

2018-19 Year 1

Met Example

Mid-Year Formative Assessment of Progress (AOP)
 7th Math
 Mentor: Walt Disney Date: 12/7/18

Name: Mickey Mouse District/Charter: Disney

Inquiry Question (If Applicable):

Signed PT Induction Agreements 18-19 (as verified by SC/SVNTPT Office)

Process is Present Any missing processes requires resubmission	Met GG	Not Met Yet Any "Not Met Yet's" require resubmission
Individual Learning Plans (All Required) <input checked="" type="checkbox"/> CSTP Summary 18-19 (California Standards for the Teaching Profession) <input checked="" type="checkbox"/> Individual Learning Plans (ILP) 2 CSTP in depth <input checked="" type="checkbox"/> Goal Area 1 1.6 <input checked="" type="checkbox"/> Goal Area 2 2.4	<input checked="" type="checkbox"/> A plan of action is developed to support growth in the CSTP <input checked="" type="checkbox"/> Process shows reflection on teacher practice within each CSTP Feedback:	<input type="checkbox"/> A plan of action is not developed to support growth in the CSTP <input type="checkbox"/> Process does not show reflection on teacher practice within each CSTP Feedback:
Learning About Students, School & Community & Reflect (Submit at least one) <input checked="" type="checkbox"/> Annotated IEP <input type="checkbox"/> CAL <input type="checkbox"/> Class Profile <input type="checkbox"/> Classroom observation data & reflection <input type="checkbox"/> Collaborating to Support Students	<input checked="" type="checkbox"/> Process(es) show(s) reflection on learning about students, school, and/or community <input checked="" type="checkbox"/> Process(es) show(s) reflection on teacher practice within the CSTP Feedback: Your vision of an Effective Environment shows strong reflection!	<input type="checkbox"/> Process(es) do(es) not show reflection on learning about students, school, and/or community <input type="checkbox"/> Process(es) do(es) not show reflection on teacher practice within the CSTP Feedback:
Analyze/Reflect - Plan/Reflect - Teach/Reflect (All required) <input checked="" type="checkbox"/> Analysis of Student Work (ASW) OR <input type="checkbox"/> Inquiry Action Plan (IAP): Pre-Assessment Analysis of Student Work <input type="checkbox"/> Inquiry Action Plan (IAP): Post-Assessment Analysis of Student Work AND <input checked="" type="checkbox"/> Planning Instruction: Planning Habits of Mind, Instructional Sequence, Reflection <input checked="" type="checkbox"/> Annotated Talent Video Conversation (Annotated by teacher and mentor) <input checked="" type="checkbox"/> Pre- and Post-Observation Conversation	<input checked="" type="checkbox"/> Data analysis and reflection of student work/performance used to inform instruction/planning <input checked="" type="checkbox"/> Planning Instruction addresses Case Study/Student strengths and learning needs <input checked="" type="checkbox"/> Case Study/Student strengths are addressed in more than one process <input checked="" type="checkbox"/> Case Study/Student needs are addressed in more than one process <input checked="" type="checkbox"/> Reflection within CSTP/ILP goals included in more than one process Feedback: I am curious how you might support the growth of your students who exceed the standard.	<input type="checkbox"/> Data analysis and reflection of student work/performance is not used to inform instruction/planning <input type="checkbox"/> Planning Instruction does not address Case Study/Student strengths and learning needs <input type="checkbox"/> Case Study/Student strengths are not addressed in more than one process <input type="checkbox"/> Case Study/Student needs are not addressed in more than one process <input type="checkbox"/> Reflection within CSTP/ILP goals is not included in more than one process Feedback:

Reader	Date	Met	Not Met Yet	Feedback
Daisy Duck	12/7/18	X		Mickey your visual supports for behavior, led to independence from your students! Keep up the great work! DD
Goofy	GG 12/7/18	X		Mickey, the strategies you used for student critical thinking greatly impacted the growth of your case study students. Well done! GG

Not Met Yet Example

2018-19 Year 2

Mid-Year Formative Assessment of Progress (AoP)

Name: Donald Duck District/Charter: Empire Grade Level/Subject: 7th ELA Mentor: Walt Disney Date: 12/7/18

Inquiry Question: How will backwards planning support my understanding of how to deconstruct the language and skills needed to support my English language learners?

Signed PT Induction Agreements 18-19 (as verified by SC/SVNTTP Office)

DM LT

Process is Present		Met	Not Met Yet
Any missing processes requires resubmission			Any "Not Met Yet" require resubmission
Individual Learning Plans (All Required) NOTE: One or more goals must focus on students from a district priority subgroup. <input checked="" type="checkbox"/> CSTP Summary 18-19 (California Standards for the Teaching Profession) <input checked="" type="checkbox"/> Individual Learning Plans (ILP) 2 CSTP in depth Goal Area 1 <u>3.69</u> Goal Area 2 <u>5.4</u>		<input checked="" type="checkbox"/> A plan of action is developed to support growth on the CSTP <input checked="" type="checkbox"/> One or more goals focus on the students from a district priority subgroup <input checked="" type="checkbox"/> Process shows reflection on teacher practice within each CSTP Feedback:	<input type="checkbox"/> A plan of action is not developed to support growth on the CSTP <input type="checkbox"/> One or more goals does not focus on the students from a district priority subgroup <input type="checkbox"/> Process does not show reflection on teacher practice within each CSTP Feedback:
Learning About Students, School and Community & Reflect (Submit at least one) <input type="checkbox"/> Annotated IEP <input type="checkbox"/> CAL <input checked="" type="checkbox"/> Class Profile <input type="checkbox"/> Classroom observation data & reflection <input type="checkbox"/> Collaborating to Support Students <input type="checkbox"/> Creating an Effective Environment		<input checked="" type="checkbox"/> Process(es) show(s) reflection on learning about students, school, and/or community <input checked="" type="checkbox"/> Process(es) show(s) reflection on teacher practice within the CSTP Feedback:	<input type="checkbox"/> Process(es) do(es) not show reflection on learning about students, school, and/or community <input type="checkbox"/> Process(es) do(es) not show reflection on teacher practice within the CSTP Feedback:
Analyze/Reflect - Plan/Reflect - Teach/Reflect (All Required) <input checked="" type="checkbox"/> Inquiry Action Plan: Pre-Assessment Analysis of Student Work <input checked="" type="checkbox"/> Inquiry Action Plan: Post-Assessment Analysis of Student Work <input checked="" type="checkbox"/> Planning Instruction: Planning Habits of Mind, Instructional Sequence, Reflection <input checked="" type="checkbox"/> Annotated Talent Video Conversation (Annotated by teacher and mentor) <input checked="" type="checkbox"/> Pre- and Post-Observation Conversation		<input checked="" type="checkbox"/> Data analysis and reflection of student work/performance used to inform instruction/planning <input checked="" type="checkbox"/> Planning Instruction addresses Case Study/Student strengths and learning needs <input checked="" type="checkbox"/> Case Study/Student strengths are used to inform teacher practice in more than one process <input checked="" type="checkbox"/> Case Study/Student needs are used to inform teacher practice in more than one process <input type="checkbox"/> Processes include reflection on growth within the CSTP/ILP goals in more than one process Feedback:	<input type="checkbox"/> Data analysis and reflection of student work/performance are not used to inform instruction/planning <input type="checkbox"/> Planning Instruction does not address Case Study/Student strengths and learning needs <input type="checkbox"/> Case Study/Student strengths are not used to inform teacher practice in more than one process <input type="checkbox"/> Case Study/Student needs are not used to inform teacher practice in more than one process <input checked="" type="checkbox"/> Processes do not include reflection within the CSTP/ILP goals in more than one process Feedback:

Reader	Date	Met	Not Met Yet	Feedback
Dana Mato ^{DM}	12/7/18		X	Your use of the class profile helped you determine EL scaffolds, Great Job!
Sam Patton ^{SP}	12/7/18	X		Donald's backward planning to determine needs for your ELA data greatly impacted their learning based on your pre and post assessment data
Liz Tam ^{LT}	12/7/18		X	Service work! SP