		IEPE	S reach	er Sum	imative Perioi	rmance Re	port	
Grade/Subject	: [OUTA-OULIUM BEST-ASSE			EARL OF THE REAL PROPERTY.	ERCHAGINA A SERVICE		
Contract State	us:							
					Walter Edit America			
	tion Reviewed: :umentation Log Form				rowth Objective Forms ecify, if any)			
Other:								
N. W. IRST			Porformano	o Stand	ard 1: Professional	l Knowledge	On order to the	
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Summary - Ti	EPES Performan	ce Standard 1: Profe	essional Kno	wiedge	NONE	A LUE BOOK TO TO		
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Name A	Type	Category	Rubric Alig		Criteria Alignment	Date Uploaded	*	ANY THOUSAND THE TAX AND THE PARTY OF THE
Type		Category (Additionally)		onera / mg/mora				
TEPES Perfor	mance Standard	l 1: Professional Kno	wledge	12 (Sec. 195)				
Cı	riteria	Highly Effe	ective		Effective	Partially	Effective	Ineffective
Professional Knowledge		In addition to meeting the standard, the teacher consistently demonstrates extensive knowledge of the subject matter and continually enriches the curriculum.		The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.		The teacher inconsistently demonstrates understanding of the curriculum, content, and student development or lacks fluidity in using the knowledge in practice.		The teacher bases instruction on material that is inaccurate or out of-date and/or inadequately addresses the developmental needs of students.
	-1-3g/-10, s (.A	Library College		Ru	Enter ibric Score: 0/0	- Notes	Se Establish	STANCES ON ELLIPSIES , FUE TO
Professional K	(nowledge - Com	ments:						
Summary - T	EPES Performan	ice Standard 2: Insti			dard 2: Instruction	al Planning		
	Marin parkkens			with ter	W. ASSESSMENT PRINCIPAL	Section of the contract of the	a was bill vivo	
Name -	Type	ce Standard 2: Instructional Plan Category Rubric Alig				Date Uploaded		
Name 2	Туре	Category	Nubric Ali	griment	Official Alignment	Date oploaded	-	
TEPES Perfor	mance Standard	d 2: Instructional Pla	anning					
C	riteria	Highly Eff	ective	V.	Effective	Partially	Effective	Ineffective
Instructional Planning		In addition to meeting the standard, the teacher actively seeks and uses alternative data and resources and consistently differentiates plans to meet the needs of all students.		Jersey C Standard curriculu resource	her plans using the New ore Curriculum Content is, the school's m, effective strategies, s, and data to meet the all students.	The teacher inco the school's curr strategies, resou in planning to m all students.	iculum, effective irces, and data	The teacher does not plan, or plans without adequately using the school's curriculum, effective strategies, resources, and data.
				the state of the s		r Notes		
				Ru	ubric Score: 0/0		AS DESCRIPTION	
Instructional	Planning - Comm	nents:						
			Performa	nce Star	ndard 3: Instruction	nal Delivery		
Summary	EDEC Destaura	nce Standard 3: Inst		MESSERVER				
Jummafy - 1	Eres Periormal	ice stangard 3; INSt	. actional De	very	NONE		EDUCATION E	XHIBIT 1 - 5/19/15

Artifacts - TEPES Performan	ce Standard 3: Instructional Deliv	ery					
Name Type Category F		nment Criteria Alignment	Date Uploaded 😃				
		March	CHANGE HARRIES TO SECURIOR STATE OF THE SECU				
PES Performance Standar	d 3: Instructional Delivery						
Criteria	Highly Effective	Effective	Partially Effective	Ineffective			
nstructional Delivery	In addition to meeting the standard, the teacher optimizes students' opportunity to learn by engaging thern in higher order thinking and/or enhanced performance skills.	The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.	The teacher inconsistently uses instructional strategies that meet individual learning needs.	The teacher's instruction inadequately addresses students' learning needs.			
			Notes				
		Rubric Score: 0/0	ELIMINATIVA DE SAU				
nstructional Delivery - Comm	ents:						
	Performance Star	ndard 4: Assessment of/for	Student Learning				
ummary - TEPES Performa	nce Standard 4: Assessment of ar	d for Student Learning NONE					
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	ce Standard 4: Assessment of an		Date Uploaded	Emistration and accompany			
lame A Type	Category Rubric Alig	nment Criteria Alignment	Date Opioaded				
EDEC D	4. 6	at Learning					
Criteria	d 4: Assessment of and for Stude Highly Effective	Effective	Partially Effective	Ineffective			
Assessment of and for	In addition to meeting the	The teacher systematically	The teacher uses a limited	The teacher uses an inadequate			
Student Learning	standard, the teacher uses a variety of informal and formal assessments based on intended learning outcomes to assess student learning and teaches students how to monitor their own academic progress.	gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.	selection of assessment strategies, inconsistently links assessment to intended learning outcomes, and/or does not use assessment to plan/modify instruction.	variety of assessment sources, assesses infrequently, does not use baseline or feedback data to make instructional decisions and/or does not report on student academic progress in a timely manner.			
Taxona Amadan Yakiya s		Enter Notes Rubric Score: 0/0					
ELECTRICAL PROPERTY OF	D. GETTAMBRIENIAW RANDERS TO SE	Rubile Score, 0/0					
	Performal	nce Standard 5: Learning E	nvironment				
Summary - TEPES Performa	nce Standard 5: Learning Environ	nment NONE					
Artifacte - TERES Re-former	see Standard St. Learning Southern		E. Vine (MAN) graw Wh				
Section by the section of the sectio	Category Public Ali		Date Uploaded				
Name ▲ Type	Category Rubric Ali	grimetit Criteria Alignment	Date Opioaded				
EPES Performance Standa	rd 5: Learning Environment	建一种基础从外发表了					
Criteria	Highly Effective	Effective	Partially Effective	Ineffective			
Learning Environment	In addition to meeting the standard, the teacher creates a dynamic learning environment that maximizes learning opportunities and minimizes disruptions within an environment in which students self-monitor behavior.	The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.	The teacher is inconsistent in using resources, routines, and procedures and in providing a respectful, positive, safe, student- centered environment.	The teacher inadequately addresses student behavior, displays a harmful attitude with students, and/or ignores safety standards.			
		Ente	r Notes FOLICATION F	XHIBIT 1 - 5/19/15			
WE WELL TO STATE		Rubric Score: 0/0	LDUCATION E	2011011 1 - 3/19/13			

Learning Environment - Comments:								
STATE SERVICE AND	Porfe	rmance Standard 6: Pr	rofacci	ionalism				
Summary-TRES Porformance	e Standard 6: Professionalism	Thance Gardard 5.11	a = #44					
Julillary TPE3 Periorillance	s standard of Professionalism	NONE		ALL THE WAY AND AND AND ADDRESS OF THE PARTY	Conserved by I has been all the latest			
Artifacts - TEPES Performance Standard 6: Professionalism								
Name - Type	Category Rubric	Alignment Criteria Alignme	ent	Date Uploaded				
*TPES Performance Standar	ASSESSMENT OF THE PARTY OF THE							
Criteria Professionalism	Highly Effective In addition to meeting the	Effective The teacher maintains a		Partially Effective The teacher inconsistently	Ineffective The teacher demonstrates			
, recessionalism	ssionalism In addition to meeting the standard, the teacher continually engages in high level personal/professional growth and application of skills, and contributes to the development of others and the well-being of the school.		nal nal hanced	practices or attends professional growth opportunities with occasional application in the classroom.	inflexibility, a reluctance and/or disregard toward school policy, and rarely takes advantage of professional growth opportunities.			
CAN DESIGNATION	AND THE PROPERTY OF THE PROPER	Rubric Score: 0/		r Notes	MANUSTRIA DI MARTI			
THE RESCONDED CONTRACTOR OF THE PERSON OF TH	CH DEVENDO CONTRACTOR OF	Rubite Score: 07			DESTRUCTION CONTROL OF			
Professionalism - Comments:								
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Commendations:								
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Areas Noted for Improvement	t:							
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Teacher Improvement Goals:								