	2.68	2.93	3.04	3.54	2.54	2.97	*AREA OF CONCERN	2.89	2.99
Instructional goals are assessed through plan	1.00										
Assessment standards are cleary and clearly communicated	2.00										
Uses assessment results to plan for individual and groups of students	3.00										
Uses formative assessment results to for intervention plans	4.00										
Uses strategies such as pre/post assessments to determine needs and progress	5.00										
Lesson plan demonstrate understanding of sequence, scope, expectations, standards-based instruction, and assessing progress	6.00										
Demonstrates the use of assessment software to organize assessment data and displays these data in various ways to inform instruction	7.00										
Professionalism		3.54	2.75	3.08	2.89	3.50	2.83	3.10		3.15	2.99
Classroom procedures and routines are evident by student conduct and organization of activities	1.00										
Arranges room and moves in it to ensure awareness of student behavior	2.00										
Response to misbehavior is appropriate	3.00										
Communicates to parents and community members reporting on student progress, important events, and school activities	4.00										
Understands, respects, and values the history of and values of community and brings relevance to classroom	5.00										
Involved in some aspect of community life	6.00										
Diversity		3.30	2.90	3.45	2.85	3.50	2.83	3.14		3.28	3.15
Displays knowledge of devlopmental characteristics, and recognizes the exceptions to the pattern making appropriate accommodations for exceptions	1.00										
Student linquistic differences are taken into account in planning content specific vocabulary development	2.00										
Utilizes strategies to ensure that all students have access to participation in class discussions, presentation and answering questions	3.00										
Displays knowledge of cultural heritage of groups or individuals within the class as a whole	4.00										
Instructional plans demonstrate an understanding of the use of varied strategies to meet the needs of exceptional students	5.00										
Professionalism		3.55	2.66	3.45	2.95	3.45	2.60	3.11		3.11	3.20
Reflections, both in writing and oral, demonstrate candidate willingness to consider possible changes in practice	1.00										
Reflections, both in writing and oral, demonstrate candidate research into viable alternatives to their own current practice	2.00										
Candidate makes an accurate assessment of a lesson's effectiveness and the extent to which instructional goals were met	3.00										
Candidate makes specific suggestions about how a lesson may be improved	4.00										
Candidate utilizes online resources to consider changes in approach and the viability of technology based strategies	5.00										
Collaboration		3.69	2.88	3.38	3.00	3.69	2.75	3.23			
Candidate participates actively and positively in candidate seminars and teacher collaborative times during the practicum experience	1.00									3.29	3.19
Candidate seeks out opportunities for professional development both formal and informal, to enhance content knowledge and pedagogical skill	2.00										
Candidate demonstrates willingness to work in collaboration with instructors, mentors, and colleagues by creating and maintaining relationships of mutual respect	3.00										
Candidate uses technology to communicate effectively with parents, colleagues, school administration and college supervisors	4.00										
								3.15	Overall		

Sub Group: Assmt

Assessment						Data Avg
Instructional goals are assessed through plan	1.00	3.00	3.00	2.00	3.00	2.75
Assessment standards are cleary and clearly communicated	2.00	3.00	3.00	3.00	3.00	3.00
Uses assessment results to plan for individual and groups of students	3.00	4.00	3.00	2.00	3.00	3.00
Uses formative assessment results to for intervention plans	4.00	4.00	4.00	2.00	3.00	3.25
Uses strategies such as pre/post assessments to determine needs and progress	5.00	3.00	3.00	3.00	3.00	3.00
Lesson plan demonstrate understanding of sequence, scope, expectations, standards-based instruction, and assessing progress	6.00	3.00	4.00	3.00	3.00	3.25
Demonstrates the use of assessment software to organize assessment data and displays these data in various ways to inform instruction	7.00	4.00	4.00	n/a	3.00	3.67
Assessment	Candidate 2 ALP Elem					
Instructional goals are assessed through plan	1.00	2.00	3.00	3.00	3.00	2.75
Assessment standards are cleary and clearly communicated	2.00	2.00	3.00	2.00	3.00	2.50
Uses assessment results to plan for individual and groups of students	3.00	NA	3.00	3.00	3.00	3.00
Uses formative assessment results to for intervention plans	4.00	NA	3.00	3.00	3.00	3.00
Uses strategies such as pre/post assessments to determine needs and progress	5.00	NA	2.00	2.00	3.00	2.33
Lesson plan demonstrate understanding of sequence, scope, expectations, standards-based instruction, and assessing progress	6.00	3.00	3.00	3.00	3.00	3.00
Demonstrates the use of assessment software to organize assessment data and displays these data in various ways to inform instruction	7.00	NA	NA	2.00	3.00	
Assessment	Candidate 3 ALP Sec					
Instructional goals are assessed through plan	1.00	3.00	4.00	3.00	3.00	3.25
Assessment standards are cleary and clearly communicated	2.00	3.00	3.00	3.00	3.00	3.00
Uses assessment results to plan for individual and groups of students	3.00	3.00	3.00	3.00	3.00	3.00
Uses formative assessment results to for intervention plans	4.00	3.00	3.00	3.00	3.00	3.00
Uses strategies such as pre/post assessments to determine needs and progress	5.00	3.00	3.00	3.00	3.00	3.00
Lesson plan demonstrate understanding of sequence, scope, expectations, standards-based instruction, and assessing progress	6.00	4.00	3.00	3.00	3.00	3.25
Demonstrates the use of assessment software to organize assessment data and displays these data in various ways to inform instruction	7.00	1.00	1.00	n/a	3.00	1.67
Assessment	Candidate 4 ALP Sec					
Instructional goals are assessed through plan	1.00	3.00	3.00	3.00	3.00	3.00
Assessment standards are cleary and clearly communicated	2.00	3.00	3.00	3.00	4.00	3.25
Uses assessment results to plan for individual and groups of students	3.00	NA	3.00	3.00	3.00	3.00
Uses formative assessment results to for intervention plans	4.00	NA	3.00	3.00	3.00	3.00
Uses strategies such as pre/post assessments to determine needs and progress	5.00	NA	3.00	3.00	3.00	3.00
Lesson plan demonstrate understanding of sequence, scope, expectations, standards-based instruction, and assessing progress	6.00	3.00	3.00	3.00	3.00	3.00
Demonstrates the use of assessment software to organize assessment data and displays these data in various ways to inform instruction	7.00	NA	3.00	3.00	3.00	3.00
Assessment	Candidate 5 ALP SPED					
Instructional goals are assessed through plan	1.00	4.00	4.00	3.00	3.00	3.50
Assessment standards are cleary and clearly communicated	2.00	4.00	4.00	3.00	4.00	3.75
Uses assessment results to plan for individual and groups of students	3.00	4.00	4.00	3.00	3.00	3.50
Uses formative assessment results to for intervention plans	4.00	4.00	4.00	3.00	3.00	3.50
Uses strategies such as pre/post assessments to determine needs and progress	5.00	4.00	4.00	3.00	3.00	3.50
Lesson plan demonstrate understanding of sequence, scope, expectations, standards-based instruction, and assessing progress	6.00	4.00	4.00	3.00	3.00	3.50
Demonstrates the use of assessment software to organize assessment data and displays these data in various ways to inform instruction	7.00	4.00	4.00	n/a	3.00	3.67
Assessment	Candidate 6 BA Elem					
Instructional goals are assessed through plan	1.00	2.00	2.00	3.00	3.00	2.50
Assessment standards are cleary and clearly communicated	2.00	2.00	2.00	3.00	3.00	2.50
Uses assessment results to plan for individual and groups of students	3.00	2.00	2.00	3.00	3.00	2.50
Uses formative assessment results to for intervention plans	4.00	2.00	2.00	3.00	3.00	2.50
Uses strategies such as pre/post assessments to determine needs and progress	5.00	2.00	2.00	3.00	4.00	2.75
Lesson plan demonstrate understanding of sequence, scope, expectations, standards-based instruction, and assessing progress	6.00	2.00	2.00	3.00	3.00	2.75
Demonstrates the use of assessment software to organize assessment data and displays these data in various ways to inform instruction	7.00	NA	2.00	n/a	3.00	2.50

Assessment Rating:	Advanced	Proficient	Developing	Basic	Not Observed
	4.00	3.00	2.00	1.00	NA

Sub Group: Diversity

Diversity	Candidate 1 ALP Elem					Data Avg
Displays knowledge of devlopmental characteristics, and recognizes the exceptions to the pattern making appropriate accommodations for exceptions	1.00	3.00	3.00	3.00	3.00	3.00
Student linquistic differences are taken into account in planning content specific vocabulary development	2.00	3.00	3.00	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	4.00	3.00	3.00	3.50
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	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	3.50
Diversity	Candidate 2 ALP Elem					
Displays knowledge of devlopmental characteristics, and recognizes the exceptions to the pattern making appropriate accommodations for exceptions	1.00	2.00	4.00	3.00	3.00	3.00
Student linquistic differences are taken into account in planning content specific vocabulary development	2.00	2.00	4.00	2.00	3.00	2.75
Utilizes strategies to ensure that all students have access to participation in class discussions, presentation and answering questions	3.00	2.00	4.00	2.00	3.00	2.75
Displays knowledge of cultural heritage of groups or individuals within the class as a whole	4.00	3.00	4.00	3.00	3.00	3.25
Instructional plans demonstrate an understanding of the use of varied strategies to meet the needs of exceptional students	5.00	2.00	3.00	2.00	3.00	2.50
Diversity	Candidate 3 ALP Sec					
Displays knowledge of devlopmental characteristics, and recognizes the exceptions to the pattern making appropriate accommodations for exceptions	1.00	4.00	4.00	3.00	3.00	3.50
Student linquistic differences are taken into account in planning content specific vocabulary development	2.00	4.00	4.00	3.00	3.00	3.50
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	3.50
Displays knowledge of cultural heritage of groups or individuals within the class as a whole	4.00	4.00	3.00	3.00	3.00	3.25
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	3.50
Diversity	Candidate 4 ALP Sec					
Displays knowledge of devlopmental characteristics, and recognizes the exceptions to the pattern making appropriate accommodations for exceptions	1.00	3.00	3.00	3.00	3.00	3.00
Student linquistic differences are taken into account in planning content specific vocabulary development	2.00	3.00	3.00	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	2.00	3.00	3.00	3.00	2.75
Displays knowledge of cultural heritage of groups or individuals within the class as a whole	4.00	2.00	3.00	3.00	3.00	2.75
Instructional plans demonstrate an understanding of the use of varied strategies to meet the needs of exceptional students	5.00	2.00	3.00	3.00	3.00	2.75
Diversity	Candidate 5 ALP SPED					
Displays knowledge of devlopmental characteristics, and recognizes the exceptions to the pattern making appropriate accommodations for exceptions	1.00	4.00	4.00	3.00	3.00	3.50
Student linquistic differences are taken into account in planning content specific vocabulary development	2.00	4.00	4.00	3.00	3.00	3.50
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	3.50
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	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	4.00	3.75

Advanced	Proficient	Developing	Basic	Not Observed
4.00	3.00	2.00	1.00	NA