

# Introduction to Teaching Practicum

65032 (ELEM), 65034 (MS), 65036 (HS)

Course Syllabus and Resource Pack



**Alliance for Catholic Education**

ACE

University of Notre Dame

Notre Dame, IN 46556

574-631-7052

<http://ace.nd.edu>

Summer Practicum Forms and Information:

<https://ace.nd.edu/downloads/current-members-teaching-fellows/practicum>

# Table of Contents

- Summer Session 2019 – Important Events and Due Dates..... 3
- Contact Information ..... 4
- Course Overview..... 5
  - Overview of the Process of Practicum ..... 5
  - ACE Teacher Practicum Responsibilities..... 5
  - Practicum Supervisor Responsibilities..... 8
  - Cooperating Teacher Responsibilities..... 8
  - Clinical Instructor Responsibilities..... 9
- Weekly Schedule of Assignments and Responsibilities ..... 10
- Suggested Schedule for ACE Teaching Fellow in the Summer Classroom ..... 12
- Policy on Successful Completion of Summer Practicum ..... 13
- Evaluation Components..... 13
  - Grading Policy and Late Work..... 14
  - Explanations of Evaluation Components ..... 14
    1. Reflective Updates ..... 14
    2. Informal Visits and Formal Observations and Lesson Plans..... 16
    3. Cooperating Teacher Progress Reports ..... 17
    4. Professional Dispositions ..... 18
    5. Digital Reflection Assignment..... 18
    6. Practicum Seminar ..... 19
  - ACE M.Ed. Performance Indicators and Indiana Developmental Standards for Educators Addressed in the Practicum Course ..... 19
- Domain 3: Instruction..... 26
- PILLAR II BUILDING COMMUNITY*..... 26
  - ACE Teacher Agreement Regarding Appropriate Use of Classroom Digitals..... 27
  - Principal Digital Recording Release Form..... 28
  - Student Digital Release Form..... 29
  - Permiso Estudiantil ..... 30
- Digital Reflection Assignment - Reflection Form ..... 31
- Cooperating Teacher Feedback Forms 1 & 2 ..... 32
- Digital Reflection Guidelines and Sign Up ..... 33
- Directions Summer School Sites..... 35
- Appendix I**..... 36
- [Appendix II Support for Mental Health](#)
- Appendix III Safe Environment Training**..... 41

## Summer Session 2019 – Important Events and Due Dates

<b>June</b>	
Monday, 10 <sup>th</sup>	Practicum Orientation 1:10-2:00 DBRT 129
Monday, 17 <sup>th</sup>	ACE Teachers report to school sites
Friday, 21 <sup>st</sup>	Reflective Update 1 due by 1:00PM on Sakai

<b>July</b>	
Weds, 3 <sup>rd</sup>	Cooperating Teacher Feedback Form 1 due to Supervisor
Thurs, 4 <sup>th</sup>	Practicum sites do not meet, no classes
Fri 5 <sup>th</sup>	Practicum sites do not meet, no classes
Monday, 8 <sup>th</sup>	Digital reflections viewing and discussions
Friday, 12 <sup>th</sup>	Reflective Update 2 due by 1:00PM on Sakai
Monday, 22 <sup>nd</sup>	Cooperating Teacher Feedback Form 2 due to supervisor Digital reflections viewing and discussions
Wednesday, 24 <sup>th</sup>	Last day of practicum Supervisor formal observations completed
Thursday, 25 <sup>th</sup>	Mandatory Academic-Year Supervision Orientations ACE 26: 9:00AM ACE 25:10:00AM

JUNE						
SU	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

JULY						
SU	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Orange = important orientation meeting

Green = Reflective update

Gold = Cooperating teacher feedback form

First Monday Breakout Rooms

Meet on first Monday at 1pm in  
DeBartolo 129

Lori Crawford Dixon (DBRT 119)

Michael Ponisciak (DBRT 118)

Mark Johnson (DBRT 117)

Diane Maletta (DBRT 129)

Sarah Torzewski (DBRT 120)

Bridget Sullivan (DBRT 125)

Susan Devetski (DBRT 116)

**Contact Information**

Name	Title	Email	Phone
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Diane Maletta	Faculty of Supervision/ Practicum Supervisor	dmaletta@nd.edu	219-921-9331
Michael Ponisciak	Practicum Supervisor	ponisciakm@gmail.com	267-664-9035
Bridget Sullivan	Practicum Supervisor	bsulli15@nd.edu	574-315-1704
Sarah Torzewski	Practicum Supervisor	storzews@nd.edu	574-360-8449

\*\* No calls after 9:00PM\*\*

## Course Overview

### WELCOME TO INTRODUCTION TO TEACHING - PRACTICUM AND SEMINAR!

The goals of the summer practicum course are:

- 1) ***To facilitate and establish reflection on practice as an approach to ACE Teachers' professional development for the next two years*** – the practicum experience orients the ACE Teacher to reflective activities designed to weave experience, reflection, and professional growth.
- 2) ***To provide experience in a classroom setting for observation, assistance and direct instructional practice*** – you will be placed in a summer school classroom setting each morning for the remainder of the summer.
- 3) ***To provide experience and guidance in instructional planning*** – you will have an opportunity most days to work on long range planning for your own academic year courses based on the experiences you have with the daily practicum courses
- 4) ***To establish fundamental techniques in classroom instruction*** – the practicum experience will provide the opportunity to practice and instill basic routines and techniques related to classroom instruction.
- 5) ***To encourage and model the development of professional dispositions in the classroom and in interactions with colleagues*** – the practicum establishes high expectations for professional conduct and work ethic; it provides opportunities for professional interactions through dialogue with the Practicum Supervisor, Cooperating Teacher, fellow ACE Teachers, reflective journals, and the practicum seminar.

### Overview of the Process of Practicum

The practicum consists of daily classroom teaching and observation experience, informal and formal observation of your instruction by Supervisors, short reflective journals and assignments, regular daily planning towards your academic year classes. In the initial week, you will observe and assist your Cooperating Teacher. Over the next two weeks you will increasingly take responsibility for teaching sections of the class and/or developing activities and lessons. The final weeks are focused on more intense responsibilities, often culminating in primary instruction for a portion of the morning, with the assistance and guidance of the Cooperating Teacher. This process may vary between placements and individual classrooms.

### ACE Teacher Practicum Responsibilities

The ACE Teacher is a guest in the classroom of a local summer school site. This requires an added professional dimension to summer graduate studies. Following are minimum requirements for successful participation and completion in the practicum.

***Before Practicum as a way of showing responsibility for the profession and great care for students the ACE teacher will:***

1. Ensure that they have met all responsibilities for entering a school including those found in [Appendix 3](#).

***At the practicum summer school site, the ACE Teacher Intern:***

1. Abides by the rules and policies of the local school and classroom site.
2. Is present for all scheduled sessions. Attendance at assigned practicum classroom and assigned practicum seminar is mandatory. Only excused absences will be allowed. Examples of excused absences include illness, participation in a wedding and funeral. Examples of unexcused absences include “long weekends”, car problems, sleeping in, appointments, and general fatigue.

*If absent, no matter what the reason, notify both your Notre Dame Supervisor and your Cooperating Teacher as far ahead of time as possible.*

*Students who miss their practicum for any reason are required to find an appropriate digital either on-line or from the library about teaching or teaching practice in their area and do a one page reflection / response to the digital. These written pieces are due no later than 24 hours after the teacher returns from their absence. These written pieces should be submitted to Gene Buczynski electronically. Students who miss a second practicum will likely be asked to do additional work.*

3. Arrives to the assigned practicum classroom at least 20 minutes before class begins (1<sup>st</sup> group) **or** at a time arranged with the local school and or your supervisor. This is important time for preparation and communication with your Cooperating Teacher. The designated time for leaving the school each morning varies by site between 11:30AM and 12:05PM. It is important to plan for time to assess with the Cooperating Teacher how the day went before leaving or via e-mail later in the day.
4. Is professional in all interactions with local school personnel.
5. Serves as a positive adult model to students in the classroom.
6. Emails his/her Cooperating Teacher a copy of this handbook and delivers all necessary feedback forms to the Cooperating Teacher at least one week prior to their due dates.
7. Abides by assigned classroom duties and teaching responsibilities as required by the Cooperating Teacher and, as necessary, the Practicum Supervisor and/or Field Director.
8. Commits to adequate preparation for teaching duties each day.
9. Is professional in dress and appearance.

***As required by the practicum course, formal observations, and the seminar, the ACE Teacher:***

1. Prepares a formal lesson plan and arranges post-observation time for each scheduled formal observation by the practicum Supervisor.
2. Completes all reflective writing and course assignments in a timely and quality manner.
3. Seeks advice and critique from the Cooperating Teacher, Supervisor, and Field Director for the improvement of instructional practice and to resolve practicum placement and performance issues.
4. Actively participates in the weekly practicum seminar.

ACE Teacher Practicum Seminar Responsibilities

*The Practicum Seminar is part of the entire Practicum experience and therefore the ACE Teacher will:*

- Arrive on time for seminar and ready to work on the required assignments
- Follow the calendar of assignments provided by the Clinical Instructor

- Have completed any required reading or other assignments
- Remain as quiet as possible so that others might effectively plan and work
- Seek out their Supervisor for help, instruction, and encouragement
- Meet all goals and deadlines associated with the class
- In an instance of an excused absence seek to make up any missing work

Reading for Middle and High School Teachers: Marshall, Jeff C. *The Highly Effective Teacher: 7 Classroom-Tested Practices that Foster Student Success*, ASCD: Alexandria, Virginia, 2016.

Chapters covered will include:

Highly Effective Teacher: 7 classroom-tested practices that foster student success.

The chapters we will use include:

TIP 1: Coherent, Connected Learning Progression

TIP 2: Strategies, Resources, and Technologies That Enhance Learning

TIP 4: Challenging, Rigorous Learning Experiences

TIP 5: Interactive, Thoughtful Learning

TIP 7: Monitoring, Assessment, and Feedback That Guide and Inform Instruction and Learning

Each Tip (chapter) is guided by questions.

TIP 1

How well does your lesson provide a coherent learning progression that unites both skills and knowledge?

How well and where is your lesson connected to the student and to the bigger picture?

TIP 2

How well do your selected strategies engage all learners?

How are you making learning visual and concrete?

TIP 4

How do you establish a climate of high expectations and a willingness to persevere in the face of challenge?

How do the learning experiences you provide appropriately challenge the learner?

TIP 5

How can you promote a culture of rich interactivity?

Where does your lesson facilitate thoughtful, purposeful engagement?

TIP 7

How well do your assessments measure and support student learning?

What do FA tell you about student progress relative to your lessons/goals?

## **Practicum Supervisor Responsibilities**

The role of the practicum Supervisor is to support the professional development of the ACE Teacher, provide formative and summative assessment of teaching practices, and facilitate communication with the Cooperating Teacher for a positive and productive practicum experience.

### ***On-site and seminar responsibilities of the Supervisor include:***

1. Maintains contact and makes him/herself available to assigned ACE Teachers for discussion of professional development and issues related to practicum placement and performance. Also communicates with the Cooperating Teacher in this capacity.
2. On Mondays works with ACE Teachers on specific ideas for teaching and planning in their field.
3. Completes at least one formal observation, post-observation discussion, and observation feedback and assessment form. Completes additional, informal visits and checks into the classroom and formative feedback.
4. Reads ACE Teacher's reflection summaries and responds as necessary to serious emergent issues.
5. Reviews digitals of teaching with groups of ACE Teaching Fellows.
6. Reads and grades digital reflection assignments in assigned section.
7. Provides formative and summative feedback throughout the practicum and in submitting a grade recommendation for the course to the Field Director.
8. Serves as the main contact between the ACE Teacher and the Field Director on issues of practicum placement and performance.

## **Cooperating Teacher Responsibilities**

The Cooperating Teacher hosts the ACE Teacher in his/her summer school classroom. These teachers are comprised of local school corporation, diocesan, and returning ACE-graduate mentor teachers. It is important to recognize that the Cooperating Teacher's primary responsibility is to the students in the classroom — there is often an established program of remediation with required dates and content topics. Depending on the practicum site, some Cooperating Teachers host an ACE Teacher for the entire seven-week practicum session. Others host for a three- or four-week half session.

### ***The following recommendations serve as suggested Cooperating Teacher responsibilities at the local school and classroom site:***

1. Assists the ACE Teacher in the acclimation to the new school and classroom.
2. Provides support and modeling of instructional activities, lessons, and classroom and student management.
3. Debriefs/Discusses with the ACE Teacher about their performance – provides formative feedback focused on positive practices as targeted improvement.
4. Provides specific feedback, directives, and support when communicating with the ACE Teacher Intern.
5. Completes two (one if half session) one-page progress reports.



6. Communicates with the local building Coordinator, practicum Supervisor, and Field Director on issues of ACE Teacher placement and performance.
7. Consults the following suggested schedule for the incorporation of the ACE Teacher Intern into the summer school classroom.

### **Clinical Instructor Responsibilities**

The Clinical Instructor hosts a group of ACE Teachers every morning in their assigned room either at the site (Elementary) or on-campus (Middle and High). Clinical Instructors are outstanding teachers and planners from a variety of grade levels and disciplines who work with the ACE Teachers to prepare them in a variety of ways to take over their own classroom instructionally and through good pedagogical skills.

#### ***Responsibilities of the Clinical Instructor include:***

- Models strong pedagogical skills for the ACE Teacher.
- Assists in the planning and practice of daily lessons in at least one subject / course for the ACE Teacher.
- Provides specific feedback based on experiences to ACE Teachers.
- Reviews formative feedback from ACE Teachers.
- Models and discusses what kinds of content go well with particular instructional methods.
- Reflects with ACE Teacher on what different activities will look like in their classroom given their context, placement and what they must attend to in order to be successful in their own classrooms including
  - Setup
  - Directions
  - Procedures
  - Significant details

## Weekly Schedule of Assignments and Responsibilities

Before you may even begin to think about the below you must complete the “safe environment” training module and sign off that you have completed this module. This work takes approximately one hour to ninety minutes to complete. You can find further instructions in [Appendix 3](#) below.

Clinical Instructors will provide a calendar with specific Practicum Seminar assignments.

<b>2<sup>nd</sup> Monday of ACE Summer</b>	<p>Practicum Orientation Monday 1:10-2:00pm DBRT 129</p> <ul style="list-style-type: none"> <li>• Syllabus overview; Meet Supervisors and Field Director</li> <li>• Practicum Seminar Discussion</li> <li>• <b><i>You may be asked to attend a school site orientation this week</i></b></li> <li>• Letters of introduction to Cooperating Teacher (CT hereafter) should also be e-mailed to your ACE practicum Supervisor – this should include your contact information</li> <li>• Following Orientation - Break Outs by Supervisor to discuss professional dispositions; responsibilities, letters to CTs; discussion of sites, contact information</li> </ul>
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<b>Third full week</b>	<p><b>Monday</b> - First day at schools; All Teachers report to school for entire period and report to schools each day at assigned times</p> <ul style="list-style-type: none"> <li>• Deliver letter of introduction with relevant contact information to CT; e-mail this to Supervisor</li> <li>• Supervisors visit each classroom</li> </ul> <p><b>Tuesday</b>- Report to Seminars</p> <p><b>Reflective Update 1</b> posted to Taskstream via Sakai for your supervisor by 1 pm.  <i>Topics: Brief overview of practicum activities thus far; Classroom environment (classroom procedures, student behavior), plans for your integration into the CT’s classroom, additional topics related to experience or you may select this summary for a one-time open topic.</i></p>
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<b>Fourth full week</b>	<ul style="list-style-type: none"> <li>• Report to schools each day</li> <li>• Digitally record teaching as available for seminar</li> </ul> <p><b>Cooperating Teacher Feedback Form 1</b> turned into practicum Supervisor</p>
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<b>Fifth full week</b>	<ul style="list-style-type: none"> <li>• Practicum sites do not meet in conjunction with the 4<sup>th</sup> of July holiday schedule for ACE (See ACE calendar)</li> <li>• Digitally record teaching as available for seminar</li> </ul>
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<b>Sixth full week</b>	<ul style="list-style-type: none"> <li>• Report to schools each day</li> <li>• Digital record teaching as available for seminar</li> </ul> <p><b>Reflective Update 2</b> posted to Taskstream via Sakai for your supervisor by 1 pm.</p>
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*Topics: Brief overview of practicum activities thus far; Instruction (communicating clearly and accurately, questioning and discussion techniques, engaging students in learning, effective feedback to students), additional or past topics related to experience or you may select this summary for a one-time open topic*

**Seventh full week**

- Report to schools each day
- Digital record teaching as available for seminar

**Last week**

- Report to schools each day (last day of practicum is Wednesday the 24<sup>th</sup>)

**Monday - Cooperating Teacher Feedback Form 2** turned into practicum Supervisor by Wednesday

**Thursday** - Academic Year Orientation for ACE 25 and ACE 26 followed by break outs with supervisors

**ACE 26 9:00 – 9:55 AM (Everyone starts in DBRT 102)**

Following Orientation - Breakouts by Supervisor

**ACE 25 10:00AM (Everyone starts in DBRT 102)**

Dr. Gail Mayotte, SASV – 208

Dr. Ted Caron – 102

Dr. Brian Collier – 209

Prof. Mark Johnson – 210

Dr. Monica Kowalski –

Dr. Kati Macaluso – 213

Dr. Michael Macaluso – 214

Dr. Diane Maletta – 215

Prof. Patty Salerno – 216

Dr. Erin Wibbens – TBD

- Supervisors submit grades by the 25<sup>th</sup>.

## Suggested Schedule for ACE Teaching Fellow in the Summer Classroom

Week 1		
<p><b>Primary Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Classroom Environment</li> <li>▪ Classroom/School Procedures</li> <li>▪ Summer Curriculum</li> </ul>	<p><b>Professional Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Classroom arrangement</li> <li>▪ Class rules</li> <li>▪ Classroom and lesson routines and procedures</li> <li>▪ Classroom and student management</li> <li>▪ Learning about students' backgrounds</li> <li>▪ Organization of instructional program, materials, and standards</li> </ul>	<p><b>Suggested Tasks - ACE Teaching Fellow:</b></p> <ol style="list-style-type: none"> <li>1) Learns summer session goals, procedures, rules</li> <li>2) Learns specific classroom and lesson procedures, routines, rules</li> <li>3) Observes classroom instruction, routines, procedures</li> <li>4) Learns students' names</li> <li>5) Assists in management and instructional activities</li> <li>6) Assists in record keeping</li> <li>7) Observes another building teacher</li> <li>8) Plans for increased participation in instruction</li> </ol>
Week 2		
<p><b>Primary Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Assistance in Instruction</li> <li>▪ Activity-Level Planning and Instruction</li> <li>▪ Linking Instructional Planning and Delivery to Standards</li> <li>▪ Effective Use of Textbook Resources</li> <li>▪ Varying Instructional Approaches &amp; Techniques</li> </ul>	<p><b>Professional Focus:</b></p> <ul style="list-style-type: none"> <li>▪ Instructional approaches and techniques</li> <li>▪ Activity tasks and methods (strategies)</li> <li>▪ Designing instruction targeting standards</li> <li>▪ Informal and formal assessment</li> <li>▪ Utilization of texts and resources</li> </ul>	<p><b>Suggested Tasks - ACE Teaching Fellow:</b></p> <ul style="list-style-type: none"> <li>▪ Assumes shared responsibility for teaching activities and portions of lessons</li> <li>▪ Assumes shared responsibility for correcting, grading, and tabulating homework</li> <li>▪ Assumes shared responsibility for planning activities and portions of lessons</li> <li>▪ Implements various techniques and teaching approaches</li> <li>▪ Aligns instruction with targeted standards</li> </ul>
Week 3		
<p><b>Primary Focus:</b></p> <ul style="list-style-type: none"> <li>- Planning, Preparation, and Increasing Instruction</li> <li>- Lesson-Level Planning and Instruction</li> <li>- Linking Instructional Planning and Delivery to Standards</li> <li>- Effective Use of Textbook Resources</li> <li>- Varying Instructional Approaches &amp; Techniques</li> </ul>	<p><b>Professional Focus:</b></p> <ul style="list-style-type: none"> <li>- Instructional approaches and techniques</li> <li>- Unit/lesson objectives</li> <li>- Lesson tasks and methods (strategies)</li> <li>- Designing instruction targeting standards</li> <li>- Informal and formal assessment</li> <li>- Utilization of texts and resources</li> </ul>	<p><b>Suggested Tasks - ACE Teaching Fellow:</b></p> <ul style="list-style-type: none"> <li>○ Assumes shared responsibility for teaching lessons and/or a portion of the morning</li> <li>○ Assumes shared responsibility for correcting, grading, and tabulating homework</li> <li>○ Assumes shared responsibility for planning a series of lessons and/or a portion of the morning</li> <li>○ Implements various techniques and teaching approaches</li> </ul>
Week 4		
<p><b>Primary Focus:</b></p> <ol style="list-style-type: none"> <li>1. Instruction</li> <li>2. Reflection on Professional Growth</li> </ol>	<p><b>Professional Focus:</b></p> <ol style="list-style-type: none"> <li>1. Continuation with week 3 foci</li> <li>2. Increased level of instructional responsibility</li> <li>3. Opportunities to observe other classrooms</li> </ol>	<p><b>Suggested Tasks - ACE Teaching Fellow:</b></p> <ol style="list-style-type: none"> <li>a. Assumes full responsibility for a <i>portion/section</i> of the morning lesson planning linked to curriculum, texts, and standards; varied instructional activities; development, correcting and grading of homework and assessments</li> <li>b. Continues assisting role in other portions/sections of the morning</li> <li>c. Receives feedback on the above areas of teaching</li> <li>d. Observes other classrooms</li> </ol>

## Policy on Successful Completion of Summer Practicum

The purpose of the Summer Practicum is to help prepare ACE teachers through extensive planning of instruction and reflections on their summer classroom experiences to assume responsibility for their own classroom. The artifacts of instructional planning and the practice of implementing effective instruction are both of critical importance in evaluating the progress of prospective teachers. ACE teachers are expected to and do demonstrate growth in both areas during the six weeks of summer practicum. Given the responsibility of the program to the students in the various schools served, growth in both preparation and implementation is essential. A student unable to demonstrate growth in each area separately will, upon the recommendation of the supervising committee, be withdrawn from the M. Ed. program.

In those rare situations when an ACE Teacher fails to meet his or her performance expectations in the Summer Practicum or, in the judgment of multiple supervisors, is incapable of helping students learn, procedures for reviewing and evaluating field work for the purpose of determining if the ACE Teacher should be dismissed from the program are initiated as follows:

1. The Summer Practicum Supervisor will document his or her concerns in writing, alert the Summer Field Director and ACE Teacher, and complete additional observations as necessary to validate concerns.
2. The Summer Field Director will observe the ACE Teacher, talk with the Cooperating Teacher and Summer Practicum Supervisor, and develop with the Summer Practicum Supervisor and ACE Teacher an improvement plan with a specified timeline.
3. In the event that the improvement plan is not successful and based on the Summer Field Director's recommendation, both the Academic Year Supervisor and the Director of Supervision will observe the ACE Teacher, and talk with Cooperating Teacher and Summer Field Director. The Summer Field Director will write a brief summary of the situation attaching any collected documentation.
4. The Summer Field Director, Summer Practicum Supervisor, Academic Year Supervisor, and Director of Supervision will then meet and decide either: 1) to recommend immediate withdrawal from the program; 2) to recommend dismissal from the program with a grade of D or F for this portion of the practicum; or 3) to develop a specific improvement plan for the first semester of the academic year.

## Evaluation Components

Component	Points	Due Date
<i>Teaching Practices:</i>		
Informal and Formal Observations and Lesson Planning	45	varies
Cooperating Teacher Feedback Form 1	5	7/3
Cooperating Teacher Feedback Form 2	5	7/22
Professional Dispositions	5	end of session

<b>Sub-total</b>	<b>60</b>
<i>Reflective Practices:</i>	
Reflective Update and Artifact 1	5 6/21
Reflective Update and Artifact 2	5 7/12
Practicum Seminar	15 rolling deadline
Digital discussion	15 rolling deadline
<b>Sub-total</b>	<b>40</b>
<b>Total</b>	<b>100</b>

### Grading Policy and Late Work

If for any reason a due date cannot be met, the ACE Teacher must clear alternative arrangements with his/her Practicum Supervisor at least one week prior. Barring emergencies, late requests for exemptions due to travel or academic workload will not be considered. It is the ACE Teacher's responsibility to provide all necessary forms to the Cooperating Teacher and to deliver the Cooperating Teacher Feedback Form to the Practicum Supervisor. The following total points scale will be used to determine the final course grade.

A 100-94	A- 93-90	B+ 89-87	B 86-84	B- 83-80	C+ 79-78	C 77-74	C- 73-70
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*\*Students earning 35 points or less on the "teaching practices" component will be subject to the policy on successful completion of practicum.*

### Explanations of Evaluation Components

#### 1. Reflective Updates

You are required to post to Sakai reflective updates to your practicum Supervisor. Reflection is crucial for explaining why and how you are proactive in your own development as a teacher. While it may be an intuitive skill, it is not one that is traditionally allotted a great deal of time. During the school week, a teacher is consumed with planning, instructing, and assessing, and even a veteran teacher has little time to reflect on what has transpired. When a teacher does reflect, it is often to lament the things that went badly; even more rare is reflection on the things that went well, and missing in both is the step beyond, which is "What have I learned?" and "How can I improve?" Reflection moves beyond a gut reaction to a hard, close look—a self-evaluation or assessment and proactive approach to one's own professional development.

When completing the reflective updates, write with the following questions in mind:

1. Given a topic for reflection, what are examples of my own effective and ineffective performances?
2. Explain in greater depth why particular performances were not effective or issues that have arisen that must be addressed. **Cite** the sources of this evaluation and explanation, such as your own self-assessment, or conversations and evaluations by the Cooperating Teacher and Supervisor.
3. What resources can I seek and/or what actions can I take in my practice to address this/these issue/s and improve my practices?

ACE Teachers must post to Sakai for their Supervisor the reflective update by 1pm of the assigned due date. The topic of these summaries should be chosen from the provided list in the schedule. Please *feel free to expand entries to emergent issues once you have addressed the listed topic*. The following holistic rubric will be used to score the reflections.

5	4	3	2 1
All criteria are met; reflection provides thorough detail of successes, problems, issues, and proactive plans for improvement.	Most criteria are met; reflection provides detail of successes, problems, issues, and proactive plans for improvement.	Some criteria are met; reflection provides some detail of successes, problems, issues, and proactive plans for improvement.	Few criteria are not met; reflection does not detail successes, problems, issues, and proactive plans for improvement.
<b>Criteria</b>			
<ul style="list-style-type: none"> <li>• Assigned topic/s are addressed</li> <li>• Three-step reflective cycle is addressed:</li> </ul> <p>(What?) Given a topic for reflection, what are examples of my own effective and ineffective performances?</p> <ul style="list-style-type: none"> <li>- (Why?) Explain in greater depth why particular performances were ineffective or which issues that have arisen that must be addressed. Cite the sources of this evaluation and explanation, such as your own self-assessment, or conversations and evaluations by the Cooperating Teacher and Supervisor.</li> <li>- (How?) What resources can I seek and/or what actions can I take in my practice to address this/these issue/s and improve my practices?</li> </ul> <ul style="list-style-type: none"> <li>• Length of Reflection is <b>500 words minimum</b></li> <li>• Reflection is sent by 1pm on due date</li> </ul>			

Sample Reflective Summary - The following example would be scored a 4-5; note the three standard reflective components embedded in the narrative and additional commentary once the main reflection has been written.

***Reflective Summary***  
***Peter Hlebowitsch***

*I am focusing on “engaging students in learning” from the list in the syllabus for this reflection. Although I know this is something that we should always do, I have found it difficult to plan for this or to oversee all students when I am actually in front of students. I have had a chance to observe several of the classrooms at Prairie Vista elementary as well as my own cooperating teacher over the past few weeks. These observations, along with my own teaching experiences, have raised more questions about engaging students during the lessons. When I watch others teaching, it is easy to put myself in the place of students, who are often asked to sit and listen to the teacher or to other students asking and answering questions. I can see that they are often passive during the lesson. They may be called on randomly, but after half a minute of answering, or confusion, they are “off the hook.” This is not to say the lessons are boring. It’s just that I can see myself in the students place and I know my mind would begin to wander, perhaps I would even be “off-task.” I want my classroom to be a place in which all students learn and in which all are engaged. However, I still catch myself too often the entire focus of the lesson, with the students passively listening.*

*In some of the classrooms and at times in my own coop’s classroom, student engagement takes place in several ways. These are practices that I have yet to work into my own teaching. The teacher never really calls on individual students. Instead, open-ended questions are posed, “Suppose...”, “Have you ever...”, “Do you remember when...”, “Why do you think...”, “Isn’t strange that...”, “What does this remind you off...” Students are often asked to turn to one another and, given a very short, specific, task “List three things...”, “Compare your answers, circle those that are similar...”, etc. The teacher often jumps into these tasks with the students, somehow knowing just which student or students to focus on – those that may need some help or*

attention. The other thing I have noticed is that it seems the teacher really expects all students to be prepared to answer questions and the students seem to know this. Rather than calling on single students, the whole class is sort of polled in a way so that it becomes apparent, at least to the teacher, which students are having difficulties. My cooperating teacher tends to begin activities with general questions, relating to students' experiences or to prior lessons. We have discussed the need to focus on "prior knowledge" in the elementary methods course. It seems that students are eager to share what they already know. My coop uses a lot of whole group response to questions and is able to note those students who need follow up help during seat work. Generally, individual question and answer, such as with worksheets doesn't take place as we grade these outside of class or through a quick exchange of papers. Rather, this kind of questioning is a follow up to grading and focused more on select problems, not the whole worksheet.

I want to be working on questioning, particularly higher order questions and those that focus on what students already know (prior knowledge). We have discussed Bloom's taxonomy in methods class and I have discovered that many of the higher order questions my coop uses to introduce discussions or activities are very effective at drawing in students' interests. I had always thought that you had to begin with the basic knowledge level questions, but we have learned that this is not the case. At the same time, I can see that careful planning needs to take place in order to set up activities so that students have a better context for the work in class. Planning engaging lessons is a challenge for me, but one in which I'll focus on and draw upon from courses this summer.

*In other news, I was really tired yesterday and froze in front of the class... (continued)*

## **2. Informal Visits and Formal Observations and Lesson Plans**

Areas to be assessed through a combination of informal visits and formal observations include: planning and preparation; management of the classroom environment; instructional techniques and activities; professional responsibilities. The practicum supervisor will informally visit the ACE Teacher's classroom multiple times during the summer session. These visits may include short periods of observation, longer observations, and/or discussions with the ACE Teacher. At least one formal observation of the ACE Teacher's lesson and post-observation conference with the Practicum Supervisor will be completed during the summer session. The ACE Teacher should have the following items ready for the Practicum Supervisor:

- A formal lesson plan with required components using the ACE template. (Template available at <https://ace.nd.edu/downloads/current-members-teaching-fellows/planning-resources/planning-files>.)
- Copies of handouts and, if possible, a copy of the textbook
- Arranged time for post-observation discussion

A report based upon informal and formal observations and lesson plans will be completed and scored by the teacher's assigned Supervisor. Each area will be assessed on a 5-point rubric. Areas for assessment (a.k.a. performance indicators) include *Knowledge of Content and Pedagogy, Instructional Objectives, Creates an Environment of Respect and Rapport, Manages Classroom Procedures, Manages Student Behavior, Communicates Clearly and Accurately, Uses Questioning and Discussion Techniques, Engages Students in Learning, Assessment of Student Learning, Maintains Accurate Records, and Shows Professionalism.*

RUBRIC\* FOR ASSESSING PERFORMANCE INDICATORS



5- exceptional  This rating denotes exemplary status vis-à-vis the content standard.	4- proficient  Evidence, from these sources, that all descriptors relating to the content standard are fully met through teaching practices-performances and reflections.	3- basic  Evidence, from these sources, that all descriptors relating to the content standard are being addressed through teaching practices-performances and reflections.	2- 1 unsatisfactory  Limited evidence, from these sources, that some descriptors relating to the content are being met or that some or all are being addressed but not fully met through teaching practices-performances and reflections.
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**\*PERFORMANCE INDICATOR RATING SCALE**

The rating scale noted above ranges from “unsatisfactory” to “exceptional” performance in meeting all descriptors (see pages 13-17). Exceptional ratings will be given for truly exemplary work. For purposes of course grading, “proficient” is standardized to the A range.

### 3. Cooperating Teacher Progress Reports

Twice during the practicum, progress reports will assess various professional areas. Based on feedback from these reports and visits to the sites, the Practicum Supervisor will score these progress reports. It is the ACE Teacher’s responsibility to distribute and return these forms. Forms should be distributed at least one week prior to their due date. Copies are provided in the resource pack. Following is a holistic rubric that will be used by the Practicum Supervisor to score these reports.

<b>Criteria (see <a href="#">Performance Indicator Rubrics</a> for more detailed descriptions of each of the following expectations)</b>	<b>Needs improvement</b>	<b>Some evidence</b>	<b>Developing appropriately</b>
<b>Planning and Preparation</b> <ul style="list-style-type: none"> <li>• Demonstrates knowledge of content and pedagogy</li> <li>• Selects instructional objectives</li> </ul>	0	.5	1
<b>Classroom Environment</b> <ul style="list-style-type: none"> <li>• Creates environment of respect and rapport</li> <li>• Manages classroom procedures</li> <li>• Manages student behavior</li> </ul>	0	.5	1
<b>Instruction</b> <ul style="list-style-type: none"> <li>• Communicates clearly and accurately</li> <li>• Uses questioning and discussion techniques</li> <li>• Engages students in learning</li> <li>• Assesses student learning</li> </ul>	0	.5	1
<b>Professional Responsibilities</b> <ul style="list-style-type: none"> <li>• Maintains accurate records</li> <li>• Shows professionalism. Emphasis areas during practicum: <ul style="list-style-type: none"> <li>• Teacher exhibits punctuality and preparedness.</li> <li>• Teacher communicates consistently with Cooperating Teacher.</li> <li>• Teacher exhibits politeness and respect in interactions.</li> <li>• Teacher dresses appropriately.</li> <li>• Teacher demonstrates quality effort and overall work.</li> </ul> </li> </ul>	0	.5	1

#### 4. Professional Dispositions

The following attitudes and behaviors, described in the ACE Teacher responsibilities section, will be assessed as a summary score by the Practicum Supervisor: attendance; punctuality; preparedness; maintains communication with Practicum Supervisor and Cooperating Teacher; quality of required instructional plans and materials; professional attitudes towards and relations with ACE staff, ACE Teachers, Cooperating Teacher, and the local school staff; appropriate dress.

Based on evidence from visits, observations, Cooperating Teacher feedback, discussions with the Field Director and building Principal, and consultations with the ACE Teacher, professional dispositions are scored according to the following rubric:				
5	4	3	2	1
ACE Teacher demonstrated growth and behaviors consistent with the dispositions	Minor problems or issues arose and were discussed during the practicum experience	A few problems or issues arose and were discussed during the practicum experience	Several concerns or an on-going concern was identified, discussed and addressed during the practicum experience	Several concerns or an on-going concern arose during the practicum that was not effectively addressed and/or satisfactory improvement demonstrated by the ACE Teacher during the practicum experience

#### 5. Digital Reflection Assignment

This form is completed as part of the weekly seminar. You may download a version from the practicum website (see cover for address) or simply print a digital copy of the form from this syllabus. The assignment is due in coordination with your Supervisor - please plan well in advance. We encourage you to use resources that you own personally (smartphone, camera, iPad, etc.) or to borrow such equipment from your school or classmates to fulfill this recording requirement. You will then securely upload your digitals to the TORSH Talent site hosted by the University of Notre Dame.

Please use the “TORSH Talent” app whenever possible for recording. Record at least 15-20 minutes of a lesson in which you are actively teaching, such as leading a discussion, giving a demonstration or other teacher directed activity.

#### Directions for digitally recording a lesson:

Tips for classroom digitally recording:

- Use the kickstand provided to your school site by ACE to set up your smartphone or tablet.
- Use the “TORSH Talent” app to capture the digital.
- Upload the digital to TORSH Talent and clip the digital **before** adding any annotations, descriptions, or additional files.

Once the digital recording has occurred, please follow the steps below:

- 1) **All protocols for digital recording must be followed. You may need to secure permission to digital recording. Check with your school site principal or coordinator.**
- 2) View digital yourself and complete the reflection form for the seminar.
- 3) Make sure you can access your digital on [torshtalent.com](http://torshtalent.com) for the seminar **and bring completed reflection form** to the seminar.

After viewing yourself, select two areas from the list below that described your observed strengths and two of the areas in which you might improve. Review the digital taking notes of the practices in the two areas that were effective and the practices in the two areas that could be improved.

- Routines and transitions in your teaching
- Non-instructional routines
- Independent student work (individually or in groups)
- Monitoring of student behavior
- Response and preventative measures of student misbehavior
- Clarity in communication of directions and instruction
- Ability to manage and encourage discussion and questioning
- Engaging students in the lesson
- Informal checks for student understanding during instruction
- Formal assessments of student comprehension

## **6. Practicum Seminar**

There are a series of assignments, exit tickets, and tasks associated with the Practicum Seminar. During this seminar time you'll be required to complete these tasks so that you can utilize these pieces during your first weeks of teaching in your new school in the fall. There is a graded component to these tasks and that filters into your grade for the entire Practicum. The goal of the Practicum Seminar is to get you thinking back to your Practicum experience and planning what things you will do with your own students in the fall. When you see procedures or do assignments be thinking about how you can utilize these pieces in your own classroom. Think about how do I put this work into the context of my own classroom.

## **ACE M.Ed. Performance Indicators and Indiana Developmental Standards for Educators Addressed in the Practicum Course**

The practicum course addresses the following performance indicators and standards as a focus for professional development. The goal is not to meet these through the practicum experience. Rather, it is to address and develop professional experience for future work. These have been adapted and applied to the specifics of the practicum classroom in the feedback and evaluation instruments for the course.

## ACE PILLAR I PROFESSIONAL TEACHING

### Domain 1: Planning and Preparation

#### **PI 1.1: Demonstrates knowledge of content and pedagogy (IDS 2, 3, 7)**

<b>Exceptional</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>
<ul style="list-style-type: none"> <li>• The teacher possesses extensive knowledge of key ideas of the discipline as well as how these ideas are connected.</li> <li>• The teacher uses discipline-specific teaching strategies that simultaneously seek to promote literacy, research, and critical inquiry skills.</li> <li>• The teacher accounts for what content/skills have already been taught and anticipates possible areas of student confusion.</li> <li>• The teacher focuses planning on intellectually challenging questions that skillfully implicate the “big ideas” and skills in the grade/content area.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher covers important disciplinary ideas/skills and seeks to make critical connections between and among key ideas/skills.</li> <li>• The teacher uses instructional strategies that are specific to the discipline.</li> <li>• The teacher accounts for what content/skills have already been taught and tries to anticipate possible areas of student confusion.</li> <li>• The teacher focuses planning on ideas/skills central to the discipline.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher covers important disciplinary ideas/skills but neglects to make critical connections between and among these ideas/skills.</li> <li>• The teacher features examples of generalized methods and instructional routines but neglects to use discipline-specific strategies.</li> <li>• The teacher is unclear as to how new information integrates with what students have already learned or how student misconceptions will be addressed.</li> <li>• The teacher accounts for certain key ideas/skills in the grade/content area.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher makes content errors in his/her planning.</li> <li>• The teacher omits essential content and/or covers topics or skills unsuitable for the course.</li> <li>• The teacher makes no connections between key concepts in the discipline nor does he/she account for how new information will connect what students have already learned.</li> <li>• The teacher accounts for few, if any, key ideas/skills in the grade/content area.</li> </ul>

#### **PI 1.3: Selects instructional objectives (IDS 3, 4)**

<b>Exceptional</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>
<ul style="list-style-type: none"> <li>• The teacher writes lesson objectives that are phrased clearly, with observable verbs, and refer to what students will learn, not what tasks they will perform.</li> <li>• The teacher writes lesson objectives that reflect meaningful learning, connect skillfully to the unit goal, and thoughtfully reflect state and/or diocesan standards.</li> <li>• The teacher uses the lesson objectives as the basis for selecting instructional activities and informal/formal assessments, planning important class discussions, and selecting supporting resources.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher writes lesson objectives that are phrased clearly, with observable verbs, and refer to what students will learn.</li> <li>• The teacher writes lesson objectives that clearly align with the unit goal and reflect state and/or diocesan standards.</li> <li>• The teacher uses the lesson objectives as the basis for selecting instructional activities as well as informal/formal assessments.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher writes lesson objectives that are mostly clear and framed as statements about what students will learn.</li> <li>• The teacher writes lesson objectives that cover state and/or diocesan standards.</li> <li>• The teacher uses lesson objectives as a basis for selecting instructional activities.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher writes lesson objectives that are unclear and read more like tasks than statements of what students will learn.</li> <li>• The teacher writes lesson objectives that fail to integrate state and/or diocesan standards.</li> <li>• The teacher selects instructional activities and assessments without regard for the lesson objectives.</li> </ul>

**Domain 2: The Classroom Environment**

**PI 2.1: Creates environment of respect and rapport (IDS 2, 5)**

<b>Exceptional</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>
<ul style="list-style-type: none"> <li>The teacher cultivates positive, supportive and meaningful relationships with individual students.</li> <li>The teacher interacts with students in ways that are respectful, fair, encouraging and honest.</li> <li>The teacher responds to instances of student-to-student disrespect or ridicule promptly, respectfully and with a focus on getting to the root of the problem.</li> <li>The teacher actively encourages a classroom ethic of compassion, support, togetherness and community by frequently recognizing and modeling certain behaviors.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher establishes positive and supportive relationships with individual students.</li> <li>The teacher interacts with students in ways that are respectful, fair and encouraging.</li> <li>The teacher promptly and respectfully responds to instances of student-to-student disrespect.</li> <li>The teacher encourages a classroom ethic of support and compassion for all.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher maintains mostly positive relationships with students.</li> <li>The teacher interacts with students in a respectful manner.</li> <li>The teacher responds to instances of student-to-student disrespect or ridicule.</li> <li>The teacher supports efforts to build a safe and supportive classroom community.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher has a difficult time maintaining positive relationships with students.</li> <li>The teacher interacts with students in ways that demonstrate a lack of compassion and respect.</li> <li>The teacher neglects to respond to instances of student-to-student disrespect.</li> <li>The teacher fails to build a classroom community where students feel valued and safe.</li> </ul>

**PI 2.3: Manages classroom procedures (IDS 2, 5)**

<b>Exceptional</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>
<ul style="list-style-type: none"> <li>The teacher creates and successfully implements classroom routines and procedures that establish an optimum climate for effective instruction and high levels of student engagement.</li> <li>The teacher establishes and skillfully executes transitions between sections of the class, especially between large-group, small-group, and independent activities, so as to minimize any loss of instructional time.</li> <li>When structuring group work experiences, the teacher establishes clear expectations that lead to high levels of student engagement and productivity.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher creates and successfully implements classroom routines and procedures that support effective teaching and learning.</li> <li>The teacher effectively establishes and executes transitions between sections of the class.</li> <li>The teacher establishes clear and effective expectations for student group work experiences.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher has implemented classroom routines and procedures with moderate success.</li> <li>The teacher relies on a set of moderately effective transitions to guide student behavior.</li> <li>The teacher communicates expectations for group work experiences, however, students' engagement and productivity is limited.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher fails to create routines or procedures to maximize the use of class time.</li> <li>The teacher is ineffective in establishing a set of transitions to guide student behavior.</li> <li>The teacher neglects to communicate expectations for student group work experiences which eventuates in low student engagement and productivity.</li> </ul>

**PI 2.4: Manages student behavior (IDS 5)**

<b>Exceptional</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>
<ul style="list-style-type: none"> <li>The teacher establishes and implements a clear set of expectations that is specific, fair and consistently enforced.</li> <li>The teacher holds students accountable for their behavior in a manner that is subtle, preemptive, solution-oriented, and mindful of the sacredness of the teacher-student relationship.</li> <li>The teacher acknowledges and reinforces positive behaviors as the guiding tenet of his/her approach to managing student behavior.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher establishes and implements a clear set of expectations and holds students accountable for their behavior.</li> <li>The teacher holds students accountable for their behavior in a manner that is typically positive and solution-oriented.</li> <li>The teacher acknowledges and reinforces positive behavior.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher relies on a set of class rules that are inconsistently enforced.</li> <li>The teacher holds students accountable for their behavior with some success, however, the teacher often lacks foresight and neglects to take into account the root causes of certain behaviors.</li> <li>The teacher inconsistently acknowledges positive behaviors and draws heavily on punitive measures in his/her approach to managing student behavior.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher has an unclear set of expectations which leads to significant problems with student behavior.</li> <li>The teacher neglects to hold students accountable for their behavior and/or does so with a harshness that undermines the teacher-student relationship.</li> <li>The teacher acknowledges negative behaviors at the expense of pointing out examples of positive behavior.</li> </ul>

**Domain 3: Instruction**

**PI 3.1: Communicates clearly and accurately (IDS 3)**

<b>Exceptional</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>
<ul style="list-style-type: none"> <li>At the beginning of the lesson/class, the teacher clearly communicates the learning goal(s) to students and intentionally reinforces this goal during the class as a way to focus and enhance student learning.</li> <li>The teacher clearly and accurately communicates expectations for classroom activities and reinforces these expectations with follow-up questions and modeling.</li> <li>The teacher communicates to students with rich, clear language that both enhances students' vocabularies and ensures that students understand what is being taught.</li> <li>The teacher uses written communications to students, parents/caretakers, and colleagues that is clear, precise, constructive, professional and free from errors.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher clearly communicates and reinforces the learning goal(s) to students both at the beginning and end of the class.</li> <li>The teacher clearly and accurately communicates and reinforces expectations for classroom activities.</li> <li>The teacher clearly communicates to students with language that is developmentally appropriate for his/her students.</li> <li>The teacher uses written communications to students, parents/caretakers, and colleagues that is clear, professional and free from errors.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher communicates the learning goal(s) to students but neglects to reinforce this goal during the lesson/class.</li> <li>The teacher communicates clear expectations for classroom activities.</li> <li>The teacher's spoken language is accurate and mostly clear.</li> <li>The teacher uses written communications to students, parents/caretakers, and colleagues that is mostly clear, professional and free from errors.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher fails to communicate the learning goal(s) to students at any point in the lesson/class.</li> <li>The teacher offers unclear expectations/directions for classroom activities.</li> <li>The teacher uses spoken language that is unclear and sometimes inaccurate.</li> <li>The teacher uses written communications to students, parents/caretakers, and colleagues that lacks structure, clarity, professionalism and/or contains errors.</li> </ul>

**PI 3.2: Uses questioning and discussion techniques (IDS 2, 3)**

Exceptional	Proficient	Basic	Unsatisfactory
<ul style="list-style-type: none"> <li>• The teacher asks a range of questions that both advance learning goals and are sequenced in such a way as to build student understanding from the simple to the more complex.</li> <li>• The teacher asks high quality questions that challenge students to thoughtfully consider and offer extended responses and justify their thinking with evidence.</li> <li>• The teacher employs strategies designed to help students pose appropriate questions and create meaningful dialogue with one another.</li> <li>• The teacher creates a culture of participation that features students contributing thoughtfully and enthusiastically.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher asks questions that are well-sequenced and connected to the learning goals.</li> <li>• The teacher asks high quality questions that invite thoughtful responses from students.</li> <li>• The teacher employs strategies designed to promote discursive opportunities between and among students.</li> <li>• The teacher employs techniques to hold all or most students accountable for participating thoughtfully in discussions.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher asks questions that advance the goals of the lesson.</li> <li>• The teacher asks a few questions designed to elicit thoughtful student responses, but often relies upon “on the spot” questions that elicit one word/sentence answers.</li> <li>• The teacher encourages students to speak to one another but is unsure how to provide sufficient instructional support in order for students to do this effectively.</li> <li>• The teacher uses techniques to hold some students accountable for participating in discussions.</li> </ul>	<ul style="list-style-type: none"> <li>• The classroom features a lack of meaningful participation and sometimes confusing interchanges between the teacher and students.</li> <li>• The teacher delivers instruction with scant opportunities for student participation or discussion.</li> <li>• The teacher engages few, if any, students in substantive class discussions.</li> </ul>

**PI 3.3: Engages students in learning (IDS 2, 3, 5)**

Exceptional	Proficient	Basic	Unsatisfactory
<ul style="list-style-type: none"> <li>• Students are cognitively and enthusiastically engaged in learning important and challenging content evidenced by the quality of their questions, answers, and work products.</li> <li>• The teacher paces his/her instruction in such a way as to afford ample time for critical inquiry of challenging content, questioning, modeling, and targeted assessment and feedback.</li> <li>• The teacher utilizes strategic groupings as a way to keep students intellectually engaged, assess learning, and provide targeted feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are cognitively engaged in learning important and challenging content evidenced by the quality of responses and work products.</li> <li>• The teacher paces his/her instruction in such a way as to afford time for questioning and targeted assessment and feedback.</li> <li>• The teacher utilizes student groups as a way to keep students engaged and assess learning goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are only sometimes engaged in their learning and/or merely working to meet minimum expectations evidenced by the quality of their responses and work products.</li> <li>• The teacher paces his/her instruction in such a way as to afford students limited time for questions and assessment.</li> <li>• The teacher uses student groupings with limited success.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are consistently disengaged during the lesson.</li> <li>• The teacher paces his/her instruction in such a way as to undermine potential opportunities for students to intellectually engage in course material.</li> <li>• The teacher relies solely on whole class approaches as a basis for his/her instruction, assessment and feedback.</li> </ul>

**PI 3.4: Assesses student learning (IDS 4)**

<b>Exceptional</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>
<ul style="list-style-type: none"> <li>• The teacher evaluates student learning using a combination of strategically-crafted formative and summative assessments that connect to and advance the learning goals of the lesson and unit.</li> <li>• The teacher uses the results of formative assessments to make effective mid-class adjustments to his/her teaching.</li> <li>• The teacher routinely provides students with specific, timely and meaningful written and verbal feedback focused on how to improve their individual performance.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher evaluates student learning using a combination of formative and summative assessments that connect to the goals of the lesson and unit.</li> <li>• The teachers uses the results of formative assessments to make certain mid-class adjustments to his/her teaching.</li> <li>• The teacher provides students with specific and timely written and verbal feedback that is focused on how to improve their individual performance.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher evaluates student learning using only limited examples of formative and summative assessments.</li> <li>• The teacher uses the results of formative assessments to make mid-class adjustments only in rare instances where many of the students are struggling meeting learning goals.</li> <li>• The teacher offers students some examples of vague, limited or superficial feedback that students struggle to use to improve their performance.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher evaluates student learning with few, if any, examples of formative or summative assessments.</li> <li>• The teacher is uncomfortable executing mid-class adjustments based on assessment results.</li> <li>• The teacher offers untimely and/or very limited, if any, feedback.</li> </ul>

**Domain 4: Professional Responsibilities**

**PI 4.1: Maintains accurate records (IDS 4, 6)**

<b>Exceptional</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>
<ul style="list-style-type: none"> <li>• The teacher utilizes an organized system of grade-keeping that is used effectively to track students' completion of assignments and progress in meeting learning goals.</li> <li>• The teacher effectively organizes and annotates current instructional planning materials to support future improvements.</li> <li>• The teacher uses individual folders—either physical or electronic—to track how student work products meet specific learning goals.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher utilizes an organized system of grade-keeping that is used to effectively track students' completion of assignments.</li> <li>• The teacher effectively organizes instructional planning materials.</li> <li>• The teacher keeps examples of student work to track progress over time.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher utilizes a system of grade-keeping that is mostly effective in tracking students' completion of assignments.</li> <li>• The teacher organizes some of his/her instructional planning materials.</li> <li>• The teacher keeps few examples of student work products.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The teacher neglects to use a system of grade-keeping to track students' completion of assignments.</li> <li>▪ The teacher neglects to organize any of his/her instructional planning materials.</li> <li>▪ The teacher keeps no examples of student work products to track progress over time.</li> </ul>



**PI 4.3: Shows professionalism (IDS 6)**

Exceptional	Proficient	Basic	Unsatisfactory
<ul style="list-style-type: none"> <li>• The teacher invites observation and suggestions about his/her instruction and responds to critical feedback with enthusiasm, “coachability,” and initiative.</li> <li>• The teacher thoughtfully reflects on critical elements of his/her instruction and engages in meaningful goal-setting to target areas of improvement.</li> <li>• The teacher exceeds the professional expectations set by his/her administrative superiors and colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher welcomes observation and suggestions about his/her instruction and responds to critical feedback with “coachability.”</li> <li>• The teacher thoughtfully reflects and goal-sets about key elements of his/her instruction.</li> <li>• The teacher meets the professional expectations set by his/her administrative superiors and colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher accepts observation and suggestions about his/her instruction.</li> <li>• The teacher reflects and sets goals about certain aspects of his/her instruction.</li> <li>• The teacher meets the minimum professional expectations set by his/her administrative superiors and colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher responds defensively and thoughtlessly to observation and suggestions about his/her instruction.</li> <li>• The teacher is opposed to professional reflection or goal-setting.</li> <li>• The teacher fails to meet the professional expectations set by his/her administrative superiors and colleagues.</li> </ul>

**INDIANA DEVELOPMENTAL STANDARDS FOR EDUCATORS**

**Standard 1: Student Development and Diversity**

Teachers have a broad and comprehensive understanding of student development and diversity and demonstrate the ability to provide instruction that is responsive to student differences and that promotes development and learning for all students.

**Standard 2: Learning Processes**

Teachers have a broad and comprehensive understanding of learning processes and demonstrate the ability to facilitate student achievement.

**Standard 3: Instructional Planning and Delivery**

Teachers have a broad and comprehensive understanding of instructional planning and delivery and demonstrate the ability to plan and deliver standards-based, data-driven differentiated instruction that engages students, makes effective use of contemporary tools and technologies, and helps all students achieve learning goals.

**Standard 4: Assessment**

Teachers have a broad and comprehensive understanding of assessment principles and practices and demonstrate the ability to use assessment to monitor student progress and to use data to guide instructional decision making.

**Standard 5: Learning Environment**

Teachers have a broad and comprehensive understanding of student learning environments and demonstrate the ability to establish positive, productive, well-managed, and safe learning environments for all students.

**Standard 6: The Professional Environment**

Teachers have a broad and comprehensive understanding of professional environments and expectations and demonstrate the ability to collaborate with others to improve student learning, to engage in continuous professional growth and self-reflection, and to adhere to legal and ethical requirements of the profession.

**Standard 7: Reading Instruction (Secondary, Middle School)**

<b><u>ACE Performance Indicators</u></b>	<b><u>Indiana Developmental Standards for Educators</u></b>		
	<b><u>HIGH SCHOOL</u></b>	<b><u>MIDDLE SCHOOL</u></b>	<b><u>ELEMENTARY</u></b>
<b><u>Pillar I: Forming Professional Educators</u></b>			
<b><u>Domain 1: Planning and Preparation</u></b>			
1. Demonstrates knowledge of content and pedagogy	2.1, 2.2, 2.3, 2.4, 3.3, 3.4, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7	2.1, 2.2, 2.3, 2.4, 3.3, 3.4, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7	2.1, 2.2, 2.5, 2.6, 3.3, 3.4
2. Demonstrates knowledge of students	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.8, 3.6, 3.8	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.8, 3.6, 3.8	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.10, 3.6, 3.8
3. Designs coherent unit-based instruction	3.2, 3.3, 3.7, 3.11, 4.1, 4.2	3.2, 3.3, 3.7, 3.11, 4.1, 4.2	3.2, 3.3, 3.7, 3.11, 4.1, 4.2
4. Selects instructional objectives	3.3, 4.1	3.3, 4.1	3.3, 4.1
5. Designs assessments to provide evidence of learning	4.1, 4.2, 4.3, 4.5	4.1, 4.2, 4.3, 4.5	4.1, 4.2, 4.3, 4.6, 4.7
6. Demonstrates knowledge of resources	2.9, 3.12, 3.13, 3.14	2.9, 3.12, 3.13, 3.14	2.11, 3.12, 3.13, 3.14
<b><u>Domain 2: The Classroom Environment</u></b>			
1. Creates an environment of respect and rapport	5.1	5.1	2.4, 5.1
2. Establishes a culture for learning	2.7, 5.2	2.7, 5.2	2.9, 5.2
3. Manages classroom procedures	2.7, 5.4, 5.6	2.7, 5.4, 5.6	2.9, 5.4, 5.6
4. Manages student behavior	5.1, 5.5	5.1, 5.5	5.1, 5.5
5. Organizes physical space	5.1, 5.3, 7.7	5.1, 5.3, 7.7	5.1, 5.3
<b><u>Domain 3: Instruction</u></b>			
1. Communicates clearly and accurately	3.15	3.15	3.15
2. Uses questioning and discussion techniques	2.5, 2.6, 3.15	2.5, 2.6, 3.15	2.7, 2.8, 3.15
3. Engages students in learning	2.5, 2.6, 3.4, 3.5, 3.11, 3.16, 5.4	2.5, 2.6, 3.4, 3.5, 3.11, 3.16, 5.4	2.7, 2.8, 3.4, 3.5, 3.11, 3.16, 5.4
4. Assesses student learning	4.1, 4.3, 4.4	4.1, 4.3, 4.4	4.1, 4.3, 4.4, 4.5
<b><u>Domain 4: Professional Responsibilities</u></b>			
1. Maintains accurate records	4.4, 6.7, 6.8	4.4, 6.7, 6.8	4.4, 6.9, 6.10
2. Communicates with parents and guardians	4.6, 6.1, 6.2, 6.3, 6.7	4.6, 6.1, 6.2, 6.3, 6.7	4.7, 4.8, 6.1, 6.2, 6.3, 6.5, 6.9
3. Shows professionalism	6.4, 6.5, 6.6, 6.7, 6.8	6.4, 6.5, 6.6, 6.7, 6.8	6.6, 6.7, 6.8, 6.9, 6.10
<b><u>PILLAR II BUILDING COMMUNITY</u></b>			
1. Contributes to the professional and local community	3.9, 3.13, 6.1, 6.3, 6.4	3.9, 3.13, 6.1, 6.3, 6.4	3.9, 3.13, 6.1, 6.3, 6.4, 6.5, 6.6
<b><u>PILLAR III GROWING SPIRITUALLY</u></b>			
1. Fosters spiritual and ethical development in students			
Teachers have a broad and comprehensive understanding of content-area and disciplinary literacy skills, and demonstrate the ability to plan and deliver integrated content-area reading instruction that is based on student learning standards, student literacy needs and strengths as reflected in ongoing student data, and scientifically based reading research.			

## ACE Teacher Agreement Regarding Appropriate Use of Classroom Digitals

The privacy and safety of students must be protected at all times.

I will use digital equipment in the practicum solely as an instructional tool in order to complete the digital reflection assignment that is a requirement of EDU 65032(34)(36). I will never use the equipment for any other purpose unless directed in writing by ACE supervisory personnel.

I will treat all recordings of my classroom activities as confidential student records. I will not allow them to be viewed by anyone other than my summer supervisor or within the Monday Seminars as directed by my summer supervisor, or by my lead mentor teacher. I will never upload the recordings to an Internet site other than a password protected digital channel and only for the purpose of sharing with my summer supervisor or lead mentor teacher. I will never e-mail them.

I will monitor and protect the digital equipment and the physical media containing the recordings with the same degree of care I would use in safeguarding my wallet, credit cards, or my checkbook.

I will destroy digital recordings after completion of the digital taping assignment and I will not retain any copies of these recordings.

I have read this entire document, and have had an opportunity to ask questions about it. I agree to its terms, and understand that I may be subject to discipline up to and including **immediate dismissal from the ACE program** if I fail to abide by these terms.

---

ACE Teaching Fellow

---

Date

## Principal Digital Recording Release Form

Dear Principal:

As a means to promote excellence in teaching and support professional growth, ACE will require all of its ACE Teaching Fellows to digital record 15-20 minutes of a lesson during their summer practicum. The focus of such digital recording will be on teacher instruction and not the students in the classroom though both teacher and students might be shown in the clips. After digital recording, the ACE Teaching Fellow will be required to watch the digital and reflect on practice. The digital will also be viewed during a guided seminar led by the ACE Teaching Fellow's summer supervisor or the Elementary ACE Teaching Fellow's lead mentor teacher.

The ACE Teaching Fellow is expected to observe all school protocols related to digital recording. Viewing access of the digital will be limited to the ACE Teaching Fellow, summer supervisor, and classmates during the guided seminar. All recordings will be destroyed after this viewing.

Please complete and return this form to document your permission for this activity to occur within your school and to confirm that digital release forms are on file for school students.

Thank you for your consideration.

Sincerely,  
Summer Practicum Director

---

I hereby grant my consent to allow \_\_\_\_\_, the ACE Teaching  
name of ACE Teaching Fellow

Fellow assigned to \_\_\_\_\_, to digital recording one  
school

lesson in the summer practicum for the purpose of professional growth.

**I confirm that digital release forms are on file for the ACE Teaching Fellow's students.**  
(Please include a sample copy of this release form.)

I do not grant permission for any lesson digital recording.

Principal Signature \_\_\_\_\_ Print Name \_\_\_\_\_

School Name \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Phone \_\_\_\_\_ Date \_\_\_\_\_

## Student Digital Release Form

Date: \_\_\_\_\_

Dear parent/guardian:

Your child's summer teacher is pursuing a Master's Degree in Education through the Alliance for Catholic Education (ACE). ACE expectations require that a digital recording will be made of part of one lesson.

The focus of such digital recording will be on teacher instruction and not the students in the classroom although both teacher and students might be shown in the clip. No child's name will be released with any of the digital excerpts. All recordings will be destroyed at the end of the summer practicum.

The form below will document your permission for these activities.

---

Student Name: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_

I am the parent/legal guardian of the student named above. I give permission for my child's image to be included in digital recordings of a classroom lesson. I understand that my child's identity will be kept confidential, and that his or her name will not be released. I understand that my child's teacher will destroy the digital recording after completion of his/her digital reflection assignment.

Your Name (Please print): \_\_\_\_\_

Your signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Permiso Estudiantil

Fecha \_\_\_\_\_

Estimado padre de familia/guardian:

El/la maestro(a) de su hija(o) está estudiando para recibir una maestría en educación como parte del programa La Alianza Para Educación (ACE) de la Universidad de Notre Dame. Uno de los requisitos del programa ACE es que el maestro(a) haga una o dos grabaciones por digital de una o dos lecciones. Estas grabaciones serán enviadas al profesor de la Universidad y serán revisadas por el profesor solamente.

El enfoque de dichas grabaciones será en la enseñanza del maestro(a) y no en los estudiantes. Sin embargo, los maestros y estudiantes saldrán en las grabaciones. El nombre de su hijo(a) no será divulgado de ninguna manera. Solamente el profesor y el maestro revisarán la grabación. Todas las grabaciones serán destruidas al fin del año escolar.

La forma que sigue es para que usted de permiso para que su hijo(a) participe en esta actividad.

---

Nombre del estudiante \_\_\_\_\_

Nombre del maestro(a) \_\_\_\_\_

Yo soy el padre/guardian del estudiante cuyo nombre aparece. Doy mi permiso para que el imagen de mi hijo(a) sea incluido en estas grabaciones. Entiendo que la identidad de mi hijo(a) quedará en confianza y que su nombre no será divulgado. Entiendo que solamente el maestro(a) de mi hijo(a) y el profesor de la Universidad serán los únicos que verán dichas grabaciones.

Su nombre (en letra de molde) \_\_\_\_\_

Su firma \_\_\_\_\_

Fecha \_\_\_\_\_

## Digital Reflection Assignment - Reflection Form

**Name:**

**Practicum Site:**

**Digital Date:**

After viewing your digital recorded segment, select two areas of strength and two areas for improvement from digital reflection directions earlier in the packet. Briefly describe evidence from the digital and your rationale for each strength and area for improvement.

***View the segment; complete this section before seminar; cue up your digital for seminar:***

Strength –

*Continue on back as necessary...*

Strength –

*Continue on back as necessary...*

Area for improvement –

*Continue on back as necessary...*

Area for Improvement –

*Continue on back as necessary...*

***Cue your digital to about a five-minute segment in preparation for seminar:***

At seminar, view a segment of class discussion and or questioning/answering (***about five minutes***) with your seminar small group. Record specific critique and suggestions from your group members for the improvement of questioning, focus on prior knowledge, and checks for understanding.

Critique from class discussion –

*Continue on back as necessary...*

***Hand this form into your Supervisor at the end of the seminar!***

## Cooperating Teacher Feedback Forms 1 & 2

- This form provides a focus for formative discussion and evaluation
- The form should be read and shared among the Cooperating Teacher, ACE Teaching Fellow and Supervisor
- It is the ACE Teaching Fellow's responsibility to provide this form to the Cooperating Teacher and to return it to the Supervisor

Cooperating Teacher \_\_\_\_\_ School Site \_\_\_\_\_

→ If you would you like to discuss this form or any issue with the Practicum Supervisor, please contact him/her at the e-mail or phone number listed in the practicum handbook.

Cooperating Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

ACE Teaching Fellow Signature \_\_\_\_\_ Date \_\_\_\_\_ (return to Supervisor)

Criteria (see <a href="#">Performance Indicator Rubrics</a> for more detailed descriptions of each of the following expectations)	Needs improvement	Some evidence	Developing appropriately
<b>Planning and Preparation</b> <ul style="list-style-type: none"> <li>• Demonstrates knowledge of content and pedagogy</li> <li>• Selects instructional objectives</li> </ul>	0	.5	1
<b>Classroom Environment</b> <ul style="list-style-type: none"> <li>• Creates environment of respect and rapport</li> <li>• Manages classroom procedures</li> <li>• Manages student behavior</li> </ul>	0	.5	1
<b>Instruction</b> <ul style="list-style-type: none"> <li>• Communicates clearly and accurately</li> <li>• Uses questioning and discussion techniques</li> <li>• Engages students in learning</li> <li>• Assesses student learning</li> </ul>	0	.5	1
<b>Professional Responsibilities</b> <ul style="list-style-type: none"> <li>• Maintains accurate records</li> <li>• Shows professionalism. Emphasis areas during practicum:               <ul style="list-style-type: none"> <li>• Teacher exhibits punctuality and preparedness.</li> <li>• Teacher communicates consistently with Cooperating Teacher.</li> <li>• Teacher exhibits politeness and respect in interactions.</li> <li>• Teacher dresses appropriately.</li> <li>• Teacher demonstrates quality effort and overall work.</li> </ul> </li> </ul>	0	.5	1

**Cooperating Teacher - Additional Comments/Strengths/Areas for Growth/Issues (please continue on back)**



## Digital Reflection Guidelines and Sign Up

### Digital Viewing and Discussion Procedures:

- ACE Teaching Fellow brings completed Digital Reflection Form and recording cued up to a five-minute teaching segment
- Each ACE Teaching Fellow presents a **brief** one-two minute introduction to the recording: topic, activity, etc. More in-depth discussion will come after viewing.
- So that each recording can be viewed, view each of the five-minute segments in order, before breaking up into discussion groups. All students should be taking written notes on each of the viewed recordings, noting strengths and ways to improve.
- Students will then break into groups of 2-3 – those who presented their recordings should take notes on their **digital reflection form** based on feedback. It may be possible to rotate the groups so that those who presented their recordings can obtain feedback from multiple individuals.
- Before rotating groups for feedback, it is advised that the supervisor facilitate a whole class discussion, focused on ways to improve across the various recordings viewed.

Monday, June 24 <sup>th</sup>	Monday, July 8 <sup>th</sup>
1) _____	1) _____
2) _____	2) _____
3) _____	3) _____
4) _____	4) _____
5) _____	5) _____
6) _____	6) _____
7) _____	7) _____

Monday, July 15 <sup>th</sup>
1) _____
2) _____
3) _____
4) _____
5) _____
6) _____
7) _____

**EDU 65032/34/36 INTRODUCTION TO PRACTICUM  
SUPERVISOR SUMMATIVE ASSESSMENT SHEET**

ACE Teacher \_\_\_\_\_ Supervisor \_\_\_\_\_

Assignments Summary

<b>Component</b>	<b>Due Date</b>	<b>Points</b>	<b>Earned</b>
<b><i>Teaching practices:</i></b>			
Informal and Formal Observations and Lesson Planning	<i>varies</i>	45	
Cooperating Teacher Feedback Form 1	7/3	5	
Cooperating Teacher Feedback Form 2	7/22	5	
Professional Dispositions	<i>end of session</i>	5	
<b><i>Reflective practices:</i></b>			
Reflective Update 1	6/21	5	
Reflective Update 2	7/12	5	
Practicum Seminar	Rolling	15	
Digital discussions	Rolling	15	
<b>Total</b>		<b>100</b>	

**Grade Range**

A 100-94	A- 93-90	B+ 89-87	B 86-84	B- 83-80	C+ 79-78	C 77-74	C- 73-70
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**EDU 65032/34/36 Final Grade**

**Targeted Performance Indicator Domains – Attach all observations, lesson plans and progress reports to the back of this sheet. Provide summary points below:**

Specific strengths and/or areas for growth (use back of sheet as needed)

**I. Planning and Preparation**

- Demonstrates knowledge of content and pedagogy
- Selects instructional objectives

**II. Classroom Environment**

- Creates environment of respect and rapport
- Manages classroom procedures
- Manages student behavior

**III. Instruction**

- Communicates clearly and accurately
- Uses questioning and discussion techniques
- Engages students in learning

- Assesses student learning

#### **IV. Professional Responsibilities**

- Maintains accurate records
- Shows professionalism.

### **Directions Summer School Sites**

**HOLY CROSS SCHOOL** (approximately 6 minutes)  
1020 Wilber Street, South Bend, IN 46628  
574-234-3422

**MISHAWAKA HIGH SCHOOL** (approximately 20 minutes)  
1202 Lincolnway East, Mishawaka, IN 46544  
574-254-7300

**SCHMUCKER MIDDLE SCHOOL** (approximately 31 minutes)  
56045 Bittersweet Road, Mishawaka IN 46545  
574-259-5661

**ST. ADALBERT CATHOLIC SCHOOL** (approximately 15 minutes)  
2420 Huron St. South Bend, IN 46619  
574-288-6645

**ST. JOSEPH HIGH SCHOOL** - Placement for Middle and High School in the summer (approximately 5 minutes, 20 minutes if walking)  
453 N. Notre Dame Avenue, South Bend, IN 46617  
574-233-6137

**ST. VINCENT DePaul SCHOOL - Elkhart** (approximately 35 minutes)  
1114 S Main, Elkhart, IN 46516

**Keep students in your hearts, minds, and prayers this summer!**

## Appendix I

*This instrument summarizes supervisor notes from informal visits and formal observations during the summer practicum. This form should be e-mailed to the ACE Teacher at the conclusion of the Summer Practicum and uploaded to the appropriate electronic portfolio. Please note date of upload and e-mail at the end of the form.*

ACE Teacher	School Site	Level/Content Area
Practicum Supervisor	Date(s) of Classroom Visit(s)	Date(s) of Formal Observation(s)

Practicum Observations Final Score: /45 pts

### Domain 1 – Planning & Preparation

#### PI 1.1: Demonstrates knowledge of content and pedagogy.

- The teacher possesses extensive knowledge of key ideas of the discipline as well as how these ideas are connected.
- The teacher focuses planning on intellectually challenging questions, ideas, and skills that are central to the discipline.
- The teacher uses discipline-specific teaching strategies that may also simultaneously seek to promote literacy, research, and critical inquiry skills.
- The teacher accounts for what content/skills have already been taught and anticipates possible areas of student confusion.

<b>Field Notes/Commentary – preface with dates</b>

**(Final Evaluation - /5 pts)**

#### PI 1.3: Selects instructional objectives

- The teacher writes lesson objectives that are phrased clearly, with observable verbs, and refer to what students will learn, not what tasks they will perform.
- The teacher writes lesson objectives that reflect meaningful learning, connect skillfully to the unit goal, and thoughtfully reflect state and/or diocesan standards.
- The teacher uses the lesson objectives as the basis for selecting instructional activities and informal/formal assessments, planning important class discussions, and selecting supporting resources.

<b>Field Notes/Commentary – preface with dates</b>

**Was a formal lesson plan provided in required format for the observation? Yes or No:**

**(Final Evaluation - 5 pts)**

**Domain 2 – The Classroom Environment**

**PI 2.1: Creates environment of respect and rapport**

- The teacher cultivates positive, supportive and meaningful relationships with individual students.
- The teacher interacts with students in ways that are respectful, fair, encouraging and honest.
- The teacher responds to instances of student-to-student disrespect or ridicule promptly, respectfully and with a focus on getting to the root of the problem.
- The teacher actively encourages a classroom ethic of compassion, support, togetherness and community by frequently recognizing and modeling certain behaviors.

**Field Notes/Commentary – preface with dates**

**(Final Evaluation - 5 pts)**

**PI 2.3: Manages classroom procedures**

- The teacher creates and successfully implements classroom routines and procedures that establish an optimum climate for effective instruction and high levels of student engagement.
- The teacher establishes and skillfully executes transitions between sections of the class, especially between large-group, small-group, and independent activities, so as to minimize any loss of instructional time.
- When structuring group work experiences, the teacher establishes clear expectations that lead to high levels of student engagement and productivity.

**Field Notes/Commentary – preface with dates**

**(Final Evaluation - 5 pts)**

**PI 2.4: Manages student behavior**

- The teacher establishes and implements a clear set of expectations that is specific, fair and consistently enforced.
- The teacher holds students accountable for their behavior in a manner that is subtle, preemptive, solution-oriented, and mindful of the sacredness of the teacher-student relationship.
- The teacher acknowledges and reinforces positive behaviors as the guiding tenet of his/her approach to managing student behavior.

**Field Notes/Commentary – preface with dates**

**(Final Evaluation - /5 pts)**





## Appendix 2

### Support for Student Mental Health at Notre Dame

Care and Wellness Consultants provide support and resources to students who are experiencing stressful or difficult situations that may be interfering with academic progress. Through Care and Wellness Consultants, students can be referred to The University Counseling Center (for cost-free and confidential psychological and psychiatric services from licensed professionals), University Health Services (which provides primary care, psychiatric services, case management, and a pharmacy), and The McDonald Center for Student Well Being (for problems with sleep, stress, and substance use). Visit [care.nd.edu](http://care.nd.edu).

Additionally, the pastoral team and others are available to you and to get you to the resources you need.



## Appendix 3

### **Safe Environment Training**

It is very common in the modern era for (Arch)diocese to ask people to complete some sort of “Safe Environment” training that deals with issues around working with and teaching minors. The Diocese of Fort Wayne / South Bend is no exception and so we need you to complete this training very soon as you cannot go into a classroom in our Diocese until you’ve met this requirement. Some of your summer grades rely on you going into classrooms, so you must do this work as soon as possible. The training takes between 1 and 1.5 hours. The good news is this is the same training that a lot of other Dioceses require so you may be getting a head start on the fall.

- 1) Go to: <https://cmgconnect.org/>
- 2) Choose Fort Wayne-South Bend
- 3) Register for your new account\*
- 4) When prompted for USCCB role write: volunteer
- 5) When asked your Primary location put: College students
- 6) When asked for your Participating role put: volunteer
- 7) Do the training
- 8) You may print or save a certificate of completion at the end
- 9) Do the step in the next paragraph

Being a teacher is a tremendous responsibility as people are entrusting their most sacred treasures, their children into your care. Since you will be in Catholic schools in this community we will ask that you verify that you have completed the Diocese of Fort Wayne / South Bend Safe Environment training. Once you complete the training you will [fill out this form](#) which gives the Diocese and the schools access to your background records and certifies you’ve done the training. Our list will be double checked against the Diocese list. Anyone who has not done the training and attempts to enter a school will be denied access to that school, receive zero credit for their practicum experience, and will be dealt with appropriately by the ACE program.

\*If at any point it says you already have an account please email [this address](#) and tell them very nicely that you’re a graduate student at Notre Dame doing the ACE program and cmgconnect.org says you already have an account. Ask them if they will help you reset your account so you may login to the module.

Thanks for doing this. It’s good for you, it’s good for schools, it’s good for families, and most importantly it’s good for kids.