

2019-20 Participating Teacher AoP												
Name		Daisy Duck				Mentor		Scrooge McDuck				
District/Charter		Disneyland				Date		5.1.20				
Grade Level/Subject		HS Science				PT 1		<input type="checkbox"/>				
<input checked="" type="checkbox"/>		Completed Spring Survey 19-20 (as verified by SC/SVNTF Office)				PT 2		<input checked="" type="checkbox"/>				
Inquiry Question:		How can the use of culturally responsive teaching through storytelling increase my student's ability to participate in whole class discussions?										
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	4.4	Goal Area 2	5.6	<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 type="checkbox"/>	<input type="checkbox"/>	Each ILP does not include 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		<input type="checkbox"/>	<input type="checkbox"/>	Each ILP does not show 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		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Each ILP does not show reflection on teacher practice within the CSTP		
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	As applicable, Beginning of Year Goals(s) closed out [enter in green cell]						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 checked="" type="checkbox"/>	<input checked="" 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 type="checkbox"/>	Yes	Mentor Guided Pre- and Post-Observation Conversation submitted?		Feedback:		ILP 5.6 missing reflection on student growth				
		<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	Process(es) do(es) not show reflection on learning about student, school, and/or community		
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Class Profile		<input type="checkbox"/>	<input type="checkbox"/>	Other *With leadership approval		<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"/>	Classroom observation data		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Preparing to Plan		Feedback: Strong use of the Class Profile to gather data for 4th Period and then use that data to Prepare to Plan for your unit on climate!		Feedback:		
<input type="checkbox"/>	<input type="checkbox"/>	Collaborating to Support Students		<input type="checkbox"/>	<input type="checkbox"/>	School and Community Resources						
<input type="checkbox"/>	<input type="checkbox"/>	Creating an Effective Environment		<input type="checkbox"/>	<input type="checkbox"/>	Special Education Caseload Profile						
		<input checked="" type="checkbox"/>	Yes	PT 2 Analysis Option submitted?		Reader 1	Reader 2					
		<input type="checkbox"/>	No			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	ILP(s) inform/connect to more than one process to support Case Study/Student learning		<input type="checkbox"/>	<input type="checkbox"/>	ILP(s) do(es) not inform/connect to more than one process to support Case Study/Student learning
Reader 1	Reader 2	Analysis and Inquiry (All Required)				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Analysis and inquiry is used to inform instruction for Case Study/Students				
<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"/>	Analysis and inquiry is not used to inform instruction for Case Study/Students				
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Evidence of student growth & learning through analysis and inquiry				<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"/>	Planning Instruction 1				<input type="checkbox"/>	<input type="checkbox"/>	Planning Instruction does not address Case Study/Students' strengths and learning needs				
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Planning Instruction 2				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Processes include reflection on student growth				
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Annotated Video Conversation (Annotated by teacher & mentor)				Feedback: With your success in growing your case study students, how might you continue this individual student focus past Induction?		Feedback:				
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Pre-and Post-Observation Conversation										
Date	Met	Not Yet Met	Reader			Feedback						
5.1.20	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Clarabelle Cow			Daisy, your use of storytelling in science not only integrated curriculum, but it resulted in the comfort of your case study student to share her thoughts whole class. Very inspiring work!						
5.6.20	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Goofy Goof			Daisy, I commend you for demonstrating your own unique way to gather student data and analyze it. This strong habit of mind will result in great success around planning with students in mind!						
	<input type="checkbox"/>	<input type="checkbox"/>										
	<input type="checkbox"/>	<input type="checkbox"/>										