

INSTRUCTIONAL PLANNING						
INSTRUCTIONAL PLANNING	ASSESSMENT DATA		The teacher does not plan for the assessment of student learning or does not analyze student learning data to inform lesson plans.	The teacher explains the characteristics, uses, and limitations of various diagnostic, formative, and summative assessments but does not consistently incorporate this knowledge into lesson planning.	The teacher demonstrates an understanding that assessment is a means of evaluating and supporting student learning through effectively incorporating diagnostic, formative, and/or summative assessments into lesson planning.	The teacher purposefully plans assessments and differentiates assessment choices in response to the full range of student needs, incorporating a variety of assessment types, incorporating a variety of assessment types into lesson planning.
	(Standard 5 Assessment)					
	Sources of Evidence					
	Pre-Conference					
	(Instructional Monitoring and Facilitating Instruction)		The teacher does not use or only uses one measure of student performance.	The teacher uses more than one measure of student performance but does not appropriately use assessment approaches; the teacher may find it difficult to effectively incorporate assessment into lesson planning and delivery.	The teacher uses a variety of assessment approaches and effectively incorporates assessment into lesson planning and delivery.	The teacher uses a variety of assessment approaches and effectively incorporates assessment into lesson planning and delivery.

SAMPLE

- 3-2-1 cards
- assessed in ways that allow ample opportunity to demonstrate their knowledge, understanding, skills
- assessment monitors the learning goals
- assessment should not require students to have specialized knowledge
- book reviews
- line item
- contracts
- clickers
- content of the assessment reflects the relative importance to learning
- rubric
- diagrams

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- graphic organizer
- hand signals
- historical student test data
- homework
- informal assessments
- informal conversations
- instructional decisions are based on observable evidence of student learning
- internal surveys
- interventions
- interviewing students
- interviews
- journal entries
- KWL
- lab reports

Otes Accomplished Teacher Example

Didier Musso



Otes Accomplished Teacher Example:

Whispering the Strategies of Language: An Psychological Journey through **Otes Accomplished Teacher Example**

In a digitally-driven earth wherever screens reign great and instant connection drowns out the subtleties of language, the profound techniques and emotional subtleties concealed within words frequently go unheard. However, nestled within the pages of **Otes Accomplished Teacher Example** a interesting fictional prize blinking with organic thoughts, lies an extraordinary journey waiting to be undertaken. Published by a talented wordsmith, this charming opus invites viewers on an introspective trip, softly unraveling the veiled truths and profound influence resonating within the fabric of each word. Within the mental depths with this emotional review, we will embark upon a sincere exploration of the book is core subjects, dissect its captivating writing style, and yield to the strong resonance it evokes serious within the recesses of readers hearts.

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