

2019-20 Participating Teacher AoP											
Name		Mickey Mouse				Mentor		Steamboat Willie			
District/Charter		Disney World				Date		5.1.20			
Grade Level/Subject		Kindergarten				PT 1		<input checked="" type="checkbox"/>			
<input checked="" type="checkbox"/>		Completed Spring Survey 19-20 (as verified by SC/SVNTF Office)				PT 2		<input type="checkbox"/>			
Inquiry Question:		How can the use of morning meetings increase the emotional safety of my kindergarten students?									
Process is Present						Met Criteria				Not Met Yet Criteria	
Any missing processes requires resubmission										Any "Not Met Yet" requires resubmission	
Reader 1	Reader 2	Individual Learning Plan (All Required)				Reader 1	Reader 2	Mid-Year			
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Individual Learning Plan (ILP) 2 CSTP in depth				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Mid-Year			
		Goal Area 1	2.3	Goal Area 2	6.3	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Each ILP includes a plan of action that is developed to support growth on the CSTP			
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Mid Year Goal Area 1		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Mid Year Goal Area 2		Each ILP shows reflection on student growth			
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	End of Year Goal Area 1		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	End of Year Goal Area 2		Each ILP shows reflection on teacher practice within the CSTP			
<input type="checkbox"/>	<input type="checkbox"/>	As applicable, Beginning of Year Goals(s) closed out [enter in green cell]				At End of Year				At End of Year	
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	ILP goals developed in consultation with Site Administrator				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Each ILP shows reflection on student growth			
<input type="checkbox"/>	<input type="checkbox"/>	PT2s: One or more goals must focus on students from a district priority subgroup				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Each ILP shows reflection on teacher practice within the CSTP			
		<input checked="" type="checkbox"/>	Yes	Mentor Guided Pre- and Post-Observation Conversation submitted?		Feedback: It is wonderful to see the impact your leadership in animation arts is having on your grade level team!				Feedback:	
		<input type="checkbox"/>	No								
Continued Learning About Students, School & Community (Choose at least one)						Reader 1	Reader 2				
<input type="checkbox"/>	<input type="checkbox"/>	Annotated IEP		<input type="checkbox"/>	<input type="checkbox"/>	Developing as a Professional Educator		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Process(es) show(s) reflection on learning about student, school, and/or community	
<input type="checkbox"/>	<input type="checkbox"/>	CAL		<input type="checkbox"/>	<input type="checkbox"/>	Learning About a Case Study Student		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Process(es) show(s) reflection and next steps on teacher practice within the CSTP	
<input type="checkbox"/>	<input type="checkbox"/>	Class Profile		<input type="checkbox"/>	<input type="checkbox"/>	Other *With leadership approval		Feedback: I am curious how your next steps increased the effectiveness of your kindergarten learning environment.			
<input type="checkbox"/>	<input type="checkbox"/>	Classroom observation data		<input type="checkbox"/>	<input type="checkbox"/>	Preparing to Plan		Feedback:			
<input type="checkbox"/>	<input type="checkbox"/>	Collaborating to Support Students		<input type="checkbox"/>	<input type="checkbox"/>	School and Community Resources					
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Creating an Effective Environment		<input type="checkbox"/>	<input type="checkbox"/>	Special Education Caseload Profile					
		<input type="checkbox"/>	Yes	PT 2 Analysis Option submitted?		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	ILP(s) inform/connect to more than one process to support Case Study/Student learning			
		<input checked="" type="checkbox"/>	No			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Analysis and inquiry is used to inform instruction for Case Study/Students			
Reader 1	Reader 2	Analysis and Inquiry (All Required)				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Planning Instruction addresses Case Study/Students' strengths and learning needs			
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Evidence of student growth & learning through pre-assessment analysis and inquiry				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Processes include reflection on student growth			
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Evidence of student growth & learning through analysis and inquiry				Feedback: What impact might you see if during morning meeting your student strengths were used to create activities?				Feedback:	
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Plan and Teach (All Required)									
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Planning Instruction 1									
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Planning Instruction 2									
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Annotated Video Conversation (Annotated by teacher & mentor)									
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Pre-and Post-Observation Conversation									
Date	Met	Not Yet Met	Reader			Feedback					
5.1.20	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Ronald McDonald			Mickey, it was powerful to read how your routine for daily morning meetings increased students feeling safe emotionally and decreased behavior issues by 35%. Keep up the great work!					
5.6.20	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Clark Kent			Mickey, I appreciated seeing your strong use of analysis to determine key components to plan for in your morning meetings. This data driven planning will result in culturally responsive teaching. Well done!					
	<input type="checkbox"/>	<input type="checkbox"/>									
	<input type="checkbox"/>	<input type="checkbox"/>									