

ACE M.Ed. Supervision Course Syllabi

EDU 65950 Supervised Teaching
EDU 65930 Clinical Seminar in Teaching (first three semesters)
EDU 65935 Capstone Seminar in Teaching (fourth semester)



2019-2020 Academic Year

Portfolio and Evaluation Site:
Available through Taskstream via Sakai

EDU 65950 & 65930/35 DUE DATES FOR 2019-2020 ACADEMIC YEAR

ACE 25 (2nd Year Teachers)--Fall Semester

August/September

Confirming Details and Reflection 1

**Due by Friday of 2nd week of teaching*

September

16th Reflection 2: Submit PGP proposal for Supervisor approval

October

14th *Content Assessment w/TT Analysis*

28th Reflection 3 (*Professional Growth Project*)

November

4th Mentor Teacher Feedback Form Due

4th *Content Assessment w/PA Analysis*

8th Principal Evaluations Due

11th Reflection 4

December

6-8th ACE Retreat

9th Last day late reflections accepted

16th ND course grades due

ACE 26 (1st Year Teachers)--Fall Semester

August/September

Confirming Details and Reflection 1

**Due by Friday of 2nd week of teaching*

September

2nd Reflection 2 (*video evidence required*)

16th Reflection 3 (*video evidence required*)

30th Reflection 4 (*photo evidence required*)

October

14th Reflection 5 (*upload revised mgt plan*)

28th Reflection 6 (*observation*)

November

4th Mentor Teacher Feedback Form Due

8th Principal Evaluations Due

11th Reflection 7 (*video evidence required*)

December

6-8th ACE Retreat

9th Last day late reflections accepted

16th ND course grades due

ACE 25 (2nd Year Teachers)--Spring Semester

January

6th Reflection 5

February

10th Reflection 6 (*video evidence/ observation*)

March

2nd *Content Assessment—Demonstrating Teaching Proficiency*

9th Reflection 7

April

6th Mentor Teacher Feedback Form Due

6th Reflection 8

17th Principal Evaluations Due

20th Reflection 9 (*Capstone—final reflection*)

27th Last day late reflections accepted

May 11th ND course grades due

ACE 26 (1st Year Teachers)--Spring Semester

January

6th Reflection 8

20th Reflection 9 (*observation*)

February

3rd Reflection 10

17th Reflection 11 (*video evidence required*)

March

2nd Reflection 12

16th Reflection 13

30th Reflection 14 (*final reflection*)

April

6th Mentor Teacher Feedback Form Due

17th Principal Evaluations Due

27th Last day late reflections accepted

May 11th ND course grades due

FACULTY OF SUPERVISION AND INSTRUCTION CONTACT INFORMATION

<p>Dr. Gail Mayotte, SASV Academic Director of ACE M.Ed. Cell: 574.261.4789 Tel: 574.631.2492 gmayotte@nd.edu</p>	<p>Dr. Ted Caron Cell: 317.828.3520 ecaron@nd.edu</p>	<p>Dr. Brian Collier Cell: 574.850.7166 Tel: 574.631.1637 Brian.Collier@nd.edu</p>	<p>Prof. Mark Johnson Cell: 406.202.3739 Mark.Johnson@nd.edu</p>	<p>Dr. Monica Kowalski Cell: 614.570.9282 Kowalski.42@nd.edu</p>
<p>Dr. Kati Macaluso Cell: 630.408.7928 Kati.Macaluso@nd.edu</p>	<p>Dr. Michael Macaluso Cell: 630.363.8397 Michael.Macaluso@nd.edu</p>	<p>Dr. Diane Maletta Cell: 219.921.9331 Tel: 574.631.0643 dmaletta@nd.edu</p>	<p>Prof. Patty Salerno Cell: 703.627.7849 salernopj@gmail.com</p>	<p>Dr. Erin Wibbens Cell: 773.304.7407 Erin.Wibbens@nd.edu</p>

IMPORTANCE OF SUPERVISION COURSES TO THE ACADEMIC PROGRAM

From the M.Ed. Handbook: Dismissal and Appeals Process for ACE Teaching Fellows

A student in the M.Ed. program will be dismissed from the program due to any of the following:

- (1) GPA below 3.0 for two consecutive grading periods;
- (2) Supervised teaching cumulative grade below 3.0 for two consecutive grading periods or a single supervised teaching grade below a C;
- (3) Clinical Seminar cumulative grade below 3.0 for two consecutive grading periods.

A student dismissed from the M.Ed. program is invited to appeal in writing to the Academic Director. The written appeal is reviewed by a standing appeals committee of the M.Ed. faculty, excluding the Academic Director. The appeals committee shall issue a final written decision on the appeal based on a majority vote of the committee.

Upon final withdrawal or dismissal from the M.Ed. program the student **must process** official withdrawal from the university; otherwise, grades for current courses will officially become F's on the transcript.

Any student who is dismissed from the M. Ed. program is withdrawn from ACE Teaching Fellows.

A participant in the ACE program will be dismissed from the program due to any of the following:

- (1) Failure by the ACE school to continue the teaching contract;
- (2) Engaging in conduct that is unlawful, displaying continual or serious disregard for the Catholic character of the University, or causing notorious public scandal;
- (3) Committing a material or repeated violation(s) of University policy, including those policies described in *du Lac*;
- (4) Engaging in conduct that constitutes moral turpitude or breaches the high moral and ethical standard applicable to the participant as a leader of students and role model.
- (5) Engaging in conduct that, in the judgment of ACE leadership, poses a threat or potential threat to the safety or well-being of any ACE participant or the students in the ACE school.

A student dismissed from the ACE program is invited to appeal in writing to the Director of Teacher Formation and Education Policy. The written appeal is reviewed by a standing appeals committee, excluding the Director of Teacher Formation and Education Policy. The appeals committee shall issue a final written decision on the appeal based on a majority vote of the committee.

Any student who is dismissed from ACE or who withdraws from ACE, is withdrawn from the M.Ed. program. However, the student must process official withdrawal from the university; otherwise, grades for current courses will officially become F's on the transcript.

EDU 65950: SUPERVISED TEACHING

COURSE OVERVIEW

EDU 65950: Supervised Teaching; 2 semester hours graded A-F (Four Semesters)

This course centers on the over 3,000 hours of classroom teaching completed over the two years of ACE. Assigned Faculty of Supervision and Instruction will visit each school site to monitor ACE Teachers' development according to the three pillars and their progress towards addressing and meeting performance indicators. The focus of these site visits is formative in nature with summative evaluation coming at the end of each of the four semesters. During the site visits, additional sources will provide information about ACE Teachers' progress: post-observation meetings with the ACE Teacher, examination of instructional and classroom management materials, examination and discussion of content course assignments, meetings with the Mentor Teacher, Principal and diocesan Superintendent. Documentation of site visits will take the form of a two-year site visit form that standardizes field notes and aligns a two-year narrative with performance indicators. Upon reviewing all of the relevant documents and sources, the Faculty of Supervision and Instruction rate applicable performance indicators. These ratings correlate to a course grade. The satisfactory meeting of performance indicators provides evidence of meeting corresponding Indiana Developmental Standards for Educators.

GENERAL COURSE COMPONENTS

Procedures for Site Visits

Faculty of Supervision and Instruction will visit each ACE Teacher at least twice a year (once per semester). These visits include:

- an observation of usually up to two hours of teaching (generally two courses or content areas)
- examination of instructional and classroom management materials
- review and discussion of content course assignments when applicable
- a post-observation conference
- meetings with Mentor Teachers and Principals (as available)
- a meeting with the Superintendent when appropriate
- meetings and social outings with the members of the ACE community

Site visits will also serve as an opportunity for the faculty to review with the ACE Teacher any guided reflections or assignments submitted as part of the EDU 69530 Clinical Seminar course as well as any formative feedback that has been provided up to that point. It is vital that the ACE Teacher be prepared for the site visit. **The ACE Teacher should have prepared all of the items outlined on the Site Visit and Observation Checklist on the following page.**

Requirements for Supervision Site Visit and Observation

The supervision visit and formal observation is an important semester event. The ACE Teacher is required to have scheduled time and prepared materials to ensure a productive visit and observation. **The following list of requirements should be prepared in advance and sent to the supervisor according to his/her directives.**

It is expected that the ACE Teacher will have advised on the day and time of the visit and made necessary changes in the teaching schedule to ensure that the visit does not fall on a unit or standardized testing day. Failure to do so will prevent a comprehensive evaluation of the teacher's performance and, for this reason, **could result in a lower grade in the course.**

In the introduction to his book, Teach Like a Champion, Doug Lemov writes, "As you begin reading this book, it's worth observing how powerful a tool lesson planning is in the hands of many of the teachers profiled here. Not only do the most effective teachers plan their activities, often minute by minute, but they script their questions in advance." In short, planning is an essential prerequisite for effective teaching. Therefore, depending on specific circumstances, any teacher who demonstrates a lack of organized and consistent instructional planning may be subject to a B- grade in the course—thereby placed on academic probation—and a formal improvement plan managed by the University Supervisor.

Observation Checklist

FIRST-YEAR TEACHERS Semesters 1 & 2	SECOND-YEAR TEACHERS Semesters 3 & 4
<p>1. <u>Note of Introduction to Supervisor</u></p> <ul style="list-style-type: none"> - Outlines the topics and events of the observed lesson and relevant school events - States location of planning, grade books, graded student work and relevant materials - Includes Wifi password and Network name <p>2. <u>Lesson Plan/s for Observed Lesson</u></p> <ul style="list-style-type: none"> - Be sure to include the following components: (1) Objective, (2) Formal and Informal Assessments, (3) Means to Assess Prior Knowledge, (4) Content Standards, (5) Homework, and (6) Instructional Activities with Time Indications - Typed/sent in ACE lesson plan template - Placed on the desk/readily available <p>3. <u>Lesson Planning Book</u></p> <ul style="list-style-type: none"> - Hard copy or computer files made available via jump drive - Organized and up-to-date with all past lessons <p>4. <u>Grade Book/Usage of Grade Program</u></p> <ul style="list-style-type: none"> - Printout of computerized grade book file or on computer - Grades for the current and any past grading periods <p>5. <u>Additional Instructional Materials</u></p> <ul style="list-style-type: none"> - Copies of materials related to the observed lesson/s - Access to folders, binders and/or files of previous unit materials (Please provide samples of assessments used) - Additional materials related to teaching, such as newsletters, graded student work, parental contact log book, etc. <p>6. <u>Contributions to School Community</u> <i>(second semester only)</i></p> <ul style="list-style-type: none"> - Listing of contributions to the school community sent electronically to supervisor within one week prior to site visit. 	<p>1. <u>Note of Introduction to Supervisor</u></p> <ul style="list-style-type: none"> - Outlines the topics and events of the observed lesson and relevant school events - States location of planning, grade books, graded student work, and relevant materials - Includes Wifi password and Network name <p>2. <u>Lesson Plan/s for Observed Lesson</u></p> <ul style="list-style-type: none"> - Be sure to include the following components: (1) Objective, (2) Formal and Informal Assessments, (3) Means to Assess Prior Knowledge, (4) Content Standards, (5) Homework, (6) Instructional Activities with Time Indications, and (7) <u>Attempts to Differentiate Instruction/Assessment</u> - Typed/sent in ACE lesson plan template - Placed on the desk/readily available <p>3. <u>Lesson Planning Book</u></p> <ul style="list-style-type: none"> - Hard copy or computer files made available via jump drive - Organized and up-to-date with all past lessons <p>4. <u>Grade Book/Usage of Grade Program</u></p> <ul style="list-style-type: none"> - Printout of computerized grade book file or on computer - Grades for the current and any past grading periods <p>5. <u>Additional Instructional Materials</u></p> <ul style="list-style-type: none"> - Copies of materials related to the observed lesson/s - Access to folders, binders and/or files of previous unit materials - Additional materials related to teaching, such as newsletters, graded student work, parental contact log book, etc. <p>6. <u>Unit Plans</u></p> <ul style="list-style-type: none"> - Evidence of unit planning, such as a binder, folders and/or files with unit cover pages, lesson plans, and unit materials - At least one course represented by such plans - Printout of units or computer files made available via jump drive or disc <p>7. <u>Spirituality and Community</u></p> <ul style="list-style-type: none"> - Fall & Spring Semester: Listing of contributions to the spirituality and community of the school as well as use of community resources sent electronically to supervisor within one week prior to site visit. - Spring Semester: Listing of ways you serve as spiritual and ethical role model, as well as contributions to the larger community.

Events of the Site Visit

Lesson Observations. In most cases, the assigned faculty member will visit the ACE Teacher’s classroom once during each of the four semesters. During a site visit, the University Supervisor will usually observe for approximately two hours of teaching. While in the classroom, the faculty member will also take the opportunity to review the planning and grade books, unit plans (if applicable), and additional instructional materials. All materials specified on the Site Visit and Observation Checklist should be made available **before the lesson(s)**. The ACE Teacher should assist in the arrangement of time for a follow-up “debriefing” in which elements of the observation can be processed and discussed. Additional meetings with the Mentor Teacher and Principal will be held depending on their availability.

Post-Observation Debriefing. After observing classroom teaching, the University Supervisor will meet with the ACE Teacher to discuss the lesson(s) and to review progress according to the performance indicators. Logistical challenges may sometimes require that this meeting take place later during the site visit or over the phone. This meeting is considered an important component of the site visit and serves as a time to discuss the ACE Teacher's teaching performance up to that point. Every effort will be made to hold this meeting during the site visit. University Supervisor field notes from the visit and observation will be posted on the ACE Teacher’s on-line portfolio on Taskstream via Sakai and will be accessible to the ACE Teacher and possibly to the building administrator to facilitate on-going discussion of professional development. These field notes will contain notes on observed lessons and special instructions for instructional improvement (suggestions, recommendations, and/or requirements as defined below).

Suggestions	Recommendations	Requirements
Alternate ideas, approaches, and/or practices that might be worth trying.	Ideas, approaches, and/or practices that would likely improve efficiency and/or lead to greater effectiveness.	Approaches and/or practices that must be implemented.

Meetings with Principal, Mentor and Superintendent. During the site visit, the Faculty of Supervision and Instruction will plan meetings with various school and diocesan personnel. The length of such meetings will depend on the time of year and their availability. It is important that the ACE Teacher remain flexible in the observation schedule to allow the opportunity for these meetings to take place. Ultimately, these meetings will serve as another form of input to help develop and maintain a plan of professional development.

Informal Time with Community. The Faculty of Supervision and Instruction will typically work with each community to schedule a time convenient for dinner and informal discussion. ACE Teachers should discuss these plans with the other community members and make an effort to be available for informal time together for a portion of one evening.

On-Line Forms. Feedback instruments are available via the “portfolio on Taskstream via Sakai” or “mentors and Principals” sections on the ACE website at <https://ace.nd.edu/teach/Principals-and-mentors>. Principal and mentor feedback helps the supervisors better understand the progress ACE Teachers are making. For that reason, it is important to receive these forms in a timely manner. ACE Teachers are asked to assist their Mentor Teachers with access to the forms on the ACE website as necessary.

Course Assessment and Differentiated Supervision

The EDU 65950 course grade is assigned each semester according to a series of ratings on applicable performance indicators submitted by the Faculty of Supervision and Instruction. The number and specific performance indicators are differentiated across the four semesters—these increase in number and shift in focus as the ACE Teacher gains in experience.

The indicators form a framework for feedback and evaluation throughout each semester based on Mentor Teacher and Principal instruments (at the local school level), faculty site visits and classroom observations, observed teaching artifacts, discussion, reflective writing, and content coursework (during the second year). Given the entirety of this evidence, the Faculty of Supervision and Instruction rate the appropriate indicators and assign a course grade.

The following is the cumulative progression of performance indicators by semester (grading weights indicated by x.5, x1, etc.):

Two-Year Tracking Sheet	Year 1		Year 2	
	F	S	F	S
Pillar I Professional Teaching				
Domain 1: Planning and Preparation				
1. Demonstrates knowledge of content and pedagogy	X.5	X1	X2	X3
2. Demonstrates knowledge of students			X1.5	X3
3. Designs coherent unit-based instruction			X1.5	X3
4. Selects instructional objectives	X.5	X1	X2	X3
5. Designs assessments to provide evidence of learning			X1.5	X3
6. Demonstrates knowledge of resources		X.5	X1.5	X3
Domain 2: The Classroom Environment				
1. Creates an environment of respect and rapport	X1	X2	X3	X3
2. Establishes a culture for learning		X.5	X1.5	X3
3. Manages classroom procedures	X1	X2	X3	X3
4. Manages student behavior	X1	X2	X3	X3
5. Organizes physical space	X1	X2	X3	X3
Domain 3: Instruction				
1. Communicates clearly and accurately	X.5	X1	X2	X3
2. Uses questioning and discussion techniques	X.5	X1	X2	X3
3. Engages students in learning	X.5	X1	X2	X3
4. Assesses student learning	X.5	X1	X2	X3
Domain 4: Professional Responsibilities				
1. Maintains accurate records	X1	X1	X2	X3
2. Communicates with parents and guardians	X1	X1	X2	X3
3. Shows professionalism	X1	X1	X2	X3
Pillar II Community				
1. Contributes to the professional and local community		X.5	X1.5	X3
Pillar III Spirituality				
1. Fosters spiritual and ethical development in students				

Notes on Grading Summary Chart

- Each semester, the University Supervisor will assign the ACE Teacher a rating for each relevant performance indicator. “E”=Exceptional; “P”=Proficient; “B”=Basic; “U”=Unsatisfactory. Each performance rating is assigned in accordance with a specific rubric (see [Appendix A](#)). Each rating translates to a numerical score (4, 3, 2, 0) that is weighted according to the differentiated supervision chart above. The following grading scale will be used to calculate final grades:

	Semester 1	Semester 2	Semester 3	Semester 4
A	>28	>56	>114	>167
A-	28-27	56-54	114-110	167-161
B+	26-25	53-50	109-105	160-154
B	24-23	49-46	104-100	153-145
B-	22-20	45-42	99-93	144-136
C+	19-17	41-38	92-86	135-126
C	16-14	37-34	85-79	125-115
F	<14	<34	<79	<115

- The University Supervisor, in collaboration with school personnel, will draft an improvement plan for any teacher earning a grade of “B-” or lower. A grade of “C” or lower may result in automatic dismissal from the academic program.
- The “Pillar III” performance indicator will be rated but not factored into the final grade.

Improvement Plans

An improvement plan is an agreed upon set of tasks related to teaching responsibilities and effectiveness designed to make explicit steps that will support ACE Teacher professional development. The plan is intended to make all parties involved, from ACE Teacher to those who support him/her, aware of areas in need of improvement, how these can be addressed, and ways the ACE Teacher can be supported. The University Supervisor may place the ACE Teacher on an improvement plan **at any point** during the two-year program. The plan may draw from several sources, but generally includes consultation with the building administrator, Mentor Teacher and, often, direct observation by the University Supervisor.

A sample segment showing the categories of the improvement plan is included below.

ACE Teacher Improvement Plan	
Name _____	School _____
Grade Level(s) _____	Community _____
Observation Date _____	Beginning Date of Plan _____
Context of improvement plan implementation:	
Areas of Growth:	
Targeted Performance Indicator:	
Goal:	
Indicators of progress:	
Targeted Performance Indicator:	
Goal:	
Indicators of progress:	
(Domains, PIs, goals, and indicators of progress will be noted as necessary.)	
Progress will be evaluated on _____	
Comments:	
Signatures:	

_____ Academic Supervisor	_____ Principal
_____ ACE Teacher	_____ Date
cc Sr. Gail Mayotte, John Schoenig Christie Bonfiglio	

Basic elements of the plan include:

- A short narrative context of the situation that has brought about the need for an improvement plan
- Goals that relate to one or more of the performance indicators
- Specific tasks to be completed by the ACE Teacher to demonstrate progress
- A date by which a reassessment of the improvement plan will take place
- Signatures of the ACE Teacher, University Supervisor, and when appropriate the building administrator.

Once the improvement plan is implemented, it will be reassessed at a predetermined time. There is no set period of time that an improvement plan must be in place or ended. That is, a plan may go through several iterations of reassessment and revision before progress is determined by the University Supervisor to be sufficient and the plan discontinued.

Mentor Teacher Feedback and Principal Evaluation Instruments

Various instruments are used throughout the academic year to observe and evaluate the ACE Teacher's performance according to the three Pillars of ACE. The ACE Teacher should become familiar with each instrument's purpose and contents as they will provide important feedback over the two years of ACE. These include:

Mentor Teacher Feedback Form. At mid-semester, the Mentor Teacher will formally write feedback based on observations, discussions and other interactions with the ACE Teacher. Once this form has been completed, the Mentor Teacher should make every effort to meet with the ACE Teacher to review strengths, improvements, and areas for continued growth. Once this form has been completed, the Mentor Teacher, ACE Teacher and University Supervisor will have access to its contents for the duration of the two-year program. ***The link to the feedback instrument will be emailed to Mentors one week prior to the due date. More information can be found at <http://ace.nd.edu/Principal-mentor-resources>.***

Principal Final Evaluation. Near the conclusion of each semester, the Principal will be reminded to complete the Final Evaluation of the ACE Teacher's progress in meeting the performance indicators. The Principal is encouraged to hold an end-of-semester conference with the ACE Teacher to review professional progress each semester. Once the evaluation has been completed each semester, the Principal, ACE Teacher and University Supervisor will have access to its contents for the duration of the two-year program. ***The link to the evaluation form will be emailed to Principals one week prior to the due date. More information can be found at <http://ace.nd.edu/Principal-mentor-resources>.***

**Please help us to encourage
Mentor Teachers and Principals to complete and to submit
feedback forms and online evaluations!**

EDU 65930: CLINICAL SEMINAR IN TEACHING COURSE OVERVIEW

EDU 65930: Clinical Seminar in Teaching: 1 semester hour graded A-F (Three Semesters)

This course supports and structures reflective teaching practices over the two years of the ACE program. The ACE Teacher completes a series of guided reflections each semester designed to align with the three pillars of ACE and the differentiated program of professional development. Each reflection requires standard components and will be assessed by the assigned Faculty of Supervision and Instruction according to its thoroughness and proactive plan to implement change and improvement in teaching practices. A copy of these e-mail reflections and responses by the University Supervisor will be posted on the ACE Teacher's permanent on-line portfolio on [Taskstream via Sakai](#).

GENERAL COURSE COMPONENTS

Teacher Reflection

Reflection is the major focus of this course sequence. Not only is reflection a component of the professional responsibilities according to the performance indicators, it is explicit to IDS #6 (the teacher engages in continuous professional growth and self-reflection). 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.

The reflective writing completed for EDU 65930 serves the following functions:

- serves as documentation of personal reflection and efforts to improve on teaching practices
- contributes towards the body of professional development evidence in the on-line portfolio on [Taskstream via Sakai](#)
- serves as a structured means to maintain consistent contact and updates to the Faculty of Supervision and Instruction
- enhances the site visits of the faculty through updated information on the teaching situation
- facilitates two-way communication between the ACE Teacher and Faculty of Supervision and Instruction on the on-going issues of professional development

Topics for reflection correspond to performance expectations as they change and increase over the four semesters of full-time teaching. First-year teachers complete reflections every two weeks while second-year teachers complete fewer reflections but with an added component to provide evidence of professional growth and/or contribution to the school and or educational community.

Reflections – Posting Guidelines

All reflections should be posted on the [ACE Taskstream site](#). These reflections will be read and answered by the University Supervisor. These reflections are considered public documents for teacher performance assessment. ACE Teaching Fellows are encouraged to supplement these reflections with personal discussion of experiences. However, issues in need of immediate attention, particularly personal issues, should be sent in separate e-mail messages.

When completing the guided reflections for this course, address the following **three-step cycle** of questioning:

1. Given a topic for reflection, what are examples of my own effective and ineffective performances?
2. Explain in greater depth particular issues associated with the topic within your local context and cite the sources that inform this explanation, such as your own self-assessment, conversations and evaluations by the Mentor Teacher, Principal, and Supervisor, and applicable educational theory and research from your ACE M.Ed. coursework.
3. What is your plan of action for continued improvement associated with this topic? What resources can you seek to enhance your understanding and/or what actions can you take to improve your practices?

Note that you are always welcome to write about other topics related to your ACE experience provided you also address the assigned topic.

Please adhere to the following basic guidelines:

Length and Number of Reflections. Guided reflections are to be posted by the due dates each semester. Each should be at least one screen page in length (approximately 500 words minimum).

Timing of Entries. Reflections are due Monday by midnight of the due date, using Indiana time as the standard; a time stamp is entered with your reflection when it is posted on the website.

Guided Reflection Topics. Topic prompts are provided. Follow the three-question cycle outlined above.

Feedback. All reflections will be read and scored by the Faculty of Supervision and Instruction. Feedback will vary from acknowledgement of its receipt and score to specific suggestions or encouragement.

Course Assessment – Year One

The course grade for EDU 65930 consists entirely of reflective writing assignments designed to provide a consistent flow of information between the ACE Teacher and Faculty of Supervision and Instruction. Each reflection is scored on a five-point scale based on thoroughness according to the assigned topic (performance indicator/s and their descriptors) and proactive plan presented to improve upon teaching practices.

Late Policy. Reflections are intended to provide periodic updates on given topics and should, therefore, be submitted on a timely basis. **Reflections will have one point deducted for each week they are received late.** Reflections received within one week after the due date will have one point deducted; within two weeks, two points deducted, and so on. Frontloaded entries (multiple entries submitted before their due dates) will not be accepted. Late reflections will not be accepted for partial credit after the final semester due date (12/9 for the fall semester; 4/27 for the spring semester). The ACE Teacher should notify his/her assigned Faculty of Supervision and Instruction at **least one week prior** to the due date to work out an alternative due date if an issue arises. Last minute exceptions to the due dates will not be considered as a general policy.

Scoring Rubric. The following rubric will be used:

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; may also indicate overdue work	Some criteria are met; reflection provides some detail of successes, problems, issues, and proactive plans for improvement; may also indicate well overdue work	Few criteria are met; reflection does not detail successes, problems, issues, and proactive plans for improvement; may also indicate well overdue work	
Criteria				
<ul style="list-style-type: none"> • Assigned topic/s are addressed by referencing the performance indicator and its descriptors • Three-step reflective cycle is addressed: <ul style="list-style-type: none"> - Given a topic for reflection, what are examples of my own effective and ineffective performances? - Explain in greater depth particular issues associated with the topic within your local context and cite the sources that inform this explanation, such as your own self-assessment, conversations and evaluations by the Mentor Teacher, Principal, and applicable educational theory and research from your ACE M.Ed. coursework. - What is your plan of action for continued improvement associated with this topic? What resources can you seek to enhance your understanding and/or what actions can you take to improve your practices? • Length of Reflection is 500 words minimum • Reflection is sent by midnight of the due date – Indiana standard time 				

Course Grading Scale. The following grading scale will be followed each semester:

A	35-33	A-	32-31	B+	30-29	B	28-27	B-	26-25	C+	24-23	C	22-21	F*	≤ 20
*As per graduate school policy, a grade < C is unacceptable															

First-Year, First-Semester Topics and Dates

ACE 26 – Semester 1	Due
<p>ACE 26 Reflection 1. Confirming Details/Goals for the Year Log onto Taskstream via Sakai and complete/address the following action items:</p> <ol style="list-style-type: none"> 1. What goals do you have for the school year as it is getting started and in particular what goals do you have for yourself (as a teacher) and or your students? Use the three-step reflective writing cycle to frame your reflection. <p><u>THEN</u></p> <ol style="list-style-type: none"> 2. Confirm in writing that you entered all of the information on the Principal/Mentor Google form (<i>link for this form will be emailed in early August</i>). <p><u>AND</u></p> <ol style="list-style-type: none"> 3. <u>On behalf of your principal, please scan and attach the signed video release form to Taskstream. The reflection will not be marked complete until this form is uploaded to Taskstream. EMAILED FORMS WILL NOT BE ACCEPTED.</u> 	<p>By Friday of the second week you begin teaching</p>
<p>ACE 26 Reflection 2. Organizing Physical Space PI I.2.5 Organizes Physical Space</p> <p><i>**Please note that video evidence is needed for this reflection and that it may require additional planning.</i></p> <p>For this reflection, record a brief (2-3 minute) video that offers a narrated “walk through” of the layout of your classroom. In your narration, reflect on your efforts to organize physical classroom space to support and facilitate instruction and student learning. Be sure to note written rules and procedures, critical anchor charts, desk arrangements, instructional technology as well as other aspects of the classroom that impact student learning and culture. <u>Conclude your narration with one question you have for your Supervisor about your classroom set up.</u> The video narration is sufficient. You do not need to write a separate reflection. Please write “video attached” in the space reserved for the reflection response. If you need to trim or edit the clip for submission that is perfectly acceptable. Submit the 4-8 minute video clip to your Supervisor following video submission guidelines.</p>	<p>9/2/19</p>
<p>ACE 26 Reflection 3. Facilitating Communication, Discussion and Participation— Video Annotation PI I.3.1 Communicates clearly and accurately PI I.3.2 Uses questioning and discussion techniques</p> <p><i>**Please note that video evidence is needed for this reflection.</i></p> <p><u>Three Comments and a Question</u> For this reflection, you will need to video record one of your lessons (see Appendix D for additional details about digitally recording). Watch the video and select a 4-8 minute clip that shows you facilitating communication through discussion, participation, and/or implementing questioning techniques. Discuss techniques you employ to facilitate student understanding during presentations, activities, and discussions. What</p>	<p>9/16/19</p>

challenges exist to facilitating discussions that are meaningful, substantive, engaging and rigorous?

Provide four substantive annotations specific to the video, noting relevant contextual elements, key observations, missed instructional opportunities, and/or areas of improvement and success. Your final annotation should pose a question, related to an aspect of teaching evidenced in the video, that you would like your supervisor to address. Upload a link to the video to your ACE Taskstream site via Sakai. **The video annotation is sufficient. You do not need to write a separate reflection. Please write “video attached” in the space reserved for the reflection response.** If you need to trim or edit the clip for submission that is perfectly acceptable. **Submit the 4-8 minute video clip to your Supervisor following video submission guidelines.**

ACE 26 Reflection 4. Engaging Students and Providing Feedback

9/30/19

[PI I.3.3 Engages students in learning](#)

[PI I.3.4 Assesses student learning](#)

This reflection is in two parts:

Part I

What method do you use most to engage students? Does it promote critical and higher order thinking skills in your students?

Ask a housemate as well as a colleague or mentor (two different people) about their most successful method for engaging student learners. Who did you talk to and how might you incorporate what they said into your own teaching in the coming days?

Part II

Upload an example of assessment feedback you’ve received back from a student, and reflect upon how that feedback promotes continued learning. In reflecting, do you see opportunities to improve upon the learning experience and/or feedback?

[Use the three-step reflective writing cycle](#) to frame your reflection.

ACE 26 Reflection 5. Respect and Rapport in the Classroom and Revisions to Classroom Management Plan

10/14/19

[PI I.2.1 Creates environment of respect and rapport](#)

[PI I.2.3 Manages classroom procedures](#)

[PI I.2.4 Manages student behavior](#)

[PI I.2.5 Organizes physical space](#)

[PI I.4.1 Maintains accurate records](#)

[PI I.4.2 Communicates with parents and guardians](#)

Review your original Classroom Management Plan (CMP). Make changes based on your current classroom and instructional experiences. As you update your original CMP, highlight text to signal new sections and cross out sections you are not using. Upload this revised CMP to your online portfolio on Taskstream via Sakai.

Now, take a moment to comment on the changes you just made to each of the five parts of your EDU 60022 Classroom Management Plan. Reflect on your efforts to promote a healthy learning environment and describe challenges that have arisen along the way. In what ways are you promoting parent communication and involvement? Are there pieces of your management plan that have yet to be implemented that you’d like to try? [Use the three-step reflective writing cycle](#) to frame your reflection.

ACE 26 Reflection 6. Observation of a Content Area Teacher

10/28/19

[PI I.1.1 Demonstrates knowledge of content and pedagogy](#)[PI I.4.3 Shows professionalism](#)

Seek out a respected colleague in your school to observe for a portion of his/her class. This observation is not expected to last an entire class period—aim for 20-30 minutes—and should take place at your school during a planning period. **ACE will not reimburse schools for substitute teacher expenses.** Schedule a time to debrief with this teacher about the observation. Come prepared to this meeting with questions that can help frame the meeting.

Reflection Guidelines:

1. List the observed teacher's name, school, grade level and subject and specify your reason for choosing this specific teacher to observe.
2. List the date of the observation.
3. Reflect on the following points: Compare and contrast the differences in methods and techniques between yourself and the observed teacher, both in terms of managing the flow of the lesson and the instruction of content knowledge.
4. What instructional ideas did you see and/or discuss that you might incorporate into your own practices? Why?
5. What instructional ideas are questionable in terms of incorporation? Why?
6. Discuss any additional outstanding questions, issues or ideas related to the observation/debrief.

ACE 26 Reflection 7. Open Topic Video Annotation

11/11/19

[PI I.4.3 Shows professionalism](#)

***Please note that video evidence is needed for this reflection and that it may require additional planning.**

Three Comments and a Question

Prior to November 12th, video an entire lesson (**see Appendix D for additional details about digitally recording**). Upload and watch the video, then select a 4-8 minute clip that features you engaged in a key aspect of your instruction. As part of your first annotation, be sure to spell out clearly what you're focusing on.

Provide four substantive annotations specific to the video, noting relevant contextual elements, key observations, missed instructional opportunities, and/or areas of improvement and success. ***In particular, note any aspects of the video clip that address feedback your Supervisor offered to you earlier in the semester.*** Your final annotation should pose a question, related to an aspect of teaching evidenced in the video, that you would like your supervisor to address. Upload a link to the video to your ACE Taskstream site via Sakai. **The video annotation is sufficient. You do not need to write a separate reflection. Please write "video attached" in the space reserved for the reflection response.** If you need to trim or edit the clip for submission that is perfectly acceptable. **Submit the 4-8 minute video clip to your Supervisor following [video submission guidelines](#).**

First-Year, Second-Semester Topics and Dates

ACE 26 – Semester 2	Due
<p data-bbox="168 268 971 300">ACE 26 Reflection 8. Professional Goals and Progress Indicators</p> <p data-bbox="168 302 565 333"><u>PI I.4.3 Shows professionalism</u></p> <p data-bbox="168 369 1170 531">Review last semester’s observation feedback and progress indicator ratings from your University Supervisor. Indicate specific performance indicators that you are targeting for improvement and describe concrete ways (instructional practices, management practices, resources, initiatives, projects, units, activities, etc.) that will help you meet these targeted goals.</p> <p data-bbox="168 567 919 598"><u>Use the three-step reflective writing cycle</u> to frame your reflection.</p>	1/6/20
<p data-bbox="168 667 906 699">ACE 26 Reflection 9. Observation of Content Area Teacher</p> <p data-bbox="168 701 894 732"><u>PI I.1.1 Demonstrates knowledge of content and pedagogy</u></p> <p data-bbox="168 735 565 766"><u>PI I.4.3 Shows professionalism</u></p> <p data-bbox="168 802 1192 1161">Early in the semester, seek the help of your principal or superintendent to identify another teacher in your specific content certification area or grade level (if you are an elementary teacher) to observe. This observation may take place in your school or as part of a visit to another school. You may not observe a current ACE Teacher. Different than the first semester observation, this observation should last at least 45 minutes, though longer observations are welcomed. <i>ACE WILL reimburse schools for substitute teacher expenses for up to one half day each semester.</i> If your building principal will not allow you classroom leave for this reflection, your principal must e-mail your assigned faculty member of supervision and instruction in advance of this due date to explain the circumstances. Alternative observation arrangements or an open topic reflection will be substituted.</p> <p data-bbox="168 1197 415 1228">Reflection Guidelines</p> <ol data-bbox="168 1230 1206 1623" style="list-style-type: none"> 1. List the observed teacher’s name, school, grade level and subject and specify your reason for choosing this specific teacher to observe. 2. List the date of the observation. 3. Reflect on the following points: Compare and contrast the differences in methods and techniques between yourself and the observed teacher, both in terms of managing the flow of the lesson and the instruction of content knowledge. 4. What instructional ideas did you see that you might incorporate into your own practices? Why? 5. What instructional ideas are questionable in terms of incorporation? Why? 6. Discuss any additional outstanding questions, issues or ideas related to the observation. Please assist your principal in obtaining and e-mailing/faxing/mailling in the substitute reimbursement form as necessary. This can be found in your ACE syllabus in <u>App. C.</u> <p data-bbox="168 1659 919 1690"><u>Use the three-step reflective writing cycle</u> to frame your reflection.</p>	1/20/20
<p data-bbox="168 1753 1214 1785">ACE 26 Reflection 10. Identification and Usage of Resources to Enhance Instruction</p> <p data-bbox="168 1787 735 1818"><u>PI I.1.2 Demonstrates knowledge of students</u></p> <p data-bbox="168 1820 748 1852"><u>PI I.1.7 Demonstrates knowledge of resources</u></p> <p data-bbox="168 1887 1162 1980">Which resource(s) do you use most frequently to supplement your instruction? In what specific ways has this resource(s) served to positively affect student learning. Note that resources can include print or online sources, technology, area specialists, community</p>	2/3/20

organizations, colleagues, local/regional events/performances, and institutions (colleges, museums, local attractions). Lastly, discuss how you adapt certain resources so as to meet the needs of all your students. What questions do you have about this aspect of your instruction?

[Use the three-step reflective writing cycle](#) to frame your reflection.

ACE 26 Reflection 11. Open Topic Video Reflection

2/17/20

[PI I.4.3 Shows professionalism](#)

****Please note that video evidence is needed for this reflection and that it may require additional planning.**

Three Comments and a Question

Prior to February 18th, video an entire lesson (see Appendix D for additional details about digitally recording). Upload and watch the video, then select a 4-8 minute clip that features you engaged in a key aspect of your instruction. As part of your first annotation, be sure to spell out clearly the PIs you are focusing on.

Provide four substantive annotations specific to the video, noting relevant contextual elements, key observations, missed instructional opportunities, and /or areas of improvement and success. Your final annotation should pose a question, related to an aspect of teaching evidenced in the video, that you would like your supervisor to address. Upload a link to the video to your ACE Taskstream site via Sakai. **The video annotation is sufficient. You do not need to write a separate reflection. Please write “video attached” in the space reserved for the reflection response.** If you need to trim or edit the clip for submission that is perfectly acceptable. **Submit the 4-8 minute video clip to your Supervisor following [video submission guidelines](#).**

ACE 26 Reflection 12. Establishing a Culture for Learning

3/2/20

[PI I.2.2 Establishes a culture for learning](#)

Distinguished teacher educator, Charlotte Danielson, describes a culture for learning in this way:

A ‘culture for learning’ refers to the atmosphere in the classroom that reflects the educational importance of the work undertaken by both students and teacher. It describes the norms that govern the interactions among individuals about the activities and assignments, the value of hard work and perseverance, and the general tone of the class. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and by a shared belief that it is essential, and rewarding, to get it right. There are high expectations for all students; the classroom is a place where the teacher and students value learning and hard work. (Danielson, C. 2013. *The Framework for Teaching Evaluation Instrument*. Danielson Group.)

In what ways is your classroom reminiscent of what Danielson describes here? In what ways is it not? What obstacles exist that make this kind of atmosphere difficult to achieve? What questions do you have for your supervisor that might improve your classroom situation?

[Use the three-step reflective writing cycle](#) to frame your reflection.

ACE 26 Reflection 13. Content-Specific Knowledge and Pedagogy

3/16/20

[PI I.1.1 Demonstrates knowledge of content and pedagogy](#)

In terms of your content area of certification, reflect on initiatives and challenges in your instructional practices according to the descriptors in this Performance Indicator (see syllabus pg. 24).

Browse a professional teaching publication, website, or podcast from your content area (ex: National Council for Social Studies, The Reading Teacher, The Literacy Research Association, National Association of Special Education Teachers, TESOL, Cult of Pedagogy podcast) and note one or two current best practices (or something of interest) in the field. Reflect on the ways you are utilizing best practices or plan to in the coming days. What else did you learn from browsing this publication that you might consider utilizing? Please cite your sources in APA format in your reflection.

[Use the three-step reflective writing cycle](#) to frame your reflection.

ACE 26 Reflection 14. Professional Goals

3/30/20

PI.1.4.3 Shows professionalism

Review/revisit this semester's observation feedback from your University Supervisor. Use this feedback, the feedback of your principal and/or mentor teacher as well as your own thoughts to discuss specific aspects of your instruction that you are targeting for improvement. Describe concrete ways (instructional practices, resources, initiatives, projects, units, activities, etc.) in which you will meet these targeted goals.

[Use the three-step reflective writing cycle](#) to frame your reflection.

Course Assessment – Year Two

The course grade for EDU 65930 consists of three reflective writing assignments and the submission of evidence of professional growth (see options below). The reflections are scored on a five-point scale based on thoroughness according to the assigned topic (performance indicator/s and their descriptors) and proactive plan presented to improve upon teaching practices.

Late Policy. Reflections will have one point deducted for each week they are received late. Late reflections will not be accepted for partial credit after the final semester due date (12/9 for the fall semester; 4/27 for the spring semester). The ACE Teacher should notify his/her assigned Faculty of Supervision and Instruction at **least one week prior** to the due date to work out an alternative due date if an issue arises. Last minute exceptions to the due dates will not be considered as a general policy.

Scoring Rubric. The following rubric will be used for scoring 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; may also indicate overdue work	Some criteria are met; reflection provides some detail of successes, problems, issues, and proactive plans for improvement; may also indicate well overdue work	Few criteria are met; reflection does not detail successes, problems, issues, and proactive plans for improvement; may also indicate well overdue work	
<p>Criteria</p> <ul style="list-style-type: none"> • Assigned topic/s are addressed by referencing the performance indicator and its descriptors • Three-step reflective cycle is addressed: <ul style="list-style-type: none"> - Given a topic for reflection, what are examples of my own effective and ineffective performances? - Explain in greater depth particular issues associated with the topic within your local context and cite the sources that inform this explanation, such as your own self-assessment, conversations and evaluations by the Mentor Teacher, Principal, and applicable educational theory and research from your ACE M.Ed. coursework. - What is your plan of action for continued improvement associated with this topic? What resources can you seek to enhance your understanding and/or what actions can you take to improve your practices? • Length of Reflection is 500 words minimum • Reflection is sent by midnight of the due date – Indiana standard time 				

Course Grading Scale. The following grading scale will be utilized for fall semester:

A	45-43	A-	42	B+	41-40	B	39-37	B-	36	C+	35-33	C	32-31	F*	≤ 30
*As per graduate school policy, a grade < C is unacceptable															

The following grading scale will be utilized for spring semester:

A	25-23	A-	22	B+	21-20	B	19-18	B-	17	C+	16-15	C	14-13	F*	≤ 12
*As per graduate school policy, a grade < C is unacceptable															

Second-Year, First-Semester Topics and Dates

ACE 25 – Semester 3	Due
<p>ACE 25 Reflection 1. Open Topic—Instructional Challenge/Confirming Details <u>PI I.4.3 Shows professionalism</u></p> <p>Log onto Taskstream via Sakai and complete/address the following four action items:</p> <ol style="list-style-type: none"> 1. <u>Use the three-step reflective writing cycle</u> to draft a reflection that focuses on one specific challenge you have in your teaching or instructional planning. <u>At the conclusion of the reflection, pose a question that you would like your supervisor to address in his/her response.</u> 2. In addition, please write about your PGP: As you look forward what are your initial thoughts as to what you'll complete for your Professional Growth project? <u>*Please keep in mind that a formal PGP proposal is due to your Supervisor by Monday, September 16th. See Appendix H.</u> <p><u>THEN</u></p> <ol style="list-style-type: none"> 3. Confirm in writing that you have entered all of the information on the Principal/Mentor Google form (<i>link for this form will be emailed in early August</i>). <p><u>AND</u></p> <ol style="list-style-type: none"> 4. <u>On behalf of your principal, please scan and attach the signed video release form to Taskstream. The reflection will not be marked complete until this form is uploaded to Taskstream. EMAILED FORMS WILL NOT BE ACCEPTED.</u> 	<p>Submit by Friday of the second week of teaching</p>
<p>ACE 25 Reflection 2. Professional Growth Project Proposal <u>PI I.4.3 Shows professionalism</u></p> <p>In preparation for the Professional Growth Project (due October 28th), <u>complete the proposal form found on Taskstream</u> (and in <u>Appendix H</u>) to get your Academic Supervisor's approval for the Project. Please indicate your choice of a PGP option and complete the corresponding information. Upload the proposal form to Taskstream. You will receive back an acceptance, conditional acceptance, or a resubmission request from your Supervisor. For more information on the PGP options, please see below as well as the descriptions and rubrics in <u>Appendices E, F, and G</u>.</p>	<p>9/16/19</p>
<p>ACE 25 Reflection 3. Professional Growth Project <u>PI I.4.3 Shows professionalism</u></p> <p>For 30 (of 45) points choose one of the following options for providing evidence of professional growth. (Note: Choice must be approved by University Supervisor.)</p> <p>A. <u>Presentation (see appendix E)</u></p> <p>The teacher should provide a plan for a local, regional, or national presentation based on a current practice/strategy that has been successful in the classroom. The presentation may also focus on educational research he/she has conducted and wishes to present to others. Both ideas must include a works cited page, slides and presentation materials, a photo of the teacher delivering the</p>	<p>10/28/19</p>

presentation and a 1-2-page reflection piece. **Reflection prompt:** Consider your goals for the presentation in concert with how you perceive those in attendance benefitted from the information/research you shared. With these thoughts in mind, discuss the successful aspects of your presentation as well as specific improvements that might have helped you more effectively achieve these goals.

B. [Research Writing \(see appendix F\)](#)

This assignment asks the teacher to research a salient school issue, curriculum decision or pedagogical practice for the purpose of improving the quality of teaching and learning in his/her school or local community. The central aim of this project is to utilize effective research practices and writing to address a research question the teacher sees as pressing in his/her local context. To do this well, the teacher will be expected to situate the research question within a broader review of the literature using peer-reviewed journal articles as well as books from academic publishers. Topics might include, but are not limited to, theories of educational practice, current best practices in the teaching of students with special needs or limited English proficiency, as well as examinations of content-specific practices.

C. [Grant Writing \(see appendix G\)](#)

The expectation is that the teacher work with the school or local community to find a meaningful and substantive grant opportunity that has the potential to make a significant impact in a school or classroom. For this requirement, the teacher must submit the grant criteria, a thoroughly completed grant application, a works cited page, and a 1-2-page reflective piece. **Reflection prompt:** Consider the unique teaching and learning needs of your school and how the grant proposal was written to address those needs. With this in mind, reflect on salient aspects of the application process, noting elements that were especially challenging, collaborative, interesting or gratifying.

D. Your choice

You may choose a project that benefits your school, dioceses, community, or the field of education more generally. To select this option, you must write a detailed proposal for your project and submit it to your faculty Supervisor. The proposal should include a proposed rubric for how you might be evaluated (please use the rubrics included in these appendices as guides). This proposal should be submitted no later than Monday, September 16th.

[The appropriate rubric from appendix E, F, or G will be utilized in grading.](#)

ACE 25 Reflection 4. Adaptation of Instruction According to the Specific Needs of Students

11/11/19

[*PI.1.2 Demonstrates knowledge of students*](#)

[*PI.1.5 Designs assessments to provide evidence of learning*](#)

[*PI.1.6 Demonstrates knowledge of resources*](#)

Describe specific ways your instruction has changed compared to last year in terms of structuring and implementing learning experiences and assessments to meet your students' needs. Specifically, describe theories learned in the second-summer developmental course and/or the Inclusive Teaching Practices course and how you have implemented tenets of theories you've learned in your practice (consider instruction, assessment, resources and/or curriculum planning). What is your plan of action for continued improvement associated with this topic? [Use the three-step reflective writing cycle](#) to frame your reflection.

Second-Year, Second-Semester EDU 65935 Capstone Seminar in Teaching and Practice

Description: This culminating course of the ACE MED provides opportunity for integration of study and praxis through assignments to show the development of the teacher as a professional. Portfolio on Taskstream via Sakai evidence is accumulated in the form of goal setting, an annotated video showing PI mastery, and a capstone reflection.

ACE 25 – Semester 4	Due
<p data-bbox="164 426 1024 489">ACE 25 Reflection 5. Professional Goals and Performance Indicators <u>PI I.4.3 Shows professionalism</u></p> <p data-bbox="164 527 1218 785">Review/Reread last semester’s observation feedback and performance indicator ratings from your University Supervisor. Based on this feedback and your teaching experiences, 1) indicate specific performance indicators that you are targeting for improvement and 2) describe concrete ways (instructional practices, resources, initiatives, projects, units, activities, etc.) in which you will meet these targeted goals. 3) In this, your final semester with ACE, indicate what you plan to do to improve your school community and or contribute to the professional development of others. How will this feed into your professional development goals?</p> <p data-bbox="164 821 919 852"><u>Use the three-step reflective writing cycle</u> to frame your reflection.</p>	1/6/20
<p data-bbox="164 919 1192 982">ACE 25 Reflection 6. Open Topic Video Reflection OR Observation of a Colleague <u>PI I.4.3 Shows professionalism</u></p> <p data-bbox="164 1018 285 1050"><u>Choice 1:</u></p> <p data-bbox="164 1052 1192 1115"><i>**Please note that video evidence may be needed for this reflection and that it may require additional planning.</i></p> <p data-bbox="164 1150 586 1182"><u>Three Comments and a Question</u></p> <p data-bbox="164 1184 1211 1310">Prior to February 11th, video an entire lesson (<u>see Appendix D for additional details about digitally recording</u>). Upload and watch the video, then select a 4-8 minute clip that features you engaged in a key aspect of your instruction. As part of your first annotation, be sure to spell out clearly the PIs you are focusing on.</p> <p data-bbox="164 1346 1218 1734"><u>Provide four substantive annotations specific to the video, noting relevant contextual elements, key observations, missed instructional opportunities, and /or areas of improvement and success. Consider noting key points of emphasis that your Supervisor has offered to you during previous observations. <u>Your final annotation should pose a question</u>, related to an aspect of teaching evidenced in the video, that you would like your supervisor to address. Consider posing a question that relates to an area of your teaching that has been an ongoing challenge for you during your three previous semesters in ACE. Upload a link to the video to your ACE Taskstream site via Sakai. The video annotation is sufficient. You do not need to write a separate reflection. Please write “video attached” in the space reserved for the reflection response. Submit the 4-8 minute video clip to your Supervisor following <u>video submission guidelines</u>.</u></p> <p data-bbox="164 1770 285 1801"><u>Choice 2:</u></p> <p data-bbox="164 1803 1211 1995">Seek out a respected colleague in your school to observe for a portion of his/her class. This observation is not expected to last an entire class period—aim for 20-30 minutes—and should take place <u>at your school</u> during a planning period. ACE will not reimburse schools for substitute teacher expenses. Schedule a time to debrief with this teacher about the observation. Come prepared to this meeting with questions that can help frame the meeting.</p>	2/10/20

Reflection Guidelines:

1. List the observed teacher's name, school, grade level and subject and specify your reason for choosing this specific teacher to observe.

2. List the date of the observation.

3. Reflect on the following questions:

*Compare and contrast the differences in methods and techniques between yourself and the observed teacher, both in terms of managing the flow of the lesson and the instruction of content knowledge.

*What instructional ideas did you see and/or discuss that you might incorporate into your own practices? Why?

*What instructional ideas are questionable in terms of incorporation? Why?

***Consider how aspects of the observation give rise to salient ideas or practices that you've learned and/or discussed during your time in ACE. How were these ideas/practices evident—either in positive or negative ways—during the observation?**

[Use the three-step reflective writing cycle](#) to frame your reflection.

ACE 25 Reflection 7. Making an Impact on Students' Faith

3/9/20

[*PI I.4.3 Shows professionalism*](#)

[*PI III.1 Fosters spiritual and ethical development in students*](#)

In the essay, *Education in a Catholic Key* (Delfra, Mattison, McGraw, & Scully, 2017), the authors write, "The heart of Jesus' mission, and so the heart of the mission of Catholic Education, is to transform our students' lives into lives of love of God and for one another." Describe a practice, experience, encounter, or relationship during your time as an ACE teacher which highlights the impact you have had on the faith life of your students. How have your students, parents, colleagues and community members affected your own faith since you began ACE?

[Use the three-step reflective writing cycle](#) to frame your reflection.

ACE 25 Reflection 8. Response to Demonstrating Teaching Proficiency Feedback

4/6/20

[*PI I.1.3 Designs coherent unit-based instruction*](#)

[*PI I.1.5 Designs assessments to provide evidence of learning*](#)

[*PI I.4.3 Shows professionalism*](#)

Review the feedback given by your content assessment professor on your recent DTP assignment. Reflect on the specific "glows" and "grows" noted in the assignment rubric/comments. What actionable takeaways emerge from this feedback that will inform your work for the remainder of this semester and beyond?

[Use the three-step reflective writing cycle](#) to frame your reflection.

ACE 25 Reflection 9. Capstone Reflection
[PII.4.3 Shows professionalism](#)

4/20/20

Reflecting on your professional development over the past two years in ACE, please fill out the google form in order to rate how prepared you felt to meet the developmental standards. In your reflection, describe the major areas of growth (improvement), strengths, and ways you might continue to improve within each of the three program pillars: professional teaching, community, and spirituality. You may reflect in separate sections according to each pillar or develop a common theme of growth and improvement across them. You are invited to extend this reflection beyond the 500-word minimum.

APPENDIX A
ACE TEACHER PERFORMANCE INDICATORS AND RUBRICS

Introduction

The Alliance for Catholic Education’s Teaching Fellows Program uses a teacher evaluation instrument that is organized around the three pillars of ACE—Forming Professional Educators (Pillar I), Building Community (Pillar II), and Growing Spiritually (Pillar III). This tool, modeled after Charlotte Danielson’s 2013 *Framework for Teaching Evaluation Instrument*, divides the complex work of teaching into four broad domains and, among the domains, twenty evidence-based performance indicators that are vital to a teacher effectively carrying out his/her professional work. A detailed rubric accompanies each performance indicator as a way to further explain the critical components associated with each level of a teacher’s performance (exceptional, proficient, basic and unsatisfactory). Determinations about the teacher’s performance reflect the University Supervisor’s on-site observations, periodic feedback from the principal, as well as ongoing communication with the ACE teacher.

PILLAR I—FORMING PROFESSIONAL EDUCATORS

DOMAIN 1: PLANNING AND PREPARATION

1. Demonstrates knowledge of content and pedagogy (IDS 2, 3, 7)

Exceptional	Proficient	Basic	Unsatisfactory
<ul style="list-style-type: none"> • The teacher possesses extensive knowledge of key ideas of the discipline as well as how these ideas are connected. • The teacher uses discipline-specific teaching strategies that 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. • The teacher focuses planning on intellectually challenging questions that skillfully implicate the “big ideas” and skills in the grade/content area. 	<ul style="list-style-type: none"> • The teacher covers important disciplinary ideas/skills and seeks to make critical connections between and among key ideas/skills. • The teacher uses instructional strategies that are specific to the discipline. • The teacher accounts for what content/skills have already been taught and tries to anticipate possible areas of student confusion. • The teacher focuses planning on ideas/skills central to the discipline. 	<ul style="list-style-type: none"> • The teacher covers important disciplinary ideas/skills but neglects to make critical connections between and among these ideas/skills. • The teacher features examples of generalized methods and instructional routines but neglects to use discipline-specific strategies. • The teacher is unclear as to how new information integrates with what students have already learned or how student misconceptions will be addressed. • The teacher accounts for certain key ideas/skills in the grade/content area. 	<ul style="list-style-type: none"> • The teacher makes content errors in his/her planning. • The teacher omits essential content and/or covers topics or skills unsuitable for the course. • 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. • The teacher accounts for few, if any, key ideas/skills in the grade/content area.

2. Demonstrates knowledge of students (IDS 1, 2, 3)

Exceptional	Proficient	Basic	Unsatisfactory
<ul style="list-style-type: none"> • The teacher uses information about individual students’ cognitive levels, emotional and social challenges, cultural backgrounds, possible interest areas, and language proficiencies to inform his/her lesson planning. • The teacher actively seeks out guidance from colleagues, administration/staff, as well as students’ caretakers to gain additional information about how individual students learn, what motivates them, and what adaptations might be effective. • The teacher works with students to select content and resources that richly reflect students’ varied cultural backgrounds. • The teacher accounts for differences in students’ cognitive and linguistic abilities by creating thoughtfully considered differentiated groupings with adapted assignments. • The teacher routinely addresses key ideas and questions that lead students to actively engage with class content. 	<ul style="list-style-type: none"> • The teacher uses his/her varied knowledge of students as a source to inform his/her instructional planning. • The teacher communicates with colleagues and students’ caretakers as a way to gain additional information about how students learn and what adaptations might be effective. • The teacher selects content and resources that reflect students’ varied cultural backgrounds. • The teacher frequently uses student groupings to address differences in students’ cognitive abilities. • The teacher uses strategies that lead to students actively engaging with class content. 	<ul style="list-style-type: none"> • The teacher is generally aware that there is a wide range of student cognitive levels but neglects to integrate this knowledge in his/her lesson planning. • The teacher seeks out information from colleagues and students’ family members only in those instances where the student is significantly struggling or causing repeated disruptions in the class. • The teacher recognizes his/her students’ varied backgrounds but rarely accounts for students’ varied cultures when planning lessons. • The teacher recognizes his/her students’ cognitive and linguistic differences, but tends to teach to the “whole group.” • The teacher covers essential content but struggles with strategies that keep students consistently and actively engaged. 	<ul style="list-style-type: none"> • The teacher is unaware of critical information concerning his/her students’ cognitive levels, cultural backgrounds, social or emotional issues or language proficiencies. • The teacher is unaware how developmental, cognitive or linguistic characteristics shape students’ ability to learn. • The teacher creates plans that reflect a whole class instructional approach which does not effectively account for students’ differences. • The teacher prioritizes delivering information to students rather than having them actively engage with class content.

3. Designs coherent unit-based instruction (IDS 3,4)

Exceptional	Proficient	Basic	Unsatisfactory
<ul style="list-style-type: none"> • The teacher writes clear, rigorous, and observable unit goals and uses them as the governing framework for his/her instructional planning. • The teacher crafts lesson plan objectives that align with and support students’ ability to achieve the unit 	<ul style="list-style-type: none"> • The teacher writes mostly clear, rigorous and observable unit goals and uses them to guide his/her instructional planning. • The teacher writes lesson plan objectives that align with the unit goal. • The teacher successfully 	<ul style="list-style-type: none"> • The teacher writes daily lesson objectives which serve as the governing framework for his/her instructional planning. • The teacher accounts for content standards and school expectations, however, these plans are often poorly sequenced. 	<ul style="list-style-type: none"> • The teacher plans day-to-day using the textbook as a substitute for well-formulated lesson plans. • The teacher selects only textbook-supported learning activities without seeking out additional planning resources.

<ul style="list-style-type: none"> goal. The teacher thoughtfully and intentionally weaves together content standards, school expectations, and his/her knowledge of students to create a progression of well-sequenced plans that advance student learning goals. The teacher selects activities and assessments that are aligned with instructional outcomes, support high-level thinking, and utilize varied resources. 	<p>weaves together content standards and school expectations to create a series of developmentally appropriate lesson plans.</p> <ul style="list-style-type: none"> The teacher selects activities and assessments that are rigorous and aligned with instructional outcomes. 	<ul style="list-style-type: none"> The teacher creates learning activities that are aligned with goals, but often unexact and bereft of supporting resources. 	
---	--	--	--

4. Selects instructional objectives (IDS 3, 4)

Exceptional	Proficient	Basic	Unsatisfactory
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> The teacher writes lesson objectives that are phrased clearly, with observable verbs, and refer to what students will learn. The teacher writes lesson objectives that clearly align with the unit goal and reflect state and/or diocesan standards. The teacher uses the lesson objectives as the basis for selecting instructional activities as well as informal/formal assessments 	<ul style="list-style-type: none"> The teacher writes lesson objectives that are mostly clear and framed as statements about what students will learn. The teacher writes lesson objectives that cover state and/or diocesan standards. The teacher uses lesson objectives as a basis for selecting instructional activities. 	<ul style="list-style-type: none"> The teacher writes lesson objectives that are unclear and read more like tasks than statements of what students will learn. The teacher writes lesson objectives that fail to integrate state and/or diocesan standards. The teacher selects instructional activities and assessments without regard for the lesson objectives.

5. Designs assessments to provide evidence of learning (IDS 4)

Exceptional	Proficient	Basic	Unsatisfactory
<ul style="list-style-type: none"> The teacher designs summative assessments (i.e. teacher test and performance assessment) that clearly align with unit goals as well as formal formative assessments that clearly align with stated instructional objectives. The teacher relies on 	<ul style="list-style-type: none"> The teacher designs summative and formal formative assessments that align with both unit goals and instructional objectives, respectively. The teacher uses formal formative assessments as a guide to adjust future plans. The teacher designs 	<ul style="list-style-type: none"> The teacher designs summative and formal formative assessments that sometimes align with the unit goals and lesson objectives. The teacher sometimes uses the results of formal formative assessments to inform future planning. The teacher includes some 	<ul style="list-style-type: none"> The teacher often neglects to included assessments in his/her plans and, when they are included, they are unaligned with learning outcomes. The teacher neglects to include formative assessments in his/her planning. The teacher fails to adapt

<p>skillfully designed formal formative assessments (i.e. end-of-lesson assessments) as a guide to adjust future plans.</p> <ul style="list-style-type: none"> The teacher designs well-crafted formative assessments to monitor student understanding during the lesson. The teacher makes critical instructional adjustments based on the results of these assessments. The teacher designs assessments that are adaptable to meet the needs of all learners. The teacher designs assessments that spell out exactly what is expected of students and what criteria will be used to judge student performance. 	<p>formative assessments to monitor student understanding during the lesson and makes adjustments based on the results of these assessments.</p> <ul style="list-style-type: none"> The teacher adapts assignments to meet the needs of all learners. The teacher designs assessments that outline clear expectations and criteria for student performance. 	<p>formative assessments, but relies heavily on previously-constructed instructional plans as the guide for future planning.</p> <ul style="list-style-type: none"> The teacher adapts his/her assessments only in limited circumstances. The teacher designs assessments that are sometimes unclear about what is expected from students or on what criteria students will be evaluated. 	<p>assessments to meet the needs of individual students.</p> <ul style="list-style-type: none"> The teacher designs assessment that lack specificity, clarity or any criteria to judge student performance.
---	---	---	--

6. Demonstrates knowledge of resources (IDS 2, 3)

Exceptional	Proficient	Basic	Unsatisfactory
<ul style="list-style-type: none"> The teacher effectively leverages the value of school resources while seeking out supplementary resources, such as people and organizations in the local community, in order to support and enhance student learning. The teacher thoughtfully considers and selects resources that best support student learning goals and instructional activities. The teacher selects and adapts resources so that they are appropriately challenging for all students. The teacher furthers his/her content knowledge and arsenal of pedagogical practices with various sources of professional development such as print/online materials, community 	<ul style="list-style-type: none"> The teacher uses a combination of school and supplementary resources to support learning outcomes. The teacher selects resources that support his/her instructional purposes. The teacher selects and modifies resources to meet the needs of all students. The teacher furthers his/her content knowledge and instructional repertoire with school-sponsored and non-school-sponsored professional development opportunities. 	<ul style="list-style-type: none"> The teacher uses school-provided materials to support student learning. The teacher selects resources that help support instructional activities. The teacher utilizes resources that support and challenge some students in the class. The teacher participates in school-sponsored workshops and collaborative learning opportunities. 	<ul style="list-style-type: none"> The teacher uses the textbook and textbook-aligned worksheets as the singular resources for his/her instruction. The teacher selects only textbook-supplied resources to support instructional activities. The teacher participates in few, if any, workshops or professional development opportunities.

resources, and professional conferences/courses.

DOMAIN 2: THE CLASSROOM ENVIRONMENT

1. Creates environment of respect and rapport (IDS 2, 5)

Exceptional	Proficient	Basic	Unsatisfactory
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • The teacher establishes positive and supportive relationships with individual students. • The teacher interacts with students in ways that are respectful, fair and encouraging. • The teacher promptly and respectfully responds to instances of student-to-student disrespect. • The teacher encourages a classroom ethic of support and compassion for all. 	<ul style="list-style-type: none"> • The teacher maintains mostly positive relationships with students. • The teacher interacts with students in a respectful manner. • The teacher responds to instances of student-to-student disrespect or ridicule. • The teacher supports efforts to build a safe and supportive classroom community. 	<ul style="list-style-type: none"> • The teacher has a difficult time maintaining positive relationships with students. • The teacher interacts with students in ways that demonstrate a lack of compassion and respect. • The teacher neglects to respond to instances of student-to-student disrespect. • The teacher fails to build a classroom community where students feel valued and safe.

2. Establishes a culture for learning (IDS 2, 5)

Exceptional	Proficient	Basic	Unsatisfactory
<ul style="list-style-type: none"> • The teacher uses a tone and approach to communicate to students a love and enthusiasm for the subject matter. • Through his/her spoken language, body language, tone, energy and pacing, the teacher conveys to students a sense of urgency with which he/she wants them to approach their own learning. • The teacher communicates challenging and rigorous expectations for all students' work, effort and conduct. • Students in the class exhibit an enthusiasm for 	<ul style="list-style-type: none"> • The teacher uses a tone and approach to communicate to students an enthusiasm for the subject matter. • The teacher uses body language, tone, pacing and/or energy that helps convey to students the teacher's expectations for student learning. • The teacher communicates high expectations for all students' work and conduct. • Students in the class exhibit an interest in their own learning and work hard to meet expectations. 	<ul style="list-style-type: none"> • The teacher uses a tone and approach to communicate a limited amount of enthusiasm for the subject matter. • The teacher uses body language, tone, pacing and/or energy that offer mixed signals to students as to what commitment they should have for their own learning. • The teacher conveys, either tacitly or explicitly, that he/she has high expectations for only portions of what students produce in the classroom. • Students in the class exhibit some interest in what they're learning. 	<ul style="list-style-type: none"> • The teacher uses a tone and approach that communicate to students a lack of enthusiasm for the subject matter. • The teacher uses body language, tone, pacing and/or energy that conveys to students that there is no real expectation to exhibit urgency in their learning. • The teacher has low expectations for students' work, effort or conduct. • Students in the class are lethargic and uninspired when it comes to their own learning and, as a result, often produce low quality work.

their own learning, work hard to meet expectations, and assume responsibility for producing high quality work.

3. Manages classroom procedures (IDS 2, 5)

Exceptional	Proficient	Basic	Unsatisfactory
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> The teacher creates and successfully implements classroom routines and procedures that support effective teaching and learning. The teacher effectively establishes and executes transitions between sections of the class. The teacher establishes clear and effective expectations for student group work experiences. 	<ul style="list-style-type: none"> The teacher has implemented classroom routines and procedures with moderate success. The teacher relies on a set of moderately effective transitions to guide student behavior. The teacher communicates expectations for group work experiences, however, students' engagement and productivity is limited. 	<ul style="list-style-type: none"> The teacher fails to create routines or procedures to maximize the use of class time. The teacher is ineffective in establishing a set of transitions to guide student behavior. The teacher neglects to communicate expectations for student group work experiences which eventuates in low student engagement and productivity.

4. Manages student behavior (IDS 5)

Exceptional	Proficient	Basic	Unsatisfactory
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> The teacher establishes and implements a clear set of expectations and holds students accountable for their behavior. The teacher holds students accountable for their behavior in a manner that is typically positive and solution-oriented. The teacher acknowledges and reinforces positive behavior. 	<ul style="list-style-type: none"> The teacher relies on a set of class rules that are inconsistently enforced. 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. The teacher inconsistently acknowledges positive 	<ul style="list-style-type: none"> The teacher has an unclear set of expectations which leads to significant problems with student behavior. The teacher neglects to hold students accountable for their behavior and/or does so with a harshness that undermines the teacher-student relationship. The teacher acknowledges

<ul style="list-style-type: none"> The teacher acknowledges and reinforces positive behaviors as the guiding tenet of his/her approach to managing student behavior. 		<p>behaviors and draws heavily on punitive measures in his/her approach to managing student behavior.</p>	<p>negative behaviors at the expense of pointing out examples of positive behavior.</p>
---	--	---	---

5. Organizes physical space (IDS 5, 7)

Exceptional	Proficient	Basic	Unsatisfactory
<ul style="list-style-type: none"> The teacher situates classroom furniture and other physical resources, including technology, in a neat, organized way that prioritizes active participation and productive engagement from students. The teacher prioritizes safety considerations in the way he/she positions classroom furniture, physical resources and technology. The teacher selects classroom décor that is warm and inviting and conveys a priority on students producing high quality work. 	<ul style="list-style-type: none"> The teacher situates classroom furniture and other physical resources, including technology, in a neat, organized way that connects with his/her instructional priorities. The teacher prioritizes safety considerations in the way he/she positions classroom furniture, physical resources, and technology. The teacher features high quality examples of student work as an integral part of his/her classroom décor. 	<ul style="list-style-type: none"> The teacher situates classroom furniture and other physical resources in an organized way, but there is a disconnect between classroom setup and instructional priorities. The teacher takes into account safety considerations in the way he/she positions classroom furniture, physical resources and technology. The teacher relies almost exclusively on store-bought classroom décor in lieu of posting high quality examples of student work. 	<ul style="list-style-type: none"> The teacher situates classroom furniture and other physical resources in disorganized ways that restrict students from engaging in key aspects of the learning environment. The setup of classroom furniture and resources is cluttered, disorganized, and/or potentially dangerous. The classroom environment is unappealing and sterile and fails to convey a priority on students producing high quality work.

DOMAIN 3: INSTRUCTION

1. Communicates clearly and accurately (IDS 3)

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

<p>enhances students' vocabularies and ensures that students understand what is being taught.</p> <ul style="list-style-type: none"> The teacher uses written communications to students, parents/caretakers, and colleagues that is clear, precise, constructive, professional and free from errors. 	<p>students, parents/caretakers, and colleagues that is clear, professional and free from errors.</p>		
--	---	--	--

2. Uses questioning and discussion techniques (IDS 2, 3)

Exceptional	Proficient	Basic	Unsatisfactory
<ul style="list-style-type: none"> 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. The teacher asks high quality questions that challenge students to thoughtfully consider and offer extended responses and justify their thinking with evidence. The teacher employs strategies designed to help students pose appropriate questions and create meaningful dialogue with one another. The teacher creates a culture of participation that features students contributing thoughtfully and enthusiastically. 	<ul style="list-style-type: none"> The teacher asks questions that are well-sequenced and connected to the learning goals. The teacher asks high quality questions that invite thoughtful responses from students. The teacher employs strategies designed to promote discursive opportunities between and among students. The teacher employs techniques to hold all or most students accountable for participating thoughtfully in discussions. 	<ul style="list-style-type: none"> The teacher asks questions that advance the goals of the lesson. 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. 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. The teacher uses techniques to hold some students accountable for participating in discussions. 	<ul style="list-style-type: none"> The classroom features a lack of meaningful participation and sometimes confusing interchanges between the teacher and students. The teacher delivers instruction with scant opportunities for student participation or discussion. The teacher engages few, if any, students in substantive class discussions.

3. Engages students in learning (IDS 2, 3, 5)

Exceptional	Proficient	Basic	Unsatisfactory
<ul style="list-style-type: none"> Students are cognitively and enthusiastically engaged in learning important and challenging content evidenced by the quality of their questions, answers, and work products. The teacher paces his/her 	<ul style="list-style-type: none"> Students are cognitively engaged in learning important and challenging content evidenced by the quality of responses and work products. The teacher paces his/her instruction in such a way as to afford time for 	<ul style="list-style-type: none"> 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. The teacher paces his/her 	<ul style="list-style-type: none"> Students are consistently disengaged during the lesson. The teacher paces his/her instruction in such a way as to undermine potential opportunities for students to intellectually engage in course material.

<p>instruction in such a way as to afford ample time for critical inquiry of challenging content, questioning, modeling, and targeted assessment and feedback.</p> <ul style="list-style-type: none"> The teacher utilizes strategic groupings as a way to keep students intellectually engaged, assess learning, and provide targeted feedback. 	<p>questioning and targeted assessment and feedback.</p> <ul style="list-style-type: none"> The teacher utilizes student groups as a way to keep students engaged and assess learning goals. 	<p>instruction in such a way as to afford students limited time for questions and assessment.</p> <ul style="list-style-type: none"> The teacher uses student groupings with limited success. 	<ul style="list-style-type: none"> The teacher relies solely on whole class approaches as a basis for his/her instruction, assessment and feedback.
---	---	--	--

4. Assesses student learning (IDS 4)

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

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

1. Maintains accurate records (IDS 4, 6)

Exceptional	Proficient	Basic	Unsatisfactory
<ul style="list-style-type: none"> 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. The teacher effectively organizes and annotates current instructional planning materials to 	<ul style="list-style-type: none"> The teacher utilizes an organized system of grade-keeping that is used to effectively track students' completion of assignments. The teacher effectively organizes instructional planning materials. The teacher keeps examples of student work to track progress over time. 	<ul style="list-style-type: none"> The teacher utilizes a system of grade-keeping that is mostly effective in tracking students' completion of assignments. The teacher organizes some of his/her instructional planning materials. The teacher keeps few examples of student work 	<ul style="list-style-type: none"> The teacher neglects to use a system of grade-keeping to track students' completion of assignments. The teacher neglects to organize any of his/her instructional planning materials. The teacher keeps no examples of student work products to track progress

<p>support future improvements.</p> <ul style="list-style-type: none"> The teacher uses individual folders—either physical or electronic—to track how student work products meet specific learning goals. 		products.	over time.
--	--	-----------	------------

2. Communicates with parents and guardians (IDS 4, 6)

Exceptional	Proficient	Basic	Unsatisfactory
<ul style="list-style-type: none"> The teacher creates a proactive system of communication that routinely updates parents/caretakers about their child's individual academic/behavioral progress as well as about important school/class information. The teacher routinely offers parents/caretakers opportunities to participate and/or provide input in their child's education. The teacher responds to requests from parents/caretakers in a timely, constructive, solution-oriented, and professional manner. 	<ul style="list-style-type: none"> The teacher frequently updates parents/caretakers about their child's individual academic/behavioral progress as well as about school/class information. The teacher periodically offers parents/caretakers the opportunity to participate and/or provide input in their child's education. The teacher responds to requests from parents/caretakers in a timely and professional manner. 	<ul style="list-style-type: none"> The teacher periodically updates parents/caretakers about their child's individual academic/behavioral progress. The teacher is open to parent/caretaker requests to participate in their child's education. The teacher responds to requests from parents/caretakers. 	<ul style="list-style-type: none"> The teacher neglects to update parents/caretakers about their child's individual academic/behavioral progress. The teacher shies away from any possible opportunities to involve parents/caretakers in their child's education. The teacher neglects to respond in a helpful or timely manner to requests from parents/caretakers.

3. Shows professionalism (IDS 6)

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

and colleagues.			
-----------------	--	--	--

PILLAR II BUILDING COMMUNITY

1. Contributes to the professional and local community

Exceptional	Proficient	Basic	Unsatisfactory
<ul style="list-style-type: none"> • The teacher assumes leadership roles in school- and community-related initiatives and activities. • The teacher is a leading member of a professional learning community that promotes a culture of continuous improvement. • The teacher maintains professional relationships with colleagues that help promote collaboration, the sharing of planning resources and meaningful dialogue about how to improve student learning. • In planning study trips, guest speakers, service learning experiences, and university/business partnerships, the teacher routinely capitalizes on opportunities to forge collaborations between the school and community. 	<ul style="list-style-type: none"> • The teacher actively participates in school- and community-related initiatives and activities. • The teacher actively participates in a professional learning community that promotes a culture of continuous improvement. • The teacher maintains professional relationships that work to support various aspects of student learning. • The teacher plans multiple experiences that successfully extend learning beyond the classroom. 	<ul style="list-style-type: none"> • The teacher participates in school-related activities. • The teacher participates in the professional learning community. • The teacher maintains professional relationships with colleagues. • The teacher occasionally plans opportunities for students to extend their learning beyond the walls of the classroom. 	<ul style="list-style-type: none"> • The teacher refuses opportunities to participate in school-related activities. • The teacher refuses to participate in the professional community. • The teacher maintains poor professional relationships with colleagues. • The teacher neglects to plan opportunities for students to extend their learning beyond the walls of the classroom.

PILLAR III GROWING SPIRITUALLY

1. Fosters spiritual and ethical development in students

Exceptional	Proficient	Basic	Unsatisfactory
<ul style="list-style-type: none"> • The teacher inculcates Christian values and behaviors, such as fairness, integrity, and selflessness, in academic and non-academic aspects of the classroom. • The teacher uses diverse prayer experiences to create a culture of faith in action in the classroom. • The teacher treats students, families and colleagues with respect, 	<ul style="list-style-type: none"> • The teacher routinely promotes Christian values and behaviors in academic and non-academic aspects of the classroom. • The teacher uses certain prayer experiences to help enhance the spiritual development of his/her students. • The teacher treats students, families, and colleagues with respect and dignity. 	<ul style="list-style-type: none"> • The teacher communicates to students the importance of exhibiting Christian behaviors in certain aspects of the classroom. • The teacher leads formal prayer experiences with students. • The teacher treats students, families and colleagues with a general sense of respect. • The teacher witnesses the 	<ul style="list-style-type: none"> • The teacher struggles to communicate and promote to students the importance of exhibiting Christian behaviors. • The teacher neglects to lead prayer experiences in the classroom. • The teacher struggles to treat students, families and colleagues with respect, dignity and humility. • The teacher exhibits behaviors inconsistent

<p>humility and dignity.</p> <ul style="list-style-type: none"> The teacher witnesses the Christian faith in word and action in the classroom and greater Catholic school community. 	<ul style="list-style-type: none"> The teacher witnesses the Christian faith in both the classroom and greater Catholic school community. 	<p>Christian faith in the classroom.</p>	<p>with Christian values.</p>
---	--	--	-------------------------------

**APPENDIX B
INDIANA DEVELOPMENTAL STANDARDS AND CORRELATIONS WITH THE PERFORMANCE INDICATOR**

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 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)

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.

<u>ACE Performance Indicators</u>	<u>Indiana Developmental Standards for Educators</u>		
<u><i>Pillar I: Forming Professional Educators</i></u>	<u>HIGH SCHOOL</u>	<u>MIDDLE SCHOOL</u>	<u>ELEMENTARY</u>
<u>Domain 1: Planning and Preparation</u>			
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
<u>Domain 2: The Classroom Environment</u>			
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
<u>Domain 3: Instruction</u>			
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
<u>Domain 4: Professional Responsibilities</u>			
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
<u>PILLAR II BUILDING COMMUNITY</u>			
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
<u>PILLAR III GROWING SPIRITUALLY</u>			
1. Fosters spiritual and ethical development in students			

APPENDIX C GRANTS FOR ACE TEACHERS

Included below is a brief overview of grants available to ACE Teachers. Full descriptions of the awards and application processes are available at <https://ace.nd.edu/downloads/current-members-teaching-fellows/grants-from-ace>.

Available to first-year ACE Teachers

Education Materials Grants

- These grants are for first-year ACE Teachers in schools that lack basic educational materials. ACE budgets \$2500 annually for the purpose of supplying ACE classrooms with essential supplies with a limit of \$50/teacher.

Teacher Observation for Professional Development

- Upon the approval of the principal and University Supervisor, ACE will support the release-time expense for substitute teachers up to two half days each year for ACE Teachers to observe the classroom of an experienced and highly effective colleague.

Available to first and second-year ACE Teachers

Chris Lary Awards

- Open to ACE participants, two to three awards are given annually to ACE schools for specific projects proposed in an open competition judged by a committee of Chris' friends and family in conjunction with the ACE staff. Award amounts range from \$500 to \$2000.

Stephen and Catherine Muzzy Fund Instructional Innovation Grant

- The Stephen and Catherine Muzzy Fund Instructional Innovation grants are being offered exclusively to ACE Fellows for 2019-20 as a means of providing funding for innovative project-based learning opportunities within K-12 Catholic classrooms. It is the intention of the grant makers that the completed projects will be shared with other ACE Fellows and Catholic educators. Grants will be awarded on the basis of their proposed impact on student learning. Award amounts range from \$500-\$1,000. Due date is Monday, October 21, 2019.

College Football Playoff Foundation Grant

- Teachers at under-resourced schools are invited to submit a proposal of up to \$2,500 to fund needed education materials (e.g. technology, library resources, and classroom supplies) or educational opportunities for students (e.g. academic memberships to support learning, field trips and music/art/athletic equipment). Due date is Wednesday, January 1, 2020.

Available to second-year ACE Teachers

Conference Presentation Grants

- ACE Teachers who wish to present at state, regional or national education conferences may apply for grants not exceeding \$800.

APPENDIX D DIGITAL RECORDING EXPECTATIONS, RESOURCES, AND FORMS

Introduction:

As a means to promote excellence in teaching and support your professional growth, ACE is requiring you to digitally record portions of lessons during the academic year. The focus of digitally recording will be on your instruction and not the students in the classroom though students might be shown in the clips. After digitally recording, you will be required to submit a brief clip and a related written reflection to your University Supervisor who will watch the clip, read the reflection and respond. Viewing access of the video will be limited to you and your University Supervisor.

Three forms requiring signatures MUST BE on file BEFORE digital recording occurs:

1. An *Agreement Form Regarding Appropriate Use of Classroom Videos* requiring the signature of you, the ACE Teacher.
2. A *Digitally recording Release Form* requiring the signature of your school Principal.
3. A *Student Release Form* requiring the signature of the parent/guardian of each student under the age of 18 or the students themselves if 18 or older in the class that will be digitally recorded.

Form	Expectations
Agreement Regarding Appropriate Use of Classroom Digital Recordings (see p. 41)	- ACE Teacher signs and gives to University Supervisor at the time that video recording and storage resources are provided.
Digitally Recording Release Form (see p. 42)	- Form is included within the Principal/Mentor Handbook. Principal signs and returns to ACE Office. - ACE TA tallies forms received and ensures that all Principals have a signed form on file.
Student Release Form (see p. 43-44)	- It is the responsibility of the ACE Teacher to ask the Principal what the school/diocesan policy for digitally recording is and to follow all protocols. - A Student Release Form is provided with the Principal Release Form. If the school/diocese already has a video release form that parents sign, this form may not be necessary.

Equipment:

We encourage you to use resources that you own personally (smartphone, camera, iPad, etc.) or to borrow such equipment from your school or housemates to fulfill this recording requirement. You will then securely upload your videos to the TORSH Talent site hosted by the University of Notre Dame and make sure to delete the images from any device you use to capture the images after you have confirmation that your materials have securely uploaded.

Please use the “T Uploader” app for recording whenever possible.

Directions for digitally recording a lesson:

As part of certain reflection expectations, ACE teachers are asked to video record a lesson(s). Once the digital recording has occurred, you are asked to watch the video and select a 4-8 minute clip that addresses the requirement of the specific reflection prompt. You will likely need to “trim” the video to produce the appropriate clip size.

Tips for classroom digitally recording:

- Use the kickstand provided to your community by ACE to set up your smartphone or tablet.
- Use the “T Uploader” app to capture the video.
- Upload the video to TORSH Talent and clip the video **before** adding any annotations, descriptions, or additional files.
- Record your video in **landscape** from the beginning.

Sharing the Video with your Supervisor:

- a. Record your video using the means that will work best for you, but preferably with the T Uploader app.
- b. Upload the video to **your** TORSH talent account (torshtalent.com).
- c. Clip the video to the appropriate length.
- d. Name the video **your name and reflection #**, i.e. P Kirkland Reflection 3.
- e. Include any additional notes and documents necessary.
- f. Share the video with your supervisor using the “Share” tool.

Note: You are responsible for getting your video to your supervisor. If a video is not received and no alternate arrangements were made with your supervisor, the highest possible grade for the accompanying reflection will be “3 points.”

Agreement Regarding Appropriate Use of Classroom Digital Recordings

Students are entrusted to our care by their parents. Vatican documents make clear that Catholic schoolteachers are here to assist parents in the forming and care of young people. Therefore, the privacy and safety of students must be protected at all times.

I will use video equipment furnished for my use by ACE or my own equipment in class solely as an instructional tool and for the sole purpose of recording my interaction with my students in the classroom so that those interactions may be reviewed by ACE supervisory personnel. 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 ACE personnel. I will never upload the recordings to an Internet site other than the TORSH Talent site and only for the purpose of sharing with ACE personnel. I will never e-mail them.

I will monitor and protect the video 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 video recordings each semester and I will not retain any copies of these recordings when I leave the ACE program.

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 ACE Teaching Fellows** if I fail to abide by these terms.

ACE Teaching Fellow

Date

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 Teachers to digitally record portions of certain lessons during the academic year. The focus of such digital recordings will be on teacher instruction and not the students in the classroom, though both teacher and students might be shown in the clips. After recording the lesson, the ACE Teacher will be required to submit a brief clip via a password-protected channel as well as submit a written reflection to his/her University Supervisor.

The ACE Teacher is expected to observe all school protocols related to digital recordings. Viewing access of the video will be limited to the ACE Teacher and ACE personnel.

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

Thank you for your consideration.

Sincerely,
ACE University Supervisors

I hereby grant my consent to allow _____, the ACE Teacher
name of ACE Teacher
assigned to _____, to digitally record certain lessons for the purpose of professional growth.

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

I do not grant permission for any lesson digitally recording.

Principal Signature _____ Print Name _____

School Name _____

Address _____ City _____ State _____ Zip _____

Phone _____

Date _____

****Please make this form available to the ACE teacher who will submit it, via Taskstream, to his/her Academic Supervisor. Please do not email this form.****

Student Release Form

Date: _____

Dear parent/guardian:

As you know, your child’s teacher is pursuing a Master’s Degree in Education through the Alliance for Catholic Education (ACE) Program. ACE expectations require that portions of certain video recordings be shared with the teacher’s University Supervisor for review and feedback.

The focus of such digitally recording will be on teacher instruction and not the students in the classroom although both teacher and students might be shown in the clips. No child’s name will be released with any of the digital excerpts that are submitted. All recordings will be destroyed at the end of the school year.

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 classroom lessons. 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 share this video with his/her University Supervisor for review and feedback.

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 video de una a tres 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 _____

**APPENDIX E
PRESENTATION RUBRIC**

Expectations for Presentation:

The teacher should provide a plan for a local, regional, or national presentation based on a current practice/strategy that has been successful in the classroom. The presentation may also focus on educational research he/she has conducted and wish to present to others. Both ideas must include a works cited page, slides and presentation materials, a photo of the teacher delivering the presentation and a 1-2-page reflection piece. **Reflection prompt: Reflect on your goals for the presentation in concert with how you perceive those in attendance benefitted from the information/research you shared. Describe 1-2 highlights associated with the preparation and/or delivery of this presentation. Then, describe 1-2 challenges that you encountered; explain why these were challenging; and discuss what you learned that might implicate your future work.**

Rubric for Presentation

	5	4	3	2-1
Presentation Content (x2)	The teacher selects a presentation topic that is important to the field of education, and he/she finds ways to effectively contextualize the topic to meet the needs of the audience.	The teacher selects a presentation topic that is important to the field of education, and he/she is mostly successful in finding ways to contextualize the topic to meet the needs of the audience.	The teacher selects a presentation topic that is important to the field of education, and he/she is moderately successful in finding ways to contextualize the topic to meet the needs of the audience.	The teacher selects a presentation topic that has limited impact on the field of education, and/or he/she is unsuccessful in finding ways to contextualize the topic to meet the needs of the audience.
Integration of Research (x2)	The teacher seamlessly integrates high quality, up-to-date, and relevant research that animates the presentation's content.	The teacher includes quality research that supports the content of the presentation.	The teacher includes some research that supports the content of the presentation.	The teacher fails to include substantial research that supports the content of the presentation.
Reflection	The teacher writes a thoughtful and well-written 1-2-page reflection that thoroughly examines the successful elements of the presentation, the challenges, and the implications for the teacher's future work.	The teacher writes a mostly well-written reflection that adequately explains the successful elements of the presentation, the challenges and the implications for the teacher's future work.	The teacher writes a reflection that, while incomplete and/or sloppy in parts, notes certain successful aspects of the presentation, challenges, and the implications for the teacher's future work.	The teacher writes a reflection that is organized poorly and fails to sufficiently discuss the key elements associated with the preparation or delivery of the presentation.
Professionalism	Additional required components: --Works cited page --Presentation slides (Powerpoint, Prezi, etc.) and materials --Photo of the teacher delivering the presentation. --Communication with and approval from supervisor by September 16th. --The teacher submits the above components on time and in a professional manner.	The teacher submits almost all of the required components on time and in a professional manner.	The teacher submits some of the required components on time and in a professional manner.	The teacher submits few or none of the components on time or in a professional manner.

APPENDIX F RESEARCH WRITING RUBRIC

Expectations for Research Writing:

This assignment asks the teacher to research a salient school issue, curriculum decision or pedagogical practice for the purpose of improving the quality of teaching and learning in his/her school or local community. The central aim of this project is to utilize effective research practices and writing to address a research question the teacher sees as pressing in his/her local context. To do this well, the teacher will be expected to situate the research question within a broader review of the literature using peer-reviewed journal articles as well as books from academic publishers. Topics might include, but are not limited to, theories of educational practice, current best practices in the teaching of students with special needs or limited English proficiency, as well as examinations of content-specific practices.

Rubric for Research Writing

	5	4	3	2-1
Framing the Research Question (x2)	The teacher effectively frames the entire writing project around a research question that is critically relevant to his/her school, classroom or local community.	The teacher frames the majority of the writing project around a research question that is appropriate for his/her school, classroom or local community.	The teacher frames some of the writing project around a research question that is relevant to his/her school, classroom, or local community.	The teacher fails to consistently frame the writing project around a research question that is relevant to the local school context.
Integration of Research (x2)	The teacher seamlessly integrates high quality, up-to-date, and relevant research that effectively connects theory and practice.	The teacher includes quality and relevant research that supports the research question.	The teacher includes some research that supports the research question.	The teacher fails to include substantial research that supports the research question.
Organization of Key Ideas	The teacher writes a thoughtful and well-written paper that advances a central thesis in a clear and coherent way.	The teacher writes a mostly well-written and organized paper that clearly advances a central thesis.	The teacher writes a paper that, while incomplete or sloppy in parts, advances a thesis.	The teacher writes a paper that is organized poorly and fails to advance a clear or coherent thesis.
Professionalism	Additional required components: --Works cited page --Appropriate in-text APA citations --Communication with and approval from supervisor by September 16th. --The teacher submits the paper and the above components on time and in a professional manner.	The teacher submits almost all of the required components on time and in a professional manner.	The teacher submits some of the required components on time and in a professional manner.	The teacher submits few or none of the components on time or in a professional manner.

**APPENDIX G
GRANT WRITING RUBRIC**

Expectations for Grant Writing:

The expectation is that the teacher work with the school or local community to find a meaningful and substantive grant opportunity that has the potential to make a significant impact in a school or classroom. For this requirement, the teacher must submit the grant criteria, a thoroughly completed grant application, a works cited page, and a 1-2-page reflective piece. **Reflection prompt: Reflect on the teaching and learning needs of your school and how the grant proposal was uniquely designed to address those needs. Describe 1-2 highlights associated with this grant writing process. Then, describe 1-2 challenges that you encountered; explain why these were challenging; and discuss what you learned that might implicate your future work.**

Rubric for Grant Writing

	5	4	3	2-1
Grant Impact (x2)	The teacher writes a thoughtful and well-written proposal that advances a transformative grant idea with the potential to make a significant impact on the community, school and/or students it is designed to serve.	The teacher writes a mostly well-written proposal that advances a grant idea with the potential to make a positive impact for the community, school, and/or students it is designed to serve.	The teacher writes a proposal that, while incomplete or sloppy in parts, advances a grant idea with the potential to make a limited impact for the community, school, and/or students it is designed to serve.	The teacher writes a proposal that is organized poorly and/or fails to make a compelling case for why the grant idea is potentially helpful. The grant idea has little or no potential to make an impact for the community, school, and/or students it is designed to serve.
Integration of Research (x2)	The teacher seamlessly integrates high quality, up-to-date, and relevant research that elevates the quality of the grant proposal.	The teacher includes relevant research that speaks to the potential impact of the grant proposal.	The teacher includes limited research to support the grant proposal.	The teacher fails to include substantial research to support the grant proposal.
Reflection	The teacher writes a thoughtful and well-written 1-2-page reflection that thoroughly discusses the highlights, challenges and future implications of the grant application process.	The teacher writes a mostly well-written reflection that adequately discusses the highlights, challenges and future implications of the grant application process.	The teacher writes a reflection that, while incomplete or sloppy in parts, notes highlights, challenges and future implications of the grant application process.	The teacher writes a reflection that is organized poorly and fails to sufficiently discuss key aspects of the grant application process.
Professionalism	Additional required components: --Works cited page --Communication with and approval from supervisor by September 16th. --The teacher submits the grant as well as the additional components on time and in a professional manner.	The teacher submits almost all of the required components on time and in a professional manner.	The teacher submits some of the required components on time and in a professional manner.	The teacher submits few or none of the components on time or in a professional manner.

**APPENDIX H
PROFESSIONAL GROWTH PROJECT PROPOSAL**

Please indicate your choice of one of the following PGP options and complete the corresponding information. If you are planning to submit a PGP classified as "other," please submit a detailed description of the project and project's relevance.

Upload this form to Taskstream (along with Reflection #2) no later than September 16th. You will then receive back an acceptance, conditional acceptance, or a resubmission request from your Academic Supervisor. For more information on the PGP options, please refer to the descriptions and rubrics in [Appendices E, F, and G](#).

- Presentation* *Research Writing* *Grant Writing* *Other*

Topic/Thesis/Working Title:

Brief Description of the PGP:

Relevance to the field of education, your school, or local community:

For Supervisor Only

- Accept* *Conditionally Accept* *Resubmit*

Comments: