



ACE Mentor Teacher and Principal Handbook

2009-2010 Academic Year

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Overview

The purpose of this handbook is to detail responsibilities of the principal and mentor in the supervision process of ACE teachers as well as provide resources and information to support this endeavor.

Supervision of the ACE Teacher is a coordinated effort between University Supervisors, Pastoral Administrators, principals and mentor teachers. Each of these individuals has specific responsibilities that contribute to the holistic growth of the ACE teacher.

In brief, the **University Supervisor**:

1. Serves as the primary liaison for the supervised teaching experience.
2. Visits each semester for up to a half day to observe and conference with the ACE teacher.
3. Arranges for meetings with Mentor Teacher and Principal during site visits to review responsibilities, the ACE Teacher's progress, and improvement of the supervision process.
4. Oversees two supervision courses: EDU 65930 Seminar in Teaching; EDU 65950 Supervised Teaching. Assigns semester grades for these courses.
5. Corresponds regularly with ACE Teachers via e-journals, phone, e-mail.
6. Provides special assistance such as the development of improvement plans when needed.

Working in collaboration with the University Supervisor is the **Pastoral Administrator** who:

1. Focuses on ACE community and teacher spirituality formation
2. Visits ACE community home and schools each semester

At the local level, the principal and mentor fulfill important responsibilities:

The **Mentor Teacher**

1. Serves a non-evaluative role in supporting ACE Teacher
2. Helps the ACE Teacher in the acculturation to new school community
3. Provides help and mediation in issues of beginning teaching
4. Observes the ACE Teacher twice a semester
5. Completes Mid-Semester Feedback Form (\$100.00 stipend paid at the end of the year pending the completion of each semester feedback form.)
6. Meets regularly with the ACE teacher and completes meeting logs

Year 1 1 st Semester	20-30 minutes each week
Year 1 2 nd Semester and Year 2	20-30 minutes every two weeks

The **Principal** (or designee)

1. Provides support, observes as appropriate, and evaluates ACE Teacher's performance
2. Serves as "clinical supervisor" with an evaluative role
3. Completes a Mid-Semester Evaluation Form each semester
4. Completes a Final Semester Evaluation Form each semester

In fulfilling these responsibilities, mentors and principals contribute greatly to ACE teacher development. The following pages outline particulars and provide resources to support mentors and principals.

Important Dates

2009-2010 Academic Year

Fall Semester

Spring Semester

<u>September</u> Mentors Begin Monthly Meeting Logs	<u>February</u> 19 th Principal Mid-Term Evaluation
<u>October</u> 9 th Principal Mid-Term Evaluation	<u>March</u> 26 th Mentor Teacher Feedback Form
<u>November</u> 6 th Mentor Teacher Feedback Form	<u>April</u> 23 rd Principal Evaluation Form
<u>December</u> 4 th Principal Final Evaluation December Retreat (all ACE Teachers) 4 th – 6 th	<u>May</u> Finish all monthly meeting logs
*ND course grades are due 12/21	ND course grades are due 5/10

Electronic Submission of Forms

All mentor logs, feedback forms and principal evaluations will be submitted electronically via Microsoft Word documents emailed to the ACE TA at aceta@nd.edu. The TA will then post the forms to the Academic Portfolio. These will be viewable by the ACE TA and the ACE University Supervisor for that ACE teacher. Note that the ACE Teacher also has access.

ACE TA Reminders

The ACE TA will send an email reminder to you and to your ACE Teacher 2 weeks prior to the due date. This e-mail will also contain the Word Form that you need. **The direct URL for the Forms however is:** <http://ace.nd.edu/academic-programs/teacherprogram/principals-mentors/>

In the case of monthly mentor logs, the TA will send you the most recent version of your mentor log so that you can simply add the current month's information. You can also use the electronic copy that you keep and email that back.

Filling out and Saving Forms

1. To insert comments, type in the gray expandable boxes. Note that you should only complete those portions of the forms that you feel you have the knowledge or basis to comment upon.
2. For checkboxes, place an x in the box or click on the appropriate box.
3. Please save the form by adding the ACE teacher's name to the name of the form.
Example: John Smith Principal Fall Mid-Semester Form 09.doc
4. When submitting the form, please keep an electronic or paper copy for your own files.

If you need help, please do not hesitate to ask the ACE Teachers!

Contact Information

All Mail: Alliance for Catholic Education
University of Notre Dame
Notre Dame, IN 46556
Fax: 574-631-7939

The **University Supervisors** serve as the primary liaison for the supervised teaching experience.

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The **Pastoral Administrators** visit the schools and communities once a semester to focus on community and spirituality. These are ACE graduates who also assist in retreats, recruitment, and placement.

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The **ACE Teaching Assistant** coordinates the reception and distribution of course assignments and evaluations.

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The **ACE Program Manager** coordinates many of the daily workings of the ACE office and works with all staff in all capacities of ACE.

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The ACE Experience

Professional Development - Community - Spirituality

HISTORY AND MISSION: SERVICE THROUGH TEACHING

The Alliance for Catholic Education (ACE) seeks to develop a corps of highly motivated and committed educators to meet the needs of our country's elementary and secondary schools. Established in 1994 by Fr. Tim Scully, CSC, and Fr. Sean McGraw, CSC, ACE now places over 170 college graduates in over 100 parochial schools throughout the United States. To carry out its core teaching mission, ACE recruits talented graduates from numerous select colleges and universities. ACE teachers represent a broad variety of undergraduate disciplines, with a diverse set of backgrounds and experiences. ACE provides an intensive two-year service experience encompassing *professional development*, *community life*, and *spiritual growth*. These three components are at the heart of the ACE initiative. ACE aims to provide excellence in education and to maximize opportunities for its participants' personal and professional growth.

BECOMING PROFESSIONAL EDUCATORS

To prepare for their service as teachers, ACE participants undergo an intensive [teacher-education program](#) designed and administered by the University of Notre Dame. Under the direction of Dr. Thomas Doyle, the ACE professional training integrates graduate level coursework with an immersion teaching experience, allowing ACE teachers to work toward a Master of Education degree while teaching full-time in Catholic schools.

ACE teachers spend two summers living and studying together at Notre Dame. The centerpiece of the first summer program is an innovative teacher-training curriculum, taught by select faculty and experienced practitioners, combined with supervised field experience in the local public and Catholic summer school programs. Upon completion of the summer training component, ACE teachers travel to Catholic schools in the south and southwest states to serve as full-time teachers during the regular school year. ACE teachers receive on-site support from mentor teachers and regular site visits by ACE staff and faculty. In addition to a fully-funded graduate program culminating in a Master of Education degree, ACE participants receive a modest monthly stipend, medical insurance, travel reimbursement, and an education award from the Corporation for Community and National Service.

COMMUNITY LIFE

Love of God and love of neighbor are inextricably bound together in the Christian vision. ACE therefore espouses a vision of community centered on the active promotion of the common good in a variety of social contexts: home, school, nation, and Church. ACE teachers live in small communities of four to seven members and together share the many challenges and rewards of beginning teaching. The 31 ACE communities are spread across the southern United States in such diverse settings as inner-city Atlanta, south Texas, rural Louisiana, and South-Central Los Angeles. Each local ACE community, which is provided affordable housing by the local diocese, becomes a naturally supportive environment, forming part of the local parish and school community.

ACE participants are called to grow together, to support one another, and to challenge each other as they develop personally, professionally, and spiritually. The program offers an ongoing evening seminar during the summer session, as well as an all-program December retreat to provide its teachers with skills for building successful community living.

SPIRITUAL GROWTH

ACE participants are encouraged to develop their own personal spirituality and faith in the context of community and to share with one another the journey of becoming committed Catholic school teachers. In each community, ACE teachers have access to the services of local resource people, including a community chaplain, who are available to assist them with their personal and spiritual growth. It is the expectation of the program that members of each community together develop their own spiritual and prayer lives, taking into account differing schedules and personal experiences of each member of the community. Consistent with this expectation, an important goal of the program is to provide ACE participants with the tools to become reflective professional educators and people of faith. Summers at Notre Dame offer a variety of opportunities for spiritual growth including courses, retreats, daily Mass, and prayer services. All ACE teachers participate in the aforementioned December retreat and some take advantage of available resources for community retreats. Though participants formally commit themselves to only a brief experience as teachers, ACE seeks to provide talented individuals with an opportunity to explore teaching as a vocation. Ultimately, ACE invites all members to become lifetime advocates for Catholic education as leaders who serve America's most valuable asset: its children.

ACE Teacher M.Ed. Scope and Sequence

All ACE students are placed in one of three developmental level curricular tracks: elementary, middle school, or high school. Those in the middle school and high school tracks are then placed in a content area: math, science, social studies, English/language arts, or foreign language.

First Summer (11/13 credits)

Elementary	MIDDLE SCHOOL	HIGH SCHOOL
EDU 60020 Intro to Teaching (1) - Includes Classroom Management Plan	EDU 60020 Intro to Teaching (1) - Includes Classroom Management Plan	EDU 60020 Intro to Teaching (1) - Includes Classroom Management Plan
EDU 65032 Practicum (2)	EDU 65034 Practicum (2)	EDU 65036 Practicum (2)
EDU 60040 Intro Computers In Ed (1)	EDU 60040 Intro Computers In Ed (1)	EDU 60040 Intro Computers In Ed (1)
EDU 60060 Teaching in Catholic Schools (1)	EDU 60060 Teaching in Catholic Schools (1)	EDU 60060 Teaching in Catholic Schools (1)
EDU 60102 Effective Elementary Classroom Teaching (2)	EDU 60204 Intro to Middle School Teaching (3)	EDU 60256 Intro to High School Teaching (3)
EDU 60182 Teaching of Reading (3)	EDU 606's Seminar in Content Area I (2)	EDU 606's Seminar in Content Area I (2)
EDU 60132 Math in Elem. Education (2)	EDU 63500 Integrative Seminar (1)	EDU 63500 Integrative Seminar (1)
EDU 63500 Integrative Semr. (1)		

EDU 60830 Folk Choir may be scheduled as an elective

First School Year : all tracks (8 credits)

- EDU 65950 Supervised Teaching (2 ea. Semester)
- EDU 65930 Clinical Seminar (1 ea. Semester)
- EDU 60410 Topics in Educational Psychology (second semester) (2)

Second Summer (10/12 credits)

Elementary	MIDDLE SCHOOL	HIGH SCHOOL
EDU 60312 Exceptionality in Childhood (3)	EDU 60324 Exceptionality in Early Adolescence (3)	EDU 60336 Exceptionality in Adolescence (3)
EDU 60452 Child Development & Moral Education (3)	EDU 60455 Development & Moral Educ. In Adolescence (3)	EDU 60455 Development & Moral Educ. In Adolescence (3)
EDU 60142 Language Arts (2)	EDU 607's Seminar in Content Area II (3)	EDU 607's Seminar in Content Area II (3)
EDU 60162 Content Methods (2)	EDU 63500 Integrative Sem (1)	EDU 63500 Integrative Sem (1)
EDU 60122 Elem LA Assmnt (1)		
EDU 63500 Integrative Sem (1)		

Catholic Education for All: Myth or Reality? , Folk Choir, Art across the Curriculum, Contemporary Educational Technology each for 1 credit may be scheduled as an elective.

Second School Year: all tracks (8 credits)

- EDU 65950 Supervised Teaching (2 ea. Semester)
- EDU 65930 Clinical Seminar (1 ea. Semester)
- Assessment in Content Area II (2) (Depending on specialization)
- OR
- EDU 60172 Assessment in Elementary Education (1 ea. Semester)

Mentoring: An Essential Contribution to Beginning Teachers

Mentoring is an essential component to any new teacher induction. ACE teachers especially benefit from this relationship given their distance from home, the new environment, and the general rigors of the first years of teaching.

The ACE mentor program, synthesized from best practices in the (Arch) dioceses of Mobile, St. Augustine, Tucson, Phoenix and Cincinnati, the research literature, and the expressed needs of former ACE teachers, uses the following four elements to acculturate the ACE teacher to the teaching profession and provide opportunities for growth.

- **Mentor Professional Development**

ACE uses a two-step process to support the mentors in the ACE schools. First, one exemplary mentor is chosen by the superintendent from each diocese (two if there are two ACE houses in a particular diocese) to attend a three-day summer mentoring conference at Notre Dame. These are held every other summer. The conference workshops provide mentors with research on effective methods of acculturation, support, and ways to challenge new teachers. Second, the chosen mentors return to their dioceses with print material and other forms of media to lead a two-hour training session for the remaining ACE mentors and serve as a resource for that school year.

- **Community Orientation**

ACE teachers are entering the challenge of their first year as well as experiencing the gifts of a new culture, set of procedures, and traditions. The community orientation includes acculturation to the school and diocese (usually a standard presentation in most dioceses), a checklist for classroom organization and procedures, and a meeting to discuss the ACE teacher's classroom management plan. It is extremely important for a mentor to articulate the expectations of the region, diocese, and school to the ACE teacher.

- **Guided Monthly Meetings**

It is important for new ACE teachers to have consistent opportunities to share their experiences with a veteran teacher and also receive advice in a timely manner. In the first semester of the first year, mentors and ACE teachers are asked to meet once a week. For the remainder of the two years they are asked to meet every two weeks. Monthly meeting logs containing time relevant topics are included in the mentor handbook to guide these meetings.

- **Observations and Observation Conferences**

It is important for new teachers to receive feedback from veteran teachers about their instruction and management in a *non-evaluative* form. Mentors are asked to observe the ACE teacher at least twice each semester in order to identify strengths and weaknesses for improvement. At least one observation should include pre-and post-conferences that allow the teacher to define his/her goals and methods prior to the lesson's implementation and then self-assess his/her performance before receiving valuable feedback from the mentor.

Mentor Teacher Responsibilities

Mentor teachers fulfill an important role in the formation of new teachers both as a trusted supporter, but also in helping them develop as professional educators. The mentor, therefore, is carefully selected by the principal as someone who exemplifies the attributes of a master teacher. Mentors *do not* serve an official evaluative role for the ACE teachers, which allow them to function as open, constructive, and honest guides and resources for ACE teachers during a period of great challenge and growth. ACE teachers consistently iterate that the mentoring relationships are based on friendship, a concern for the whole person (not only the teacher), an expectation of constructive feedback, and encouragement to become involved in the school and local community.

Outlined below are the specific responsibilities of an ACE mentor teacher. The following pages contain further information correlated to the numbers in parentheses.

(1) Act as a trusted supporter

- Develop a strong rapport with the ACE teacher to create an environment of open dialogue in which the ACE teacher finds support, but is also challenged to improve through joint problem solving.

(2) Acculturate the ACE teacher to the school environment and procedures

- Provide the ACE teacher with an informal orientation prior to the start of the school year that reinforces diocesan and school-wide policies and procedures. **Mentor teachers should complete the opening year [checklist](#) with their ACE teacher** that is provided in this handbook. **(Page 10)**
- ACE teachers should be made aware of not only special traditions and events that take place at the school, but also of the history and heritage of those members who make-up the school community.

(3) Assist with [planning](#) and curriculum

- Use common planning time to discuss overall goals, suggest activities, gather resources, and align instruction with diocesan and state standards.

(4) Conduct observations with structured [pre- and post-observation conferences](#) and provide feedback throughout the semester (p. 14-16).

- Observe the ACE teacher's classroom at **least twice** each semester.
- One observation should include a complete cycle of pre and post conferences that may utilize the forms in the mentor handbook.

(5) Help analyze student work and achievement data

- Look at student work and assessments to determine achievement and how instruction or tests should be modified to promote better learning.

(6) Meet consistently with the ACE teacher

- Strong mentors address timely issues before they become problems. Use the mentor calendar and suggested topics of discussion to pin point areas of improvement, identify growth, and analyze student achievement. **Mentors should [log](#) their meeting dates, time, and discussion topic each semester (p 11-13).**
 - 1st year, 1st semester ACE teachers should meet weekly with their mentor.
 - Bi-weekly meetings following the first semester.

1st Year Orientation Checklist

Resources and Procedures

- Tour of School _____
- Faculty Handbook _____
- Parent/Student Handbook _____
- Emergency Procedures (Fire, Tornado, Earthquake, Lockdown) _____
- School Discipline Policy _____
- Audio/Visual Equipment _____
- Computers _____
- Printing Procedures _____
- Duties (Playground, Lunch) _____

Paper Work

- Documenting Absences/Tardies _____
- Documenting Parent Communication _____
- Lesson Plans _____
- Substitute Folder _____
- Student referrals _____
- Materials Request _____
- Classroom Management Plan _____
- Grade Book _____
- Field Trip Requests/Waivers _____

Classroom Set-up

- Desk Arrangement _____
- Student Materials _____
- Computers/Overhead _____
- Bulletin Boards _____
- Make-up Work _____
- Posted Schedules _____
- Class Rules _____

First Day

- Seating Chart/Name Tags _____
- Rosters _____
- Rules and Procedures Handouts _____
- Opening Activity _____
- First Day Schedule _____

Meeting Log Description

Beginning teachers often cannot foresee many difficulties in management or planning and therefore are unprepared to deal with many obstacles. Mentors can vastly ease the transition into first and second year teaching by addressing these issues prior to their arrival.

As previously described, consistent meetings and discussions with the ACE teacher are essential in not only creating a supportive bond, but also in developing all professional aspects of the novice teacher. The greatest need for acculturation occurs in the first semester of the first year of teaching. During this introductory semester, mentors should meet weekly with their ACE teacher for approximately 20-30 minutes. This brief, but important discussion could occur before or after school, during a planning period, or even at lunch. After the first semester, mentors should meet with the ACE teacher every other week for 20-30 minutes.

In order to chart growth over the two years, it is important to keep a mentor log. Possible time-relevant topics for each month’s meetings between the mentor and ACE teacher have been included in this handbook. Please pay careful attention to topics in bold.

- All meeting dates, time spent, and topics discussed should be logged and charted in the Microsoft Word Mentor Log Form available at <http://ace.nd.edu/academic-programs/teacherprogram/principals-mentors/>
- The Word Document contains the entire two year span of logs and you will add information to it each month and email to ACE TA at aceta@nd.edu to be posted to the ACE teacher’s portfolio.
- Each month the ACE TA will email a reminder to the mentors as well as attach the document with the information they have submitted to that point. Information for the new month can be added to this document and emailed back to the ACE TA.

Mentor Log Topics

The mentor log topics for each month are given in the tables below. The required topics are listed in bold. Mentor Logs should be emailed to the ACE TA at aceta@nd.edu at the end of each month.

August

1 st Year ACE Teacher	2 nd Year ACE Teacher
<ol style="list-style-type: none"> 1. New School Orientation - Includes review of school and Diocesan policies, physical classroom preparation, review of schedule, forms, and paperwork (see attached form) 2. Discuss course goals and develop a rough curriculum overview for 1st semester. 3. Discuss prayer and spiritual experiences as part of everyday class. 	<ol style="list-style-type: none"> 1. Discuss major class procedure or management changes from the previous year. 2. Discuss course goals for all classes. 3. Set 2-3 first semester goals or areas of focus that deal with different aspects of teaching.

Mentor Log Topics

September

1 st Year ACE Teacher	2 nd Year ACE Teacher
<ol style="list-style-type: none"> 1. Review the classroom management plan and discuss the successful aspects and what changes might be necessary. 2. Discuss progress reports and how they should be presented to parents and students. 3. Conduct a short, informal observation. 	<ol style="list-style-type: none"> 1. Discuss methods of summative assessments in your current units. 2. Discuss ways of incorporating spirituality outside of daily prayer. 3. Conduct a short, informal observation.

October

1 st Year ACE Teacher	2 nd Year ACE Teacher
<ol style="list-style-type: none"> 1. Discuss preparation for parent conferences and report cards. 2. Discuss how you have and how you will continue to create community in your classroom. 3. Conduct a formal observation including a pre- and post-observation conference. 	<ol style="list-style-type: none"> 1. Discuss and sketch out rough plans for a service learning opportunity during the school year. 2. Discuss methods of pushing and enriching high achieving students to their potential. 3. Conduct a formal observation including a pre- and post-observation conference.

November

1 st Year ACE Teacher	2 nd Year ACE Teacher
<ol style="list-style-type: none"> 1. Discuss questioning techniques and informal assessment of daily objectives. 2. Discuss how you can incorporate or celebrate Thanksgiving and Advent. 3. Discuss how to deal with holiday interruptions and shortened instructional time and weeks. 	<ol style="list-style-type: none"> 1. Discuss methods of formative assessment and questioning. 2. Discuss the different kind of learning difficulties you are encountering and the types of accommodations you are making.

December

1 st Year ACE Teacher (only 2 meetings)	2 nd Year ACE Teacher (only 1 meeting)
<ol style="list-style-type: none"> 1. Discuss the content and creation process of exams or end of semester tests. 2. Review the semester in terms of classroom management, planning, and pedagogy. Point out successes and struggles and discuss possible steps for improvement. 3. Fill out online mentor log and 1st semester summary. 	<ol style="list-style-type: none"> 1. Review the semester in terms of classroom management, planning, and pedagogy. Point out successes and struggles and discuss possible steps for improvement. 2. Address improvements since the observation 3. Fill out online mentor log and 1st semester summary.

January

1 st Year ACE Teacher	2 nd Year ACE Teacher
<ol style="list-style-type: none"> 1. Set 2-3 professional goals for the semester. Talk about the steps necessary to meet these goals. 2. Discuss plans and activities for Catholic Schools week. 	<ol style="list-style-type: none"> 1. Discuss ways for celebrating diversity in the classroom and school especially for Dr. Martin Luther King Jr. Day. 2. Choose one class and look at the unit planning process for a future unit. Discuss unit goals, lesson plan objectives and possible assessments.

February

1 st Year ACE Teacher	2 nd Year ACE Teacher
<ol style="list-style-type: none"> 1. Analyze your semester or unit assessments and discuss their effectiveness in meeting the established goals. 2. Discuss possible Lenten activities and presentation in the classroom. 3. Conduct a short, informal observation. 	<ol style="list-style-type: none"> 1. Discuss the use of performance assessments in your units and how student achievement compares to standard teacher tests. 2. Discuss the possibilities for professional development, journals, and professional associations. 3. Conduct a short, informal observation.

March

1 st Year ACE Teacher	2 nd Year ACE Teacher
<ol style="list-style-type: none"> 1. Look at a set of lesson plans together. Discuss the objectives, activities, and planning process that went into creating them. 2. Discuss day-to-day activities and evaluate their effectiveness. 3. Conduct a formal observation as well as hold a pre and post-observation conference. 	<ol style="list-style-type: none"> 1. Discuss discernment issues: future teaching plans, career plans – both short and long term. 2. Conduct a formal observation as well as hold a pre and post-observation conference.

April/May

1 st Year ACE Teacher	2 nd Year ACE Teacher
<ol style="list-style-type: none"> 1. Brainstorm end of year activities and ways of keeping students motivated. 2. Reflect on and discuss your first-year ACE teaching experience. Discuss your growth and areas for continued improvement. 3. Complete 2nd Semester Mentor Log and End of year summary. 	<ol style="list-style-type: none"> 1. Reflect on and discuss the two-year ACE teaching experience. Discuss your growth and areas for continued improvement. 2. Discuss efficacy of the mentor program. What are its strengths? How could it be strengthened? 3. Complete 2nd Semester Mentor Log and End of year summary.

Observations

A major tenet of the mentor/ACE teacher relationship is founded on the need for a trusted, experienced supporter within the school. Since the mission of mentoring is to improve teaching, it is necessary for mentors to observe the ACE teacher planning and delivering instruction. The observations, however, are not to be viewed in an evaluative sense, but rather a tool by which growth can occur.

The mentor should make an informal observation early in the year to get a feel for the teaching style and be alerted to any major problems. The formal evaluation is slightly more comprehensive. Research shows that both the observer (mentor) and the observee (ACE teacher) benefit from a pre-observation conference that focuses on the ACE teacher articulating goals, pedagogy, and assessment before the teaching experience. A post-observation conference then allows both parties to look at the performance and determine strengths and weaknesses based on the pre-defined goals. Tables included in this handbook (pages 15-16) may be helpful in conducting these conferences. These do not need to be submitted, but rather should be kept by the ACE teacher for further reflection along with a copy of the observation. While the mentor obviously draws off his or her own experience, it is more important to frame questions that force ACE teachers to concretize their approach that leads toward self-evaluation.

While the pre- and post-observation guides are strongly encouraged but not required, the completion of the [Mid-Semester Feedback form](#) is a requirement for mentor teachers. This form looks at the different domains of teaching in terms of strengths and areas of improvements not only during the observation, but more importantly over the course of the entire semester. This form can be accessed on the website (see page 3 for details).

Sample Mentor Observations

Area of greatest strength for Instruction: [The ACE teacher] does a great job of providing feedback to the students. They are always aware of assignments that they are missing, and are able to keep track of their grades. [He] is very organized and keeps his large class in order. At the beginning of the year he had a difficult time gauging the developmental level of his fourth graders, but has improved greatly as he has worked more with the class. He has helped to work on accommodations for a dyslexic child. The children are showing great improvements in each subject area.

Area in most need of growth for Instruction: As I stated before, [the ACE teacher] is often unsure of himself in the classroom, which causes him to double guess himself in front of the students. He often uses yes or no, or one word answers questioning techniques, and continues to work on using a higher level of questioning techniques. He struggled with the work load, grading and organizational strategies at the beginning of the year, but has made great gains in all of those areas.

Mentor Teacher Pre-Observation Conference Guide
University of Notre Dame, ACE M.Ed. Program

Objectives The Teacher will:	Mentor Coaching Questions and ACE Teacher Responses
1. State the purpose of the lesson.	
2. Describe the sequence in which the lesson occurs.	
3. Describe the teaching strategies/behaviors used in the lesson to facilitate student achievement.	
4. Describe observable desired student behaviors and interactions.	
5. Describe procedures for assessing results.	
6. Anticipate any concerns.	

Mentor Teacher Post-Observation Conference Guide
University of Notre Dame, ACE M.Ed. Program

Objectives The ACE teacher will:	Mentor Coaching Questions and ACE Teacher Responses
1. Express feelings about the lesson including strengths and weaknesses.	
2. Recall student behaviors and interactions during the lesson.	
3. Analyze effectiveness of instruction.	
4. Make inferences as to the achievement of the purposes of the lesson.	
5. Discuss changes that could be made for future improvements.	

Mentor Teacher Mid-Semester Feedback Form

This form provides the ACE Teacher and University Supervisor mid-semester evaluative feedback on new teacher performance. The items relate to the three pillars of ACE and performance indicators that frame the program (see [Appendix B](#), pp. 37-38, in the [Mentor Teacher and Principal Handbook](#) for a description). **This is not a classroom observation instrument.** Please complete the form based on cumulative classroom observations, discussions and interactions with the ACE teacher, Mentor Teacher, other professional colleagues, parents and students. Copies of this form should be provided to the ACE Teacher and emailed to the ACE TA at aceta@nd.edu for posting to the academic portfolio. A conference with the ACE Teacher is recommended. Hardcopy faxes will not be accepted.

Mentor Teacher:	ACE Teacher:
Signature (type initials):	Date:
ND Supervisor: <input type="checkbox"/> Borek <input type="checkbox"/> Clark <input type="checkbox"/> Collier (check one) <input type="checkbox"/> Mayotte <input type="checkbox"/> Moreno <input type="checkbox"/> Valadez <input type="checkbox"/> Waldron	School/Location:

Pillar I Professional Teaching

Domain 1: Planning and Preparation: *demonstrates knowledge of content and pedagogy; demonstrates knowledge of students; designs coherent instruction; selects instructional objectives; selects instructional goals/outcomes; assesses student learning; demonstrates knowledge of resources.*

The single area of greatest strength is:

The single area in most need of growth is:

Domain 2: The Classroom Environment: *establishes a culture for learning; manages classroom procedures; manages student behavior; organizes physical space.*

The single area of greatest strength is:

The single area in most need of growth is:

Domain 3: Instruction: *communicates clearly and accurately; uses questioning and discussion techniques; engages students in learning; provides feedback to students; modifies instruction according to developmental level and learning styles of students; modifies instruction for children with learning exceptionalities; provides evidence of student learning.*

The single area of greatest strength is:

The single area in most need of growth is:

Domain 4: Professional Responsibilities: *maintains accurate records; communicates with parents and guardians; grows and develops professionally.*

The single area of greatest strength is:

The single area in most need of growth is:

PILLAR II COMMUNITY: *contributes to the school community, contributes to the larger community, promotes student engagement with community resources.*

The single area of greatest strength is:

The single area in most need of growth is:

PILLAR III SPIRITUALITY: *creates environment of respect and rapport; fosters character and ethical development; fosters spiritual development in children, serves as spiritual and ethical role model.*

The single area of greatest strength is:

The single area in most need of growth is:

Principal Responsibilities

The school Principal (or designee) supports both the Mentor Teacher and the ACE Teacher. The administrator provides support for the ACE teacher much as would be provided to any new teacher in the building; providing appropriate policies, handbooks, curriculum guides and generally orienting them to the school and community. *In addition, fulfilling the role of evaluator requires that the principal (or designee) observe and meet with the ACE teacher.* Most principals observe and conference with the ACE teacher two or three times each semester.

- The Principal has primary responsibility for completing the [Mid-Semester](#) and [End-of-Semester](#) evaluations of the ACE teacher. This does not preclude the use of school or diocesan observation or evaluation approaches or forms. These most often are complementary to other forms of evaluation. See page 3 for details on accessing and submitting the forms.
- The University Supervisor works with the Principal as the primary contact person (unless otherwise informed) when arranging school visits. The University Supervisor maintains lines of communication with the Principal so as to keep informed of progress and issues which need university support or attention. [Contact information](#) is provided on page 4.

In brief, the Principal (or designee):

1. Serves as the school-site contact person for the University Supervisor and ACE Program.
2. Assists the ACE Teacher in acclimating to the school and community.
3. Observes the ACE Teacher and conferences with him/her on progress.
4. Monitors and supports the ACE teacher both in professional and personal issues affecting school performance.
5. Completes the *Mid-Semester Evaluation Form* and *End-of-Semester Evaluation Form* that will be used to help establish professional goals and evaluate the ACE Teacher (the ACE Teacher can assist you in obtaining and returning these forms). See page 3 for [access and submission instructions](#).
6. Communicates with University Supervisor as needed.

The principal can expect that the ACE Teacher will:

1. Abide by the calendar and policies of the diocese and school.
2. Be held accountable for progress towards improved practice according to diocesan policy and the three pillars of ACE: Professional Teaching, Community, and Spirituality.
3. Consult with the Mentor Teacher and other colleagues for ideas to improve practice and support in meeting expectations.
4. Provide the Mentor Teacher and Principal with assistance to obtain, complete, and submit all necessary feedback and evaluation forms in a timely fashion for filing in the ACE Teacher's Electronic Portfolio File.

Recommendations for Principals

The following is a list of recommendations from ACE principals that they have found helpful in working with ACE teachers.

Mentor Selection

1. The mentor should view the position as a positive time commitment.
2. The mentor should teach the same developmental level and if possible, the same discipline.
3. If possible, the mentor should share common planning time with the ACE teacher.
4. The mentor should be a well-respected teacher within the school who is committed to professional development.

Recommendations

1. Make contact with your new ACE Teacher early after they have been assigned to your school and you have accepted this placement. Make arrangements to send him/her a school calendar, textbooks, and teaching schedule to the Notre Dame campus for use in planning during the first summer session. This is vital!!
2. Thoroughly explain and discuss with the ACE Teacher your support and philosophy of working with parents for the benefit of the students. Outline procedures for dealing with discipline issues.
3. Talk with the ACE Teacher about their interests outside school subjects for possible participation in the school community (plays, sports, choir, campus ministry, etc.). Although we recommend limited formal extra-curricular commitments during the first semester of teaching, many ACE Teachers covet the opportunity to get to know students outside of their classrooms.
4. Plan a New Teachers' meeting that includes, if possible, the Mentor Teachers.
5. Plan a faculty reception (school gift, refreshments, social) so that all established teachers recognize beginning teachers and offer their support.
6. Check with the ACE group to see if housing arrangements are satisfactory and comfortable. Report any needs to superintendent.
7. Medical: Review school roster and locate some parent physicians or have faculty give names of their family physicians. Inform physicians about our ACE teachers. Make ACE teachers aware of various medical areas, in case of need.
8. Do not hesitate to [contact the University Supervisor](#) to discuss the ACE Teacher's progress.

Principal Mid-Semester Evaluation Form

This form provides the ACE Teacher and University Supervisor mid-semester evaluative feedback on new teacher performance. The items relate to the three pillars of ACE and performance indicators that frame the program (see [Appendix B](#), pp. 37-38, in the [Mentor Teacher and Principal Handbook](#) for a description). **This is not a classroom observation instrument.** Please complete the form based on cumulative classroom observations, discussions and interactions with the ACE teacher, Mentor Teacher, other professional colleagues, parents and students. Copies of this form should be provided to the ACE Teacher and emailed to the ACE TA at aceta@nd.edu for posting to the academic portfolio. A conference with the ACE Teacher is recommended. Hardcopy faxes will not be accepted.

Principal (or designee):	ACE Teacher:	School/Location:
Signature (type initials):	Number of formal conferences held with ACE teacher during this period:	Date:
ND Supervisor (click one): <input type="checkbox"/> Borek <input type="checkbox"/> Clark <input type="checkbox"/> Collier <input type="checkbox"/> Mayotte <input type="checkbox"/> Moreno <input type="checkbox"/> Valadez <input type="checkbox"/> Waldron	Number of formal classroom observations by administrator this period:	Mentor Teacher:

Pillar I Professional Teaching

Domain 1: Planning and Preparation: *demonstrates knowledge of content and pedagogy; demonstrates knowledge of students; designs coherent instruction; selects instructional objectives; selects instructional goals/outcomes; assesses student learning; demonstrates knowledge of resources.*

The single area of greatest strength is:

The single area in most need of growth is:

Domain 2: The Classroom Environment: *establishes a culture for learning; manages classroom procedures; manages student behavior; organizes physical space.*

The single area of greatest strength is:

The single area in most need of growth is:

Domain 3: Instruction: *communicates clearly and accurately; uses questioning and discussion techniques; engages students in learning; provides feedback to students; modifies instruction according to developmental level and learning styles of students; modifies instruction for children with learning exceptionalities; provides evidence of student learning.*

The single area of greatest strength is:

The single area in most need of growth is:

Domain 4: Professional Responsibilities: *maintains accurate records; communicates with parents and guardians; grows and develops professionally.*

The single area of greatest strength is:

The single area in most need of growth is:

PILLAR II COMMUNITY: *contributes to the school community, contributes to the larger community, promotes student engagement with community resources.*

The single area of greatest strength is:

The single area in most need of growth is:

PILLAR III SPIRITUALITY: *creates environment of respect and rapport; fosters character and ethical development; fosters spiritual development in children, serves as spiritual and ethical role model.*

The single area of greatest strength is:

The single area in most need of growth is:

ACE PILLAR I PROFESSIONAL TEACHING*Check one***Domain 1: Planning and Preparation**

1. Demonstrates knowledge of content and pedagogy – *teacher displays extensive content knowledge and works to increase this knowledge; builds on prior knowledge and relationships in content to diagnose student learning problems; continues to search for best practices to teach the content.*

- Strength
 Area for Growth
 No basis for
 evaluation

2. Demonstrates knowledge of students – *teacher varies instruction according to knowledge of: age-group and developmental characteristics; knowledge of group and individual student skills (ability levels and learning styles); knowledge of the interests or cultural heritage of each student; knowledge of group and individual exceptionalities (special needs, gifted, and learning disabilities)*

- Strength
 Area for Growth
 No basis for
 evaluation

3. Designs coherent instruction – *teaching is based on unit plans, using lesson plans as incremental steps, which establish goals with high expectations, are clear, and written in the form of observable student learning (“students will be able to...”); goals target significant concepts and Bloom’s levels of thinking.*

- Strength
 Area for Growth
 No basis for
 evaluation

4. Selects instructional objectives – *lesson objectives are phrased in observable verbs, clearly stated, and are implemented through instructional tasks and assessments.*

- Strength
 Area for Growth
 No basis for
 evaluation

5. Selects instructional outcomes/goals – *unit and course outcomes/goals are phrased in observable verbs, clearly stated, and are implemented through instructional tasks.*

- Strength
 Area for Growth
 No basis for
 evaluation

6. Assesses student learning – *assessments are completely congruent with instructional objectives and goals, have clear criteria, and the results are used to adjust curriculum planning for individuals and classes.*

- Strength
 Area for Growth
 No basis for
 evaluation

7. Demonstrates knowledge of resources – *in addition to school, publisher, and diocesan resources, teacher seeks other materials/resources to enhance instruction and promotes independent student interest, growth, and learning.*

- Strength
 Area for Growth

No basis for
evaluation

For the entire domain of planning and preparation...

the single area of greatest strength is:

the single area in most need of growth is:

Check one

Domain 2: The Classroom Environment

1. Establishes a culture for learning – *students actively participate, demonstrate curiosity, and pay attention to detail; students take pride in work and initiate improvements in it; both students and teacher maintain high expectations for the learning of all students.*

Strength
 Area for Growth
 No basis for
evaluation

2. Manages classroom procedures – *regular routines and transitions are seamless and engage students; non-instructional/administrative routines are efficient and engage students; students working independently or in groups are productive and responsible at all times.*

Strength
 Area for Growth
 No basis for
evaluation

3. Manages student behavior – *teacher clearly states appropriate and relevant expectations for student conduct, uses discrete and preventive monitoring of behavior, responds effectively and appropriately to misbehavior.*

Strength
 Area for Growth
 No basis for
evaluation

4. Organizes physical space – *classroom is safe and uncluttered; students/teacher adjust furniture to enhance learning; students/teacher use available physical resources (board, overhead, technology, learning centers, resource areas, etc.) optimally; learning and resources equally accessible to all students.*

Strength
 Area for Growth
 No basis for
evaluation

For the entire domain of classroom environment...

the single area of greatest strength is:

the single area in most need of growth is:

Check one

Domain 3: Instruction

1. Communicates clearly and accurately – *teacher articulates clear directions and procedures, anticipates possible student misunderstanding, uses spoken and written language correctly, expressively and to enrich lessons.*

Strength

- Area for Growth
- No basis for evaluation

2. Uses questioning and discussion techniques – teacher asks questions of uniformly high quality with adequate response time; teacher encourages student formulation of questions, initiation of discussion topics, and a self-monitoring format to ensure all students are heard.

- Strength
- Area for Growth
- No basis for evaluation

3. Engages students in learning – all students are cognitively engaged in content exploration and creativity; grouping is productive for all students and provides for student initiative in learning; appropriate materials and resources are provided in student work; structure of lesson/activity provides adequate/appropriate pacing for all students and for coherent reflection and closure

- Strength
- Area for Growth
- No basis for evaluation

4. Provides feedback to students – teacher uses various forms of verbal and written feedback (ex. graded work, conferences, revision) to provide structured and consistent response to and review of student work and progress; feedback is provided in a timely manner, consistently of high quality, and is provided in a form that is useful for and promotes continued student learning.

- Strength
- Area for Growth
- No basis for evaluation

5. Modifies instruction according to developmental level and learning styles of students – teacher makes adjustments to lessons and materials and varies instruction to address the developmental level and different learning styles of students; creates assessments which challenge appropriately all students.

- Strength
- Area for Growth
- No basis for evaluation

6. Modifies instruction for children with learning exceptionalities – teacher makes adjustments to lessons and materials to address learning disabilities and gifted abilities; seeks appropriate help from colleagues, administration, parents and community professionals to improve these students’ learning; creates assessments which challenge appropriately all students.

- Strength
- Area for Growth
- No basis for evaluation

For the domain of instruction...

the single area of greatest strength is:

the single area in most need of growth is:

Check one

Domain 4: Professional Responsibilities

1. Maintains accurate records – teacher maintains effectively a record of grades, documentation of notable incidents, state or diocesan competencies (when applicable), and of non-instructional activities, the latter providing for student participation in its

- Strength

maintenance; the records track student progress in a way that is effective for teacher, student, and parent participation in learning.

- Area for Growth
- No basis for evaluation

2. Communicates with parents and guardians – teacher provides frequent information to families about: the instructional program, student progress, behaviors, response(s) to parents concern(s); teacher is consistently sensitive and discrete in and about this communication; communication establishes the basis for the partnership between parents and teachers in the interest of the student.

- Strength
- Area for Growth
- No basis for evaluation

3. Grows and develops professionally – teacher seeks resources and opportunities for improvement, actively reflects on classroom experiences for improvement of teaching, and cooperates and contributes to improve self, colleagues, and the profession.

- Strength
- Area for Growth
- No basis for evaluation

For the domain of professional responsibilities...

the single area of greatest strength is:

the single area in most need of growth is:

Check one

ACE PILLAR II COMMUNITY

1. Contributes to the school community – teacher supports and cooperates with colleagues and administration, takes initiative to participate and volunteer in school events and school or diocesan projects, contributes and offers leadership in some aspect of school life.

- Strength
- Area for Growth
- No basis for evaluation

2. Contributes to the larger community – teacher personally engages in service activities with parish or civic community and takes initiative to better these communities.

- Strength
- Area for Growth
- No basis for evaluation

3. Promotes student engagement with community resources – teacher connects students to the community beyond the school through overt participation, speakers, field trips, service, technology and/or other means.

- Strength
- Area for Growth
- No basis for evaluation

For the pillar of community...

the single area of greatest strength is:

the single area in most need of growth is:

Check one

ACE PILLAR III SPIRITUALITY

1. Creates environment of respect and rapport – teacher demonstrates genuine caring and respect for individual students; teacher and many/most students exhibit mutual respect and caring for each other within the roles of student and teacher and as persons beyond these roles.

- Strength
- Area for Growth
- No basis for evaluation

2. Fosters character and ethical development – teacher integrates peace and justice into the classroom demonstrated through behaviors and/or academics.

- Strength
- Area for Growth
- No basis for evaluation

3. Fosters spiritual development in children – teacher provides a variety of prayer experiences; teacher witnesses as a person of faith and prayer.

- Strength
- Area for Growth
- No basis for evaluation

4. Serves as spiritual and ethical role model – teacher witnesses a public faith life; teacher consistently practices Christian behaviors.

- Strength
- Area for Growth
- No basis for evaluation

For the pillar of spirituality...

the single area of greatest strength is:

the single area in most need of growth is:

Transcript Request Information for ACE Teachers

Most dioceses require current transcripts from the ACE Teacher to establish temporary or emergency licensure and for other administrative processes. Official transcripts can only be requested by the ACE Teacher. Below and on the next page is information on these procedures and a fax form to expedite the request.

From the ACE Handbook:

Transcript Request Information

All transcript requests must be made in writing. You may fill out a Transcript Request Form in the Office of the Registrar or send a letter to:

Office of the Registrar
Transcript Clerk
103 Main Building
University of Notre Dame
Notre Dame, IN 46556

The request should include your full name, dates of attendance, student number (SS number), address of person, school or company where transcript is to be sent, your return address, and your signature. A transcript cannot be ordered by phone. Fax will be accepted at the FAX number (574) 631-5872. There is no longer a fee for transcripts.

TRANSCRIPT REQUEST FAX SHEET

To be completed by ACE Teacher

Date: _____

To: Office of Registrar
Transcript Clerk
103 Main Building
University of Notre Dame
Fax 574 631 5872

From:(Full Name) _____
(Dates attended ND) _____
(Student/SS #) _____
(Address) _____

(Signature) _____
(Printed Full Name) _____

Fax: _____

I request an official transcript of my completed Notre Dame coursework be sent to the following:

Send official Transcript to:

(Name) _____

(Address) _____

SUBSTITUTE TEACHER REIMBURSEMENT FORM

Documentation for Use of Substitute Teachers

**To be used only for ACE Teacher classroom visits or
Mentor release time to observe and assist ACE Teacher**

.....
School Name _____

School Address _____ Phone _____

ACE Teacher _____ Grade/Subject (s) _____

Mentor/Teacher Visited _____ Date of Visit _____

Amount of Reimbursement Request: _____ hours @ _____ per hour = total \$_____

The check for reimbursement of substitute teacher expense should be sent to:

In care of (name) _____

Payable to (institution) _____

Address _____

When complete, please send this form to: Janet Swain
IEI Building
University of Notre Dame
Notre Dame, IN 46656-5660

Questions? Contact Janet Swain at 574-631-2376 or jswain@nd.edu

My signature below indicates that all information is complete and accurate.

Signature

Title

Date

Appendix

A - PLANNING

B - ACE NEW TEACHER PERFORMANCE INDICATORS WITH DESCRIPTORS

C - INTASC PRINCIPLES AND CORRELATIONS WITH THE PERFORMANCE INDICATORS

Planning Introduction

Unit Plans

Introduction

Units are the most effective and practical way to engage students in significant learning that is beyond the memory level. The organizing principles of an effective unit are a unifying concept which answers an essential question and a clear unit goal which provides energy to the unit using observable and challenging verbs which state what students will know and be able to do at the unit's conclusion. Formative assessment is utilized throughout the unit and students are able to show achievement of the unit goal through both a standard pencil and paper test as well as through a performance assessment. Units usually last 2-4 weeks in length. ACE has developed a unit and lesson planning template that is required for all ACE unit assignments and highly suggested for the planning of all units. As an excel document it is conveniently saved and available for modification for future years.

The planning scheme is based on the following rationale¹:

Acquiring Knowledge

The unit goal is a contract, based on state and national standards, established by the teacher, that each student will meet independently and individually (1). The goal, which uses a developmentally appropriate level of Bloom's taxonomy, is tied closely to both the standard test and the performance assessment (2). As you can see from the example, the standard test, which conventionally appears at the end of a unit, appears in the middle of the unit in this scheme (3). The first four or five lesson plans focus on acquiring and integrating knowledge necessary to meet the unit goal at an unsophisticated level by the time of the standard paper and pencil test which favors material important in creating a conceptual framework (4).

Extending Knowledge and Using Knowledge Meaningfully

The next two to three lesson plans focus on extending and refining the knowledge from the first part of the unit and then applying it to some authentic task in a meaningful way (5). This portion of the unit presents a great opportunity for both remediation, enrichment for stronger students, and application. After analyzing the standard test, the teacher will be able to pinpoint weaknesses in the students' conceptual framework and rather than re-teach the material, revisit it in an alternative fashion. This leads to opportunities for students to then apply their knowledge and skills to a real-life situation providing relevance for their learning and often a wonderful opportunity for engagement in the local community (6).

Performance Assessment

The unit culminates in the performance assessment – an opportunity for each student to individually meet the unit goal (7). The performance assessment must present a previously unseen situation or problem in which the student uses his/her knowledge from the unit to draw a personal conclusion. It is worth the same amount as the standard test and is important for two major reasons. First, it provides an alternative for students who test poorly on standard exams to prove that they have mastered the concepts. Second, it connects learning to reality by combining content with problem solving skills to execute a task.

(Numbers in parentheses correlate to the highlighted numbers on the unit plan.)

¹ Marzano, Robert J. A Different Kind of Classroom: Teaching with Dimensions of Learning. Alexandria, VA: Association for Supervision and Curriculum Development, 1992.

Unit 2		Plant-tastic!
Unit Question		How do plants transport food and water?
Unit Goal		SWBAT compare and contrast the structure, function and development of different plants. (1)
Prior Knowledge		SWBAT make and test a hypothesis.
Unit Assessment		SWBAT analyze the effects of acid rain on plant growth and seed development. (2)
Lesson #	estimated # of days	Lesson Objective
LP1	5	Acquiring & Integrating (4) SWBAT describe the way plants are classified as seedless and seed plants. (Chs. 20 and 21)
LP2	2	SWBAT compare and contrast the structure and function of different plant tissues. (Ch. 23)
LP3	4	SWBAT diagram the flow of nutrients and water among roots, stems, and leaves <i>Test (3)</i>
LP4	2	Extending & Refining (5) SWBAT make connections between the effects of plant hormones to plant tropisms. (Ch 24: plant hormone lab end-of-chapter, QL 24 Gravity and Roots)
LP5	1	SWBAT diagram the development of a seed, including the hormones that cause development.
LP6	3	Using Knowledge Meaningfully (6) SWBAT analyze the effects of acid rain on plant growth and seed development. <i>Performance Assessment</i>

Lesson Plans

Lesson plans focus on the lesson plan objectives and employ observable and challenging verbs which specify what students will know and be able to do at the end of 2-4 days. (Lesson plans can be one day in length, but often lose coherence whereas a 2-4 day lesson plan utilizes several steps to bridge concepts in the unit). The lesson plan objectives are the steps that enable students to achieve the unit goal and develop the unifying concept.

The lesson plan objectives are attained through the day-to-day activities presented by the teacher and experienced by the student. Good pedagogy naturally favors lesson plans that seek to address multiple intelligences and varied learning styles. Charting the different tasks, methods and time allotments helps organize and give a good overview for the lesson's progression. It is also suggested that teachers chart what worked well and what activities needed improvements for future referral.

- A. Lesson Plan Objective – Uses an observable and challenging verb that builds toward the unit goal. All students are pushed to reach the lesson plan objective in order to meet the unit goal at a core level.

Lesson Plan Objective and Unit Placement:

- Beginning of the unit – objective focuses on the initial acquiring of knowledge and skills.
 - Middle of the unit – objective focuses on the knowledge that is important to know.
 - End of Unit – objective focuses on using the knowledge meaningfully or assessing the enduring understanding of the unit goal/concept.
- B. Prior Knowledge – specifies clearly and succinctly the lowest threshold of student prior knowledge on which the lesson builds.
- C. Assessment – describes a summative lesson plan assessment activity that clearly measures individual and independent student achievement.
- D. Materials, Accommodations, Enrichment for Advanced Students – details the extra equipment, modifications, and enrichment for stronger students required to cater to the needs of different level learners for a particular class.
- E. Task/Method/Time – specifies the minute-to-minute activities that will occur throughout the days of the lesson plan that lead to the assessment of the objective.

Lesson Title			
LP 6	"it was always burning since the world's been turning..."		
# of Days	2	Enrichment	Students will be encouraged to research McCarthyism outside of class and present that information to the class. The honors class will be reading at an accelerated pace. Additionally, they will be comparing and contrasting <i>The Crucible</i> and <i>The Scarlet Letter</i> .
Prior Knowledge	SWBAT explain the role of hysteria in <i>The Crucible</i> , describe elements of the drama.	Accommodations	Handouts of the power point slides will be given to all students. Some students will be asked to see me before school to discuss or review any information.
Lesson Objective	SWBAT connect McCarthyism to <i>The Crucible</i> and aspects of the song "We Didn't Start the Fire" to <i>The Crucible</i>	(Anticipated Problems)	Since the presentation of McCarthyism will be done solely through lecture, some of the more visual learners may have a harder time grasping the information.
Lesson Assessment	SWBAT explain the connection between a teacher-selected quotation from <i>The Crucible</i> to McCarthyism	(Changes for next time)	
(Benchmarks or Standards)	1.3, 6.5, 6.7, 6.8, 7.9, 7.12	(What worked well)	
Materials Needed	projector	Dates	
Time	Student Learning Task or Activity	Teacher Method or Procedure	
Day 1 / 11-7			
3mins		PRAYER	
5mins	BW: What are some modern examples of hysteria?	INDIVIDUAL WORK	
10mins		TEACHER-LED DISCUSSION Discuss Bell Work. What causes the hysteria? How do they begin? Student responses are put on the board.	
15mins	Students are provided a handout of slides on which to take notes.	LECTURE Power Point; teacher uses examples and quotes from <i>The Crucible</i> to connect with McCarthyism. This serves as a model for the performance assessment.	
10mins	Students should listen for familiar names or events that are the result of hysteria or scandal. This will serve as the basis for their performance assessment.	SONG Play Billy Joel's, <i>We Didn't Start the Fire</i> , and follow with discussion.	
5mins	Exit card question: List one specific way <i>The Crucible</i> relates to McCarthyism.	CLOSURE	

Differentiated Supervision & Criteria for Mentor Feedback and Principal Evaluation

Feedback and Evaluation Forms ask for input on the major areas of strength and areas for improvement in each of the three pillars of ACE, which are broken down into domains and further into performance indicators. The ACE teacher is increasingly responsible for more performance indicators over the course of his/her two-year teaching experience as shown below. While feedback in all areas is important, we ask that you focus on the specified indicators for that particular semester.

1st Semester: 6 necessary & 7 sufficient*** PIs*

Pillar I Professional Teaching

Domain 1: Planning and Preparation

1. Demonstrates knowledge of content and pedagogy***
2. Demonstrates knowledge of students
3. Designs coherent unit-based instruction
4. Selects instructional objectives***
5. Selects instructional outcomes/goals
6. Assesses student learning***
7. Demonstrates knowledge of resources

Domain 2: The Classroom Environment

1. Establishes a culture for learning
2. Manages classroom procedures*
3. Manages student behavior*
4. Organizes physical space*

DOMAIN 3: INSTRUCTION

1. Communicates clearly and accurately**
2. Uses questioning and discussion techniques***
3. Engages students in learning***
4. Provides feedback to students***
5. Modifies instruction according to developmental level and learning styles of students
6. Modifies instruction for children with learning exceptionalities
7. Provides evidence of student learning

Domain 4: Professional Responsibilities

1. Maintains accurate records*
2. Communicates with parents and guardians*
3. Grows and develops professionally

Pillar II Community

1. Contributes to the school community
2. Contributes to the larger community
3. Promotes student engagement with community resources

PILLAR III SPIRITUALITY

1. Creates environment of respect and rapport*
2. Fosters character and ethical development
3. Fosters spiritual development in children
4. Serves as spiritual and ethical role model

2nd Semester: 6 and 7** necessary & 4 sufficient*** PIs*

Pillar I Professional Teaching

Domain 1: Planning and Preparation

1. Demonstrates knowledge of content and pedagogy**
2. Demonstrates knowledge of students
3. Designs coherent unit-based instruction
4. Selects instructional objectives**
5. Selects instructional outcomes/goals
6. Assesses student learning**
7. Demonstrates knowledge of resources***

Domain 2: The Classroom Environment

1. Establishes a culture for learning***
2. Manages classroom procedures*
3. Manages student behavior*
4. Organizes physical space*

DOMAIN 3: INSTRUCTION

1. Communicates clearly and accurately**
2. Uses questioning and discussion techniques**
3. Engages students in learning**
4. Provides feedback to students**
5. Modifies instruction according to developmental level and learning styles of students***
6. Modifies instruction for children with learning exceptionalities
7. Provides evidence of student learning

Domain 4: Professional Responsibilities

1. Maintains accurate records*
2. Communicates with parents and guardians*
3. Grows and develops professionally

Pillar II Community

1. Contributes to the school community***
2. Contributes to the larger community
3. Promotes student engagement with community resources

PILLAR III SPIRITUALITY

1. Creates environment of respect and rapport*
2. Fosters character and ethical development
3. Fosters spiritual development in children
4. Serves as spiritual and ethical role model

Third Semester: 6*, 7** and 4*** necessary & 7**** sufficient PIs

Fourth Semester: 6*, 7**, 4***, and 7**** necessary & 4† ungraded PIs

<p>Pillar I Professional Teaching</p> <p><i>Domain 1: Planning and Preparation</i></p> <ol style="list-style-type: none"> 1. Demonstrates knowledge of content and pedagogy** 2. Demonstrates knowledge of students**** 3. Designs coherent unit-based instruction**** 4. Selects instructional objectives** 5. Selects instructional outcomes/goals**** 6. Assesses student learning** 7. Demonstrates knowledge of resources*** <p><i>Domain 2: The Classroom Environment</i></p> <ol style="list-style-type: none"> 1. Establishes a culture for learning*** 2. Manages classroom procedures* 3. Manages student behavior* 4. Organizes physical space* <p><i>DOMAIN 3: INSTRUCTION</i></p> <ol style="list-style-type: none"> 1. Communicates clearly and accurately** 2. Uses questioning and discussion techniques** 3. Engages students in learning** 4. Provides feedback to students** 5. Modifies instruction according to developmental level and learning styles of students**** 6. Modifies instruction for children with learning exceptionalities**** 7. Provides evidence of student learning**** <p><i>Domain 4: Professional Responsibilities</i></p> <ol style="list-style-type: none"> 1. Maintains accurate records* 2. Communicates with parents and guardians* 3. Grows and develops professionally**** <p>Pillar II Community</p> <ol style="list-style-type: none"> 1. Contributes to the school community*** 2. Contributes to the larger community 3. Promotes student engagement with community resources**** <p>PILLAR III SPIRITUALITY</p> <ol style="list-style-type: none"> 1. Creates environment of respect and rapport* 2. Fosters character and ethical development 3. Fosters spiritual development in children 4. Serves as spiritual and ethical role model 	<p>Pillar I Professional Teaching</p> <p><i>Domain 1: Planning and Preparation</i></p> <ol style="list-style-type: none"> 1. Demonstrates knowledge of content and pedagogy** 2. Demonstrates knowledge of students**** 3. Designs coherent unit-based instruction**** 4. Selects instructional objectives** 5. Selects instructional outcomes/goals**** 6. Assesses student learning** 7. Demonstrates knowledge of resources*** <p><i>Domain 2: The Classroom Environment</i></p> <ol style="list-style-type: none"> 1. Establishes a culture for learning*** 2. Manages classroom procedures* 3. Manages student behavior* 4. Organizes physical space* <p><i>DOMAIN 3: INSTRUCTION</i></p> <ol style="list-style-type: none"> 1. Communicates clearly and accurately** 2. Uses questioning and discussion techniques** 3. Engages students in learning** 4. Provides feedback to students** 5. Modifies instruction according to developmental level and learning styles of students**** 6. Modifies instruction for children with learning exceptionalities**** 7. Provides evidence of student learning**** <p><i>Domain 4: Professional Responsibilities</i></p> <ol style="list-style-type: none"> 1. Maintains accurate records* 2. Communicates with parents and guardians* 3. Grows and develops professionally**** <p>Pillar II Community</p> <ol style="list-style-type: none"> 1. Contributes to the school community*** 2. Contributes to the larger community† 3. Promotes student engagement with community resources**** <p>PILLAR III SPIRITUALITY</p> <ol style="list-style-type: none"> 1. Creates environment of respect and rapport* 2. Fosters character and ethical development† 3. Fosters spiritual development in children† 4. Serves as spiritual and ethical role model†
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ACE New Teacher Performance Indicators

The ACE performance indicators are organized by pillar and by domain (in the case of professional teaching). Following each performance indicator are descriptors, intended to clarify minimum performance expectations. Local school context may provide opportunities for novel and unique means to meet specific performance indicators.

PILLAR I PROFESSIONAL TEACHING

Domain 1: Planning and Preparation

- 1. Demonstrates knowledge of content and pedagogy**
 - teacher displays extensive content knowledge and works to increase this knowledge
 - teacher builds on prior knowledge and relationships in content to diagnose student learning problems
 - teacher continues to search for best practices to teach the content
- 2. Demonstrates knowledge of students**
 - teacher varies instruction according to:
 - knowledge of age-group and developmental characteristics
 - knowledge of group and individual student skills (ability levels and learning styles)
 - knowledge of the interests or cultural heritage of each student
 - knowledge of group and individual exceptionalities (special needs, gifted, and learning disabilities)
- 3. Designs coherent instruction**
 - teaching is based on unit plans, using lesson plans as incremental steps, which establish goals with high expectations, are clear, and written in the form of observable student learning (“students will be able to...”)
 - goals target significant concepts and Bloom’s levels of thinking
- 4. Selects instructional objectives**
 - lesson objectives are phrased in observable verbs, clearly stated, and are implemented through instructional tasks and assessments
- 5. Selects instructional outcomes/goals**
 - unit and course outcomes/goals are phrased in observable verbs, clearly stated, and are implemented through instructional tasks and assessments
- 6. Assesses student learning**
 - assessments are completely congruent with instructional objectives and goals
 - informal and formal formative assessments and checks for understanding are embedded in routine lesson tasks
 - clear criteria are established for assessment
 - the results of assessment are used to adjust curriculum planning for individuals and classes
- 7. Demonstrates knowledge of resources**
 - in addition to school, publisher, and diocesan resources, teacher seeks other materials/resources to enhance instruction and to promote independent student interest, growth, and learning

Domain 2: The Classroom Environment

- 1. Establishes a culture for learning**
 - students actively participate, demonstrate curiosity, and pay attention to detail
 - students take pride in work and initiate improvements in it
 - both students and teacher maintain high expectations for the learning of all students
- 2. Manages classroom procedures**
 - regular routines and transitions are seamless and engage students
 - non-instructional/administrative routines are efficient and engage students
 - students working independently or in groups are productive and responsible at all times

3. Manages student behavior

- teacher clearly states appropriate and relevant expectations for student conduct
- teacher uses discrete and preventive monitoring of behavior
- teacher responds effectively and appropriately to misbehavior

4. Organizes physical space

- classroom is safe and uncluttered
- students/teacher adjust furniture to enhance learning
- students/teacher use available physical resources (board, overhead, technology, learning centers, resource areas, etc.) optimally
- learning and resources equally accessible to all students

Domain 3: Instruction**1. Communicates clearly and accurately**

- teacher articulates clear directions and procedures
- teacher anticipates possible student misunderstanding
- teacher uses spoken and written language correctly, expressively and to enrich lessons

2. Uses questioning and discussion techniques

- teacher asks questions of uniformly high quality
- teacher provides adequate response time
- teacher encourages student formulation of questions, initiation of discussion topics, and a self-monitoring format to ensure all students are heard
- teacher responds effectively and appropriately to emergent student questions

3. Engages students in learning

- all students are cognitively engaged in content exploration and creativity
- grouping is productive for all students and provides for student initiative in learning
- appropriate materials and resources are provided in student work
- structure of lesson/activity provides adequate/appropriate pacing for all students and for coherent reflection and closure

4. Provides feedback to students

- teacher uses various forms of verbal and written feedback (ex. graded work, conferences, revision) to provide structured and consistent response to and review of student work and progress
- feedback is provided in a timely manner
- feedback is of consistently high quality
- feedback provided in a form that is useful for and promotes continued student learning

5. Modifies instruction according to developmental level and learning styles of students

- teacher makes adjustments to lessons and materials and varies instruction to address the developmental level and different learning styles of students
- teacher creates assessments which challenge appropriately all students

6. Modifies instruction for children with learning exceptionalities

- teacher makes adjustments to lessons and materials to address learning disabilities and gifted abilities
- teacher seeks appropriate help from colleagues, administration, parents and community professionals to improve these students' learning
- teacher creates assessments which challenge appropriately all students

7. Provides evidence of student learning

- summative assessments are completely congruent with instructional goals
- teacher provides evidence of the acquisition of content knowledge by students
- teacher provides evidence of the acquisition of critical thinking, problem solving, and performance skills in the content area

Domain 4: Professional Responsibilities

1. Maintains accurate records

- teacher maintains effectively a record of grades, documentation of notable incidents, state or diocesan competencies (when applicable), and of non-instructional activities, the latter providing for student participation in its maintenance
- the records track student progress in a way that is effective for teacher, student, and parent participation in learning

2. Communicates with parents and guardians

- teacher provides frequent information to families about: the instructional program, student progress, student behaviors, response(s) to parents concern(s)
- teacher is consistently sensitive and discrete in and about this communication
- communication establishes the basis for the partnership between parents and teachers in the interest of the student

3. Grows and develops professionally

- teacher seeks resources and opportunities for improvement
- teacher actively reflects on classroom experiences for improvement of teaching
- teacher demonstrates dispositions that contribute to the growth of self, colleagues, school, and the profession

PILLAR II COMMUNITY

1. Contributes to the school community

- teacher supports and cooperates with colleagues and administration
- teacher takes initiative to participate and volunteer in school events and school or diocesan projects
- teacher contributes and offers leadership in some aspect of school life

2. Contributes to the larger community

- teacher personally engages in service activities with parish and/or civic community and takes initiative to better these communities
- teacher engages students in service learning activities in the local community

3. Promotes student engagement with community resources

- teacher connects students to the community beyond the school through overt participation, speakers, field trips, service, technology and/or other means

PILLAR III SPIRITUALITY

1. Creates environment of respect and rapport

- teacher demonstrates genuine caring and respect for each and all students
- teacher fosters a sense of mutual respect and caring among students

2. Fosters character and ethical development

- teacher integrates peace and justice into the classroom demonstrated through behaviors and/or academics

3. Fosters spiritual development in children

- teacher draws on knowledge of students and the local community to create diverse prayer experiences
- teacher witnesses as a person of faith and prayer

4. Serves as spiritual and ethical role model

- teacher witnesses a public faith life
- teacher consistently practices Christian behaviors