

Mid-Year Formative Assessment of Progress (Aop)

2018-19 Year 2

Not Met Yet Example

Name: Donald Duck District/Charter: Empire Grade Level/Subject: 4th 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)

Process Is Present SR Met DM Not Met Yet LT
 Any "Not Met Yets" require resubmission

Individual Learning Plans (All Required)

NOTE: One or more goals must focus on students from a district priority subgroup.

- CSTP Summary 18-19 (California Standards for the Teaching Profession)
- Individual Learning Plans (ILP) 2 CSTP In depth
- Goal Area 1 3.6A
- Goal Area 2 5.4

Learning About Students, School and Community & Reflect (Submit at least one)

- Annotated IEP
- CAL
- Class Profile
- Classroom observation data & reflection
- Collaborating to Support Students
- Creating an Effective Environment
- Developing as a Professional Educator
- Learning About a Case Study Student
- School and Community Resources
- Special Education Caseload Profile
- Other *With leadership approval

Analyze/Reflect - Plan/Reflect - Teach/Reflect (All Required)

- Inquiry Action Plan: Pre-Assessment Analysis of Student Work
- Inquiry Action Plan: Post-Assessment Analysis of Student Work
- Planning Instruction: Planning Habits of Mind, Instructional Sequence, Reflection
- Annotated Talent Video Conversation (Annotated by teacher and mentor)
- Pre- and Post-Observation Conversation

A plan of action is developed to support growth on the CSTP
 One or more goals focus on the students from a district priority subgroup
 Process shows reflection on teacher practice within each CSTP
 Feedback: Process(es) show(s) reflection on learning about students, school, and/or community
 Process(es) show(s) reflection on teacher practice within the CSTP
 Feedback: Data analysis and reflection of student work/performance used to inform instruction/planning
 Planning Instruction addresses Case Study/Student strengths and learning needs
 Case Study/Student strengths are used to inform teacher practice in more than one process
 Case Study/Student needs are used to inform teacher practice in more than one process
 Processes include reflection on growth within the CSTP/ILP goals in more than one process
 Feedback:

A plan of action is not developed to support growth on the CSTP
 One or more goals does not focus on the students from a district priority subgroup
 Process does not show reflection on teacher practice within each CSTP
 Feedback: Process(es) do(es) not show reflection on learning about students, school, and/or community
 Process(es) do(es) not show reflection on teacher practice within the CSTP
 Feedback: Data analysis and reflection of student work/performance are not used to inform instruction/planning
 Planning Instruction does not address Case Study/Student strengths and learning needs
 Case Study/Student strengths are not used to inform teacher practice in more than one process
 Case Study/Student needs are not used to inform teacher practice in more than one process
 Processes do not include reflection within the CSTP/ILP goals in more than one process
 Feedback: I wonder how you made progress in the CSTP/ILP as a result of these practices?

Reader	Date	Met	Not Met Yet	Feedback
Dana Mads ^{DM}	12/7/18		<input checked="" type="checkbox"/>	Your use of the class profile helped you determine El scaffolds, Great job!
Sam Patton ^{SP}	12/7/18	<input checked="" type="checkbox"/>		Donald, backwards planning to determine needs for your ELs greatly impacted the learning based on your pre and post assessment data
Liz Tam ^{LT}	12/7/18		<input checked="" type="checkbox"/>	