								Color KEY:															
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	_		-				04.4	are cech	Sub-florum: Accomp		_				_	_			_				_
		MA	55	HM	MM	Avg	BA Avg		SUB GROUP: Assimt	Condition	-	_	_	_	_	_		_	_				-
Curriculum	Sub						,	ALP Elects	Assessment	-					Data Avg	_	Sub Group: Diversity	_					
The leason plans/unit plan is written and readily available; it is designed well and contains all essential elements (objectives, materials, procedures, and assessments)	1.00							BA .	Instructional goals are assessed through plan		0 4.00				10 3	25	Diversity		ne 1 BA				Data Avg
Reflects on understanding (topics and concepts)	2.00	_							Assessment standards are cleary and clearly communicated	2.00					10 3	50	Displays knowledge of devicomental characteristics, and recognizes the exceptions to the pattern making appropriate accommodations for exceptions			1.00 4.00		3.00	3
Pedagogical practices reflect understanding within discipline	3.00	_							Uses assessment results to plan for individual and groups of students		0 n/a	3.00			10 2	67	Student linquistic differences are taken into account in planning content specific vocabulary development	2.00		L00 4.00		3.00	3
Accesses online resources	4.00						[1]		Uses formative assessment results to for intervention plans	4.00					10 3	25	Utilizes strategies to ensure that all students have access to participation in class discussions, presentation and answering questions	3.00		L00 4.00		3.00	
Instruction		3.50	3.40	3.27 3	05 2.9	3.23	3.45		Uses strategies such as preipoet assessments to determine needs and progress		0 n/a	3.00			10 3	00	Displays knowledge of cultural heritage of groups or individuals within the class as a whole	4.00		1.00 3.00		3.00	. 3
Most activities and assignments are appropriate	1.00								Lesson plan demonstrate understanding of sequence, scope, expectations, standards-based instruction, and assessing progress	6.00			3.00	3.	10 3	50	Instructional plans demonstrate an understanding of the use of varied strategies to meet the needs of exceptional students	5.00	.00	1.00 4.00	4.00	3.00	. 3
Most students are cognitively engaged	2.00								Demonstrates the use of assessment software to organize assessment data and displays these data in various ways to inform instruction	7.00	0 4.00	4.00	n/a	3.	10 3	67	Sub Group: Diversity						
Instructional groups are productive	3.00								Assessment	Candidate	2 BA						Diversity	Candidate	ne 2 BA				Data Avg
Instructional materias are suitable	4.00								Instructional goals are assessed through plan	1.00	0 4.00	4.00	3.00	3.	10 2	.50	Displays knowledge of deviopmental characteristics, and recognizes the exceptions to the pattern making appropriate accommodations for exceptions	1.00	.00	1.00 3.00	3.00	3.50	7
Pacing of lesson is appropriate	5.00								Assessment standards are cleary and clearly communicated	2.00				3	10 3	50	Student linguistic differences are taken into account in planning content specific vocabulary development	2.00		1.00 3.00	3.00	3.00	
Provides in struction for varied needs and styles of learners	6.00								Uses assessment results to plan for individual and groups of students	3.00		4.00	3.00	3.	0 3	50	Utilizes strategies to ensure that all students have access to participation in class discussions, presentation and answering questions	3.00		1.00 3.00	3.00	3.00	
Utilizes technology as a teaching tool	7.00								Uses formative assessment results to for intervention plans	4.00	0 3.00	4.00	3.00	3	0 3	25	Displays knowledge of cultural heritage of groups or individuals within the class as a whole	4.00	00	1.00 m/s	3.00	3.00	
Teaching		3.43	3.23	3.14 2	95 2.5	3.12	2 12		Uses strategies such as preipost assessments to determine needs and progress	5.00	0 4.00	4.00	min	- 1	0 2	67	Instructional plans demonstrate an understanding of the use of varied strategies to meet the needs of exceptional students	5.00		1.00 3.00	3.00	3.00	
Feedback is consistent and timely	1.00									6.00			3.00	-			Sub Group: Diversity	-	_				-
	2.00	_	_	_	_				Lesson plan demonstrate understanding of sequence, scope, expectations, standards-based instruction, and assessing progress	7.00						150		0	00 3 ALP S	000			Date Ave
Communicates clearly and accurately in oral and written language		_	_	_	_		_		Demonstrates the use of assessment software to organize assessment data and displays these data in various ways to inform instruction		3 AI P SPE		2.00	- 3	2	.00	Diversity						Data Avg
Uses skilful questioning/discussion techniques	3.00	_	_	_	_		_		Assessment								Displays knowledge of deviopmental characteristics, and recognizes the exceptions to the pattern making appropriate accommodations for exceptions			1.00 3.00		3.00	- 3
Monitors student learning through feedback	4.00	_			_				Instructional goals are assessed through plan		0 3.00				10 3	.00	Student linquistic differences are taken into account in planning content specific vocabulary development	2.00		1.00 3.00		3.00	- 3
Provides time and accurate feesback	5.00				_				Assessment standards are cleary and clearly communicated	2.00					10 3	.00	Utilizes strategies to ensure that all students have access to participation in class discussions, presentation and answering questions	3.00		1.00 3.00		3.00	_ 3
Models and makes available for students technology tools	6.00				_				Uses assessment results to plan for individual and groups of students	3.00					10 2	.00	Displays knowledge of cultural heritage of groups or individuals within the class as a whole	4.00		2.00 4.00		3.00	. 3
Learning		3.42	3.00	3.14 3	.17 3.0	3.15	3.15		Uses formative assessment results to for intervention plans	4.00	0 4.00	3.00	3.00	3.	10 2	25	Instructional plans demonstrate an understanding of the use of varied strategies to meet the needs of exceptional students	5.00	.00	1.00 4.00	3.00	3.00	. 3
Understanding of developmental characteristics	1.00								Uses strategies such as preipost assessments to determine needs and progress	5.00	0 3.00	3.00	3.00	3.	10 2	.00	Sub Group: Diversity						
Understanding of different approached to learning	2.00								Lesson plan demonstrate understanding of sequence, scope, expectations, standards-based instruction, and assessing progress	6.00	0 3.00	4.00	3.00	3.	10 2	.00	Diversity	Candidate	to 4 ALP S	ec			Data Avg
Recognizes the value of understanding students' skills and knowledge	3.00								Demonstrates the use of assessment software to organize assessment data and displays these data in various ways to inform instruction	7.00	0 n/a	2.00	n/a	3.	0 2	50	Displays knowledge of devicemental characteristics, and recognizes the exceptions to the pattern making appropriate accommodations for exceptions	1.00	.00	2.00 3.00	3.00	3.00	7
Conveys high expectations of learners	4.00								Assessment	Candidate	4 ALP Sec						Student linguistic differences are taken into account in clanning content assectic vocabulary development	2.00	00	2.00 3.00	3.00	3.00	
Demonstrates knowledge of Intent or cultural heritage	5.00								Instructional goals are assessed through plan	1.00	0 4.00	4.00	3.00		0 2	50	Utilizes strategies to ensure that all students have access to participation in class discussions, presentation and answering questions	3.00	00	2.00 3.00	3.00	3.00	
Demonstrates knowledge of students' various learning styles	5.00	_			_				Assessment standards are cleary and clearly communicated	2.00				- 3	0 2	SO	Displays knowledge of cultural heritage of groups or individuals within the class as a whole	4.00		1.00 3.00		3.00	
Plans learning activities to engage students	7.00	_	_		_				Uses assessment results to plan for individual and groups of students	3.00			3.00	- 1		SO.	Instructional plans demonstrate an understanding of the use of varied strategies to meet the needs of exceptional students	5.00		1.00 3.00		3.00	-
Demonstrates understanding of use of technology as a tool for enhancing student learning	8.00	_							Uses formative assessment results to for intervention plans	4.00				-			Sub Group: Diversity						-
	8.00	3.44	3.03		94 2.7				Uses strategies such as pre/post assessments to determine needs and progress	5.00						150	Sab decup: Diversity	Candidate		2000			Data Avo
Assessment		2.44	3.03	3.10 2	34 27	3.00	1.06									150	University						Date Avg
Instructional goals are assessed through plan	2.00	_	_	_	_		_		Lesson plan demonstrate understanding of sequence, scope, expectations, standards-based instruction, and assessing progress	5.00				- 3	10 2	150	Displays knowledge of deviopmental characteristics, and recognizes the exceptions to the pattern making appropriate accommodations for exceptions	1.00		2.00 2.00		3.00	2
Assessment standards are cleary and clearly communicated		_	_	_	_		_		Demonstrates the use of assessment software to organize assessment data and displays these data in various ways to inform instruction		6 ALP Eler		2.00	- 3	6 4	-20	Student linquistic differences are taken into account in planning content specific vocabulary development	2.00		2.00 2.00		3.00	- 3
Uses assessment results to plan for individual and groups of students	3.00	_			_				Assessment								Utilizes strategies to ensure that all students have access to participation in class discussions, presentation and answering questions	3.00		1.00 3.00		3.00	- 3
Uses formative assessment results to for intervention plans	4.00	_							Instructional goals are assessed through plan	1.00					10 2	150	Displays knowledge of cultural heritage of groups or individuals within the class as a whole	4.00		1.00 3.00		3.00	3
Uses strategies such as prelipost assessments to determine needs and progress	5.00								Assessment standards are cleary and clearly communicated	2.00					10 2	LS0	Instructional plans demonstrate an understanding of the use of varied strategies to meet the needs of exceptional students	5.00	.00	1.00 3.00	3.00	3.00	. 3
Lesson plan demonstrate understanding of sequence, ecope, expectations, standards-based instruction, and assessing progress	6.00								Uses assessment results to plan for individual and groups of students	3.00				3	10 2	150		_	_				_
Demonstrates the use of assessment software to organize assessment data and displays these data in various ways to inform instruction	7.00								Uses formative assessment results to for intervention plans	4.00			n/a	3	10 2	.67		Advanced	Proficien	t Developing	Rasic	iot Observed	
Professionalism		3.35	3.00	3.04 3	.11 2.7	3.05	3.06		Uses strategies such as prelipost assessments to determine needs and progress	5.00	0 4.00	4.00	3.00	3.	10 2	LS0		4.00	.00	3.00 2.00	1.00	4A	
Classroom procedures and routines are evident by student conduct and organization of activities	1.00								Lesson plan demonstrate understanding of sequence, scope, expectations, standards-based instruction, and assessing progress	6.00				3.	10 2	140							
Arranges room and moves in it to ensure awareness of student behavior	2.00								Demonstrates the use of assessment software to organize assessment data and displays these data in various ways to inform instruction	7.00	0 4.00	4.00	n/a	3.	10 2	167							
Response to misbehavior is appropriate	3.00																						
Communicates to parents and community members reporting on student progress, important events, and school activities	4.00									Advanced	Proficient	Developing		NOT DESERVE									
Communicates to parents and community members reporting on student progress, important events, and achool activities Understands, respects, and values the history of and values of community and brings relevance to classroom	4.00 5.00									Advanced 4.00	Proficient 0 3.00	2.00	1.00	NA DESERVE									
										Advanced 4.00	Proficient 0 3.00	2.00	1.00	NA DESERVE									_
Understands, respects, and values the history of and values of community and brings relevance to classroom		3.46	3.04	3.17 2	80 3.0	3.09	1.09			Advanced 4.00	Proficient 0 3.0	Developing 2.00	100	NA DESERVE									
Understands, respects, and values the history of and values of community and brings relevance to classroom involved in some aspect of community life		3.46	3.04	3.17 2	80 3.0	3.09	2.09			Advanced 4.00	Proficient 0 2.0	Developing 2.00	100	NA DESERVE									
Understands, respects, and values the history of and values of community and brings relevance to dissertors brooked in some aspect of community bis Charestly Charestly	5.00 6.00 1.00 2.00	3.45	3.04	3.17 2	80 3.0	3.09	2.09			Advanced 4.00	Proficient 0 2.0	2.00	100	NA DEGRADA									
Ubdistancia, respecta, and value the history of and values of community and brings relevance to claseroom horized as town and of community like. Devenity Devenity Compleys translocked or disvolutional and organizes the exceptions to the pathen making appropriate accommodation for exceptions.	5.00 6.00	3.45	3.04	3.17 2	80 3.0	3.09	3.09			Advanced 4.00	Proficient 0 2.0	2.00	100	NA DESIRA									
Uderfamilied, respects, and value to Polishop of and values of contravely and brings relevance to classroom reclaimed in some separi of community life Density Density Density of the developmental dissociations, and recognises the exceptions to the pattern making appropriate accommodators for exceptions Declarate topical developmental dissociations, and recognises the exceptions to the pattern making appropriate accommodators for exceptions Declarate topical developmental dissociations are to the contraction of the pattern making appropriate accommodators for exceptions described in the contractions are taken to inconnect in planning content specific concluding development.	5.00 6.00 1.00 2.00	3.45	204	3.17 2	80 3.0	3.09	3.09			Advanced 4.00	Proficient 0 3.01	2.00	100	NA NA									
Undersident, Respect, and value the holishop yell and values of community and obligar releases to dissersors solvable it towar appell commands (bit Diswelly Obligars behaviolege of development of seasonisets, and recoption the exceptions to the patient making appropriate accommodations for exceptions Solvate Translated Celleronise as to lake in this count on planting content speeds concluding development Obligate included Celleronise as to lake in this count on planting content speeds concluding development Obligate included Celleronise as to lake in the count or planting content speeds concluding development Obligate including to instant and the state of the count county promotion from the discount, presentation and exercising quantities.	1.00 2.00 3.00	3.46	304	3.17 2	.00 3.0	1.09	2.09			Advanced 4.00	Proficient 0 3.00	2.00	100	NA NA									
Orderston, register, and value to his holy of an older of commonly specifying relatings between to Generoral Noticed in the specific formation (b). Density Density Orgenty translating of dissipatived chesicalists, and recognises the association in the patient making appropriate accommission for exceptions Organizations (b) and produce of the commission of the commissi	1.00 2.00 3.00			3.17 2			1.09			Advanced 4.00	Proficient 0 3.00	2 2.00	100	NA NA									
Unbrother, sepace, of value is his being of or when of commonly scholar policies are supported in the sepace of th	1.00 2.00 3.00						1.09			Advanced 4.00	Proficient 0 3.0s	2 2.00	100	MA MA									
Understand, register, and value to his halfy of an older of commonly such large relatives between to Generate Moundard street agend formation (b). Disordly Chapter (b) and the second of the secon	1.00 2.00 3.00						1.09			Advanced 4.00	Proficient 0 3.0s	2.00	100	MA MA									
Unbrother, sepace, of value is his being of or share of commonly scholars passes and in decrease being a server appear in the common of the c	1.00 2.00 1.00 2.00 1.00 4.00 5.00						1.09			Advanced 4.00	Proficient 0 2.0s	2.00	100	NA NA									
Understand, register, and value to his holy of ord used of commonly activities protected to disceroom behavior of the commonly the Commonly of	1.00 2.00 1.00 2.00 1.00 4.00 5.00						1.09			Advanced 4.00	Proficient 0 2.0s	2.00	1.00	NA NA									
Understander, region, et i under the hattey of and used of commonly scholar policieus to discusses in Monitor it some upper discusses the security of the sec	1.00 2.00 1.00 2.00 1.00 4.00 5.00 1.00 2.00 1.00						2.09			Advanced 4.00	Proficent 0 2.0s	2.00	100	NA NA									
Unberstein, segment, and value is halved yet of valued of commonly scholarspectores are a decreased benefit a seen aspect of the commonly for the commonly scholarspectores are a complete to the patient entiring appropriate accommodate for exceptore design account of the commonly scholarspectores are a complete to the patient entiring appropriate accommodate for exceptore design account of the commonly scholarspectores are a complete to the commonly scholarspectores and design account of the commonly scholarspectores are a commonly scholarspectores and design account of the commonly scholarspectores are a commonly scholarspectores and design account of the commonly scholarspectores are a commonly scholarspectores and design account of the commonly scholarspectores are a commonly scholarspectores and design account of the commonly scholarspectores are a commonly scholarspectores and design account of the commonly scholarspectores are a commonly scholarspectores and design account of the commonly scholarspectores are a commonly scholarspectores are a design account of the commonly scholarspectores are a commonly scholarspectores are designed as an according assumed of a design according and the patient approach and design according according according and the commonly according according and the design according a	500 600 100 200 300 400 500 100 200 300 400			295 2	.85 2.8	3.06	2.09			Advanced 4.00	Proficient 0 2.00	200	100	NA NA									
Understand, region, and value to his budy of an old of commonly activities provided in the region of the common of	500 600 100 200 300 400 500 100 200 300 400	3.40	3.26	295 2		3.06	2.06			Advanced 4.00	Proficient 0 3.04	2.00	100	NA NA									
Unbarrolle, region, et una te ha haby of and used of amounting before the discussion before the designation of the designation of the second of the designation of th	500 6.00 1.00 2.00 1.00 4.00 5.00 1.00 2.00 1.00 4.00 5.00	3.40	3.26	295 2	.85 2.8	3.06	2.06			Advanced 4.00	Proficient 2.06	200	100	NA NA									
Understand, region, and reads in history and or shared orientary formings between the decreases because it is an experimental for the contraction of the contraction	500 600 100 200 100 400 500 100 200 100 100 100 100 100 1	3.40	3.26	295 2	.85 2.8	3.06	3.06			Advanced 4.00	Proficient 0 2.04	2.00	100	NA NA									
Unbarrolen, segons, et unas tra hatty of end used of commonly before protected to descripe indicated areas segond from the production of t	100 200 100 200 100 500 100 100 100 100 100 100 100 1	3.40	3.26	295 2	.85 2.8	3.06	2.09			Advanced 4.00	Proficient 0 2.0s	2.00	100	NA NA									
Unbestelne, segent, set inten for his year of users of entering for intensity in diseases. Marialist a men segent formulation for the segent of the segent	500 600 100 200 100 400 500 100 200 100 100 100 100 100 1	3.40	3.26	295 2	.85 2.8	3.06	2.09			Advanced 4.00	Proficient 0 2.04	20 2.00	100	NA NA									