

ACE MENTOR TEACHER AND PRINCIPAL HANDBOOK



2019 – 2020 Academic Year

****On line version with active links available at
<https://ace.nd.edu/teach/principals-and-mentors>**

ACE Mentor Teacher and Principal Table of Contents

Supervision of ACE Teaching Fellows - [Overview](#)

[Important Dates – Electronic Form Submission](#)

[Contact Information](#)

THE ACE EXPERIENCE

- Program Description
- ACE M.Ed. Scope and Sequence
- ACE Teaching Fellow Course Requirements

MENTORING ACE TEACHING FELLOWS

- Elements of the ACE Mentor Training Program
- Mentor Teacher Responsibilities
- First-year Orientation Checklist
- Meeting Log Description
- Monthly Mentor Logs
- Observations

PRINCIPALS

- Principal Responsibilities and Recommendations
- Mid-Semester and End-of-Semester Evaluation

APPENDIX

A- Forms

[Substitute Teacher Reimbursement](#)

[Video recording Consent Form](#)

[Mentor Mid-Semester Feedback Form](#)

B - [Performance Indicators with Rubrics](#)

C - [Unit and Lesson Planning Introduction with Samples](#)

Overview

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

Supervision of the ACE Teaching Fellow is a coordinated effort between University Supervisors, Pastoral Administrators, Principals and Mentor Teachers. Each of these individuals has specific responsibilities that contribute to the holistic growth of the ACE Teaching Fellow.

In brief, the **University Supervisor**:

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

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

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

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

The **Mentor Teacher**

1. Serves a non-evaluative role in supporting the ACE Teaching Fellow
2. Helps the ACE Teaching Fellow in the acculturation to new school community
3. Provides help and mediation in issues of beginning teaching
4. Observes the ACE Teaching Fellow twice a semester
5. Completes Mid-Semester Feedback Form (\$100 stipend paid at the end of the year pending the completion of each semester feedback form.)
6. Meets regularly with the ACE Teaching Fellow

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

The **Principal** (or designee)

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

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

Important Dates
2019-2020 Academic Year

Fall Semester

Spring Semester

<u>September</u> Mentors Begin Meeting Routinely with Teacher	<u>April</u> 6 th Mentor Teacher Feedback Form 17 th Principal Evaluation Form
<u>November</u> 4 th Mentor Teacher Feedback Form 8 th Principal Evaluation Form	
<u>December</u> 6-8 th Retreat (all ACE Teaching Fellows)	

Electronic Submission of Mentor Teacher Forms

All mentor feedback forms will be submitted electronically via surveys sent to the mentors by Patrick Kirkland. These will be viewable by Patrick Kirkland and the ACE University Supervisor for that ACE Teaching Fellow.

Note that the ACE Teaching Fellow also has access.

Patrick Kirkland will send an email reminder to you two weeks prior to the due date. This e-mail will contain a survey for mentors to complete. **The direct URL to download a Word Document of the forms is:** <http://ace.nd.edu/teach/principal-mentor-resources>.

If you need help, please do not hesitate to ask the ACE Teaching Fellows, Ted Caron, or Patrick Kirkland!

Electronic Submission of Principal Evaluations

Principal evaluations will be completed via a survey. Patrick Kirkland will send an email reminder to you 2 weeks prior to the due date that will contain a link to the survey. Once completed, the TA will post a copy of the completed survey to the Academic Portfolio so that it is viewable by the ACE University Supervisor for that ACE Teaching Fellow as well as the ACE Teaching Fellow.

Contact Information

All Mail: ACE Teaching Fellows
 107 Carole Sandner Hall
 University of Notre Dame
 Notre Dame, IN 46556-5700
 Fax: 574-631-7939

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

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

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

John Schoenig, Director Cell 574-339-2249 Schoenig.1@nd.edu	Kenna Arana Cell 626-824-0058 karana@nd.edu	Mike Comuniello Cell 516-998-6303 mcomunie@nd.edu	Patrick Couch Cell 574-229-4688 pcouch@nd.edu
Kevin Fitzsimmons Cell 214-734-7171 kfitzsi2@nd.edu	Katie Moran Cell 952-356-5458 kmoran8@nd.edu	Itzxul Moreno Cell 602-750-1585 Itzxul.Moreno.33@nd.edu	
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The **ACE Program Manager** coordinates many of the daily workings of the ACE office and works with all staff in all capacities of ACE.

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The ACE Experience

Professional Development - Community - Spirituality

HISTORY AND MISSION: TEACHING FELLOWS

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

BECOMING PROFESSIONAL EDUCATORS

To prepare for their service as teachers, ACE participants undergo an intensive teacher-education program designed and administered by the University of Notre Dame. Under the direction of Sr. Gail Mayotte, SASV the ACE professional training integrates graduate level coursework with an immersion teaching experience, allowing ACE Teaching Fellows to work toward a Master of Education degree while teaching full-time in Catholic schools.

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

COMMUNITY LIFE

Love of God and love of neighbor are inextricably bound together in the Christian vision. ACE therefore espouses a vision of community centered on the active promotion of the common good in a variety of social contexts: home, school, nation, and Church. ACE Teaching Fellows live in small communities of four to seven members and together share the many challenges and rewards of beginning teaching. The 30 ACE communities are spread mainly across the southern United States in such diverse settings as inner-city Atlanta, south Texas, rural Louisiana, and South-Central Los Angeles. Each local ACE community, which is provided affordable housing by the local diocese, becomes a naturally supportive environment, forming part of the local parish and school community.

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

SPIRITUAL GROWTH

ACE participants are encouraged to develop their own personal spirituality and faith in the context of community and to share with one another the journey of becoming committed Catholic school teachers. In each community, ACE Teaching Fellows have access to the services of local resource people, including a community chaplain, who are available to assist them with their personal and spiritual growth. It is the

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

ACE Teaching Fellow M.Ed. Scope and Sequence

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

FIRST SUMMER (11/13 CREDITS)		
ELEMENTARY	MIDDLE SCHOOL	HIGH SCHOOL
EDU 60020 Intro to Teaching (1)	EDU 60020 Intro to Teaching (1)	EDU 60020 Intro to Teaching (1)
EDU 65032 Practicum (2)	EDU 65034 Practicum (2)	EDU 65036 Practicum (2)
EDU 60040 Intro Computers In Ed(1)	EDU 60040 Intro Computers In Ed(1)	EDU 60040 Intro Computers In Ed(1)
EDU 60060 Teaching in Catholic Schools (1)	EDU 60060 Teaching in Catholic Schools (1)	EDU 60060 Teaching in Catholic Schools (1)
EDU 60102 Effective Elementary Classroom Teaching (2)	EDU 60204 Intro to Middle School Teaching (3)	EDU 60256 Intro to High School Teaching (3)
EDU 60182 Teaching of Reading (3)	EDU 606's Seminar in Content Area I (2)	EDU 606's Seminar in Content Area I (2)
EDU 60132 Math in Elem. Ed. (2)	EDU 63500 Integrative Seminar (1)	EDU 63500 Integrative Seminar (1)
EDU 63500 Integrative Seminar (1)		

First School Year: all tracks (8 credits)

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

SECOND SUMMER (10/12 CREDITS)		
ELEMENTARY	MIDDLE SCHOOL	HIGH SCHOOL
EDU 60312 Teaching Diverse Learners in Childhood: Foundations and Methods (3)	EDU 60324 Teaching Diverse Learners in Early Adolescence: Foundations and Methods (3)	EDU 60336 Teaching Diverse Learners in Adolescence: Foundations and Methods (3)
EDU 60455 Development and Moral Education in Childhood and Adolescence (3)	EDU 60455 Development and Moral Education in Childhood and Adolescence (3)	EDU 60455 Development and Moral Education in Childhood and Adolescence (3)
EDU 60142 Reading and Language Arts in Elementary (3)	EDU 607's Seminar in Content Area II (3)	EDU 607's Seminar in Content Area II (3)
EDU 60162 Content Methods (2)	EDU 63500 Integrative Sem (1)	EDU 63500 Integrative Sem (1)
EDU 63500 Integrative Sem (1)		

EDU 60870 Religion Education I or EDU 60875 Supporting English Language Learners I, each for 1 credit, may be scheduled as an elective.

Second School Year: all tracks (8 credits)

- EDU 65950 Supervised Teaching (2 ea. semester)
- EDU 65930 Clinical Seminar (first semester; 1)
- EDU 65935 Capstone Seminar in Teaching (second semester; 1)
- Assessment in Content Area II (1 ea. semester) (EDU 60715, 60735, 60755, 60775, 60795 Depending on specialization) OR
- EDU 60172 Assessment in Elementary Education (1 ea. Semester)
- EDU 60885 Supporting English Language Learners II may be scheduled as an elective (1st semester; 2)

ACE Teaching Fellow Course Requirements

During the two-year academic experience, ACE Teaching Fellows participate in on-line courses that require the submission of reflective and analytic assignments, unit plans, and other various artifacts. The assignments serve an important purpose in supporting the professional growth of the ACE Teaching Fellow but should NEVER be used as an excuse for not meeting school expectations.

Two assignments require principal approval: Observation of a veteran content area/grade level teacher (a second semester assignment of 1st-year ACE Teaching Fellows) and video recording of teaching (a two-semester requirement of 1st-year ACE Teaching Fellows and a one-semester option to show excellence in teaching by 2nd-year ACE Teaching Fellows).

Observation of a veteran content area/grade level teacher

First-year ACE Teaching Fellows are asked to observe a veteran teacher in their content certification area or grade level (if an elementary teacher). This observation may take place in their school or as part of a visit to another school. The observation should last minimally 45 minutes but ideally will allow for at least a half-day observation. ACE will reimburse schools for substitute teacher expenses up to one half day. The reimbursement form can be found in the appendix.

Video recording of Teaching

ACE Teaching Fellows are asked to video record portions of lessons during the academic year. The focus of such video recording is on teacher instruction and not the students in the classroom though both teacher and students might be shown in the clips. After video recording, the ACE Teaching Fellow submits a brief clip via a secure channel and a related written reflection to his/her University Supervisor who will watch the clip, read the reflection and respond. The ACE Teaching Fellow is expected to observe all school protocols related to video recording. Viewing access of the video will be limited to the ACE Teaching Fellow and ACE personnel. A principal consent form for this video recording to occur is included in the appendix.

ACE considers teacher observation and video recording of teaching important avenues for promoting excellence in teaching and professional growth. Nevertheless, it is recognized that some schools cannot easily afford the absence of the ACE Teaching Fellow from the classroom nor can allow video recording to occur. Should that be the case, please contact your ACE Teaching Fellow's university supervisor and alternate assignment arrangements will be made.

Mentoring ACE Teaching Fellows

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

Mentor teachers fulfill an important role in the formation of new teachers both as a trusted supporter, but also in helping them develop as professional educators. The mentor, therefore, is carefully selected by the principal as someone who exemplifies the attributes of a master teacher. Mentors *do not* serve an official evaluative role for the ACE Teaching Fellows, which allows them to function as open, constructive, and honest guides and resources for ACE Teaching Fellows during a period of great challenge and growth.

Outlined below are the specific responsibilities of an ACE mentor teacher.

(1) Act as a trusted supporter

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

(2) Acculturate the ACE Teaching Fellow to the school environment and procedures

- Provide the ACE Teaching Fellow with an informal orientation prior to the start of the school year that reinforces diocesan and school-wide policies and procedures. It is extremely important for a mentor to articulate the expectations of the region, diocese, and school to the ACE Teaching Fellow.
- Complete the opening year checklist with the ACE Teaching Fellow (Page 9).
- Share with ACE Teaching Fellows the special traditions and events that take place at the school, as well as the history and heritage of those members who make-up the school community.

(3) Assist with planning and curriculum

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

(4) Conduct observations with structured pre- and post-observation conferences and provide feedback throughout the semester (p. 13).

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

(5) Help analyze student work and achievement data

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

(6) Meet consistently with the ACE Teaching Fellow

- Strong mentors address timely issues before they become problems. Use the mentor calendar and suggested topics of discussion to pin point areas of improvement, identify growth, and analyze student achievement. Mentors should log their meeting dates, time, and discussion topic each semester (p 9-11).
 - In the first semester of the first year, mentors and ACE Teaching Fellows are asked to meet once a week.
 - For the remainder of the two years they are asked to meet every two weeks.

** The ACE program will provide continuing renewal units for mentor service. In April you will be asked to confirm completion of mentor observations and feedback.. Though we realize that mentors often contribute many hours of service, the program can provide certificates noting fifteen hours annually.*

1st Year Orientation Checklist

<p>Resources and Procedures</p> <ul style="list-style-type: none"> <input type="checkbox"/> Tour of School <input type="checkbox"/> Faculty Handbook <input type="checkbox"/> Parent/Student Handbook <input type="checkbox"/> Emergency Procedures (Fire, Tornado, Earthquake, Lockdown) <input type="checkbox"/> School Discipline Policy <input type="checkbox"/> Computers/Printing Procedures <input type="checkbox"/> Duties (Playground, Lunch) <p>Classroom Responsibilities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Documenting Absences/Tardies <input type="checkbox"/> Documenting Parent Communication <input type="checkbox"/> Lesson Plans <input type="checkbox"/> Substitute Folder <input type="checkbox"/> Student referrals <input type="checkbox"/> Grade Files <input type="checkbox"/> Make-up Work <input type="checkbox"/> Field Trip Requests 	<p>Classroom Set-up</p> <ul style="list-style-type: none"> <input type="checkbox"/> Desk Arrangement <input type="checkbox"/> Student Materials <input type="checkbox"/> Bulletin Boards <input type="checkbox"/> Posted Schedules <input type="checkbox"/> Class Rules <p>First Day</p> <ul style="list-style-type: none"> <input type="checkbox"/> Seating Chart/Name Tags <input type="checkbox"/> Rosters <input type="checkbox"/> Rules and Procedures Handouts <input type="checkbox"/> Opening Activity <input type="checkbox"/> First Day Schedule
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Meeting With ACE Teachers

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

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

Mentor-ACE Teacher Recommended Topics

A list of suggested topics for each month are given in the tables below. The required topics are listed in bold.

August

1st Year ACE Teaching Fellow	2nd Year ACE Teaching Fellow
<ul style="list-style-type: none"> - New School Orientation - Includes review of school and Diocesan policies, physical classroom preparation, review of schedule, forms, and paperwork (see checklist). - Engage in discussion about school and neighborhood context as well as economic and cultural influences on students. Feel free to elaborate on a history of the school if relevant. - Discuss course goals and a rough curricular plan for the semester with an eye toward prayer and spiritual experiences as part of everyday class. 	<ul style="list-style-type: none"> - Discuss plans for procedure or management changes from the previous year. - Discuss course goals for all classes. - Discuss 2-3 first semester goals or areas of focus that deal with different aspects of teaching.

September

1 st Year ACE Teaching Fellow	2 nd Year ACE Teaching Fellow
<ul style="list-style-type: none"> - Review the classroom management plan. Discuss successful aspects and possible changes. - Discuss progress reports. - Conduct a short, informal observation. 	<ul style="list-style-type: none"> - Talk about methods of summative assessments in current units. - Discuss ways of incorporating spirituality outside of daily prayer. - Conduct a short, informal observation.

October

1 st Year ACE Teaching Fellow	2 nd Year ACE Teaching Fellow
<ul style="list-style-type: none"> - Discuss preparation for parent conferences and report cards. - Discuss creating classroom community. - Conduct a formal observation including a pre- and post-observation conference. 	<ul style="list-style-type: none"> - Discuss and sketch out rough plans for a service learning opportunity during the school year. - Discuss methods of pushing and enriching high achieving students to their potential. - Conduct a formal observation including a pre- and post-observation conference.

November

1 st Year ACE Teaching Fellow	2 nd Year ACE Teaching Fellow
<ul style="list-style-type: none"> - Discuss questioning techniques and informal assessment of daily objectives. - Discuss attention in the classroom to Thanksgiving and Advent. - Discuss how to deal with holiday interruptions and shortened instructional time and weeks. 	<ul style="list-style-type: none"> - Share ideas about formative assessment and questioning. - Discuss the different kinds of learning difficulties encountered and the types of accommodations made.

December

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

January

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

February

1 st Year ACE Teaching Fellow	2 nd Year ACE Teaching Fellow
<ul style="list-style-type: none"> - Analyze semester or unit assessments and discuss their effectiveness in meeting the established goals. - Discuss possible Lenten activities and presentation 	<ul style="list-style-type: none"> - Discuss the use of performance assessments in units and how student achievement compares to standard tests.

<p>in the classroom.</p> <ul style="list-style-type: none"> - Conduct a short, informal observation. 	<ul style="list-style-type: none"> - Discuss the possibilities for professional development, journals, and professional associations. - Conduct a short, informal observation.
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March

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

April/May

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

Observations

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

The mentor should make brief informal observations early in the year to get a feel for the teaching style and be alerted to any major problems. The formal evaluation is slightly more comprehensive. Research shows that both the observer (mentor) and the observee (ACE Teaching Fellow) benefit from a pre-observation conference that focuses on the ACE Teaching Fellow articulating goals, pedagogy, and assessment before the teaching experience. A post-observation conference then allows both parties to look at the performance and determine strengths and weaknesses based on the pre-defined goals. Tables included in this handbook (page 13) may be helpful in conducting these conferences. These do not need to be submitted, but rather should be kept by the ACE Teaching Fellow for further reflection along with a copy of the observation. While the mentor obviously draws off his or her own experience, it is more important to frame questions that force ACE Teaching Fellows to concretize their approach toward self-evaluation.

While the pre- and post-observation guides are strongly encouraged but not required, the completion of the Mid-Semester Feedback form is a requirement for mentor teachers. This form focuses on the different domains of teaching in terms of strengths and areas of improvement not only during the observation, but more importantly over the course of the entire semester. This form will be e-mailed to the mentor teacher as a survey (see page 3 for details).

Sample Mentor Observations

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

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

Mentor Teacher Pre-Observation Conference Guide

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

Mentor Teacher Post-Observation Conference Guide

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

Principal Responsibilities

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

The Principal (or designee):

1. Serves as the school-site contact person for the University Supervisor and ACE Program.
2. Assists the ACE Teaching Fellow in acclimating to the school and community.
3. Observes the ACE Teaching Fellow and conferences with him/her on progress at least two or three times each semester.
4. Monitors and supports the ACE Teaching Fellow both in professional and personal issues affecting school performance.
5. Completes the *End-of-Semester Evaluation* that will be used to help establish professional goals and evaluate the ACE Teaching Fellow.
6. Communicates with University Supervisor as needed.

The principal can expect that the ACE Teaching Fellow will:

1. Abide by the calendar and policies of the diocese and school.
2. Be held accountable for progress towards improved practice according to diocesan policy and ACE expectations.
3. Consult with the Mentor Teacher and other colleagues for ideas to improve practice and support in meeting expectations.

Recommendations

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

1. Select a mentor who teaches the same developmental level and if possible, the same discipline. Schedule the mentor to share common planning time with the ACE Teaching Fellow when possible.
2. Plan a faculty reception (refreshments, social) so that all established teachers can get to know all new teachers and offer their support.
3. Thoroughly explain and discuss with the ACE Teaching Fellow your support and philosophy of working with parents for the benefit of the students. Outline procedures for dealing with discipline issues.
4. Talk with the ACE Teaching Fellow about their interests outside school subjects for possible participation in the school community (plays, sports, choir, campus ministry, etc.). Although ACE recommends limited formal extra-curricular commitments during the first semester of teaching, many ACE Teaching Fellows covet the opportunity to get to know students outside of their classrooms.
5. Check with the ACE group to see if housing arrangements are satisfactory and comfortable. Report any needs to the superintendent.
6. Review school roster and locate some parent physicians or have faculty give names of their family physicians. Make ACE Teaching Fellows aware of professionals in various medical areas, in case of need.
7. Do not hesitate to contact the University Supervisor to discuss the ACE Teaching Fellow's progress.

End-of-Semester Principal Evaluations

- Feedback and Evaluation Forms ask for input on the major areas of strength and areas for improvement in each of the three pillars of ACE, which are broken down into domains and further into performance indicators. The ACE Teaching Fellow is increasingly responsible for more performance indicators over the course of his/her two-year teaching experience as shown below. While feedback in all areas is important, we ask that you focus on the specified indicators for that particular semester.
- Patrick Kirkland will send an email reminder regarding evaluations 2 weeks prior to the due date. The e-mail will contain a link to the survey evaluation form.
- There will be one survey link sent out for 1st Year Teachers and one for 2nd Year Teachers. The semester forms are slightly different as they parallel the performance indicators targeted for that semester (see chart).
- You will be asked to rate each performance indicator (exceptional, proficient, basic, unsatisfactory).
- Once completed, please print a paper copy for your files and one to share with the ACE Teaching Fellow.

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

Appendix

A - FORMS

B - ACE NEW TEACHER PERFORMANCE INDICATORS WITH RUBRICS AND IDS
CORRELATIONS

C – UNIT AND LESSON PLANNING INTRODUCTION WITH SAMPLES

SUBSTITUTE TEACHER REIMBURSEMENT FORM

Documentation for Use of Substitute Teachers

To be used for ACE Teaching Fellow classroom visit

.....
School Name _____

School Address _____ Phone _____

ACE Teaching Fellow _____ Grade/Subject (s) _____

Mentor/Teacher Visited _____ Date of Visit _____

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

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

In care of (name) _____

Payable to (institution) _____

Address _____

When complete, please send this form to: Janet Swain

107 Carole Sandner Hall
University of Notre Dame
Notre Dame, IN 46656-5660

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

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

Signature Title Date

DIGITAL VIDEO RECORDING RELEASE FORM

Dear Principal:

As a means to promote excellence in teaching and support professional growth, ACE will require all of its ACE Teaching Fellows to video record portions of up to three lessons during the academic year. The focus of such video recording will be on teacher instruction and not the students in the classroom though both teacher and students might be shown in the clips. After video recording, the ACE Teaching Fellow will be required to submit a brief clip via password protected system and a related written reflection to his/her University Supervisor who will watch the clip, read the reflection and respond.

The ACE Teaching Fellow is expected to observe all school protocols related to video recording. Viewing access of the video will be limited to the ACE Teaching Fellow 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 Teaching Fellow
name of ACE

Teaching Fellow
assigned to _____, to videotape one lesson in each of the
school name
fall and spring semesters for the purpose of professional growth.

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

I do not grant permission for any lesson video recording.

Principal Signature _____ Print Name _____

School Name _____

Address _____ City _____ State _____ Zip _____

Phone _____

Date _____

MENTOR TEACHER MID-SEMESTER FEEDBACK FORM

This form provides the ACE Teaching Fellow and University Supervisor mid-semester evaluative feedback on new teacher performance. The items relate to the three pillars of ACE and performance indicators that frame the program (see p.21 for a full description of the ACE Performance Indicators). **This is not a classroom observation instrument. Patrick Kirkland will email you this form in survey format two weeks before the due date.**

Mentor Teacher:	ACE Teaching Fellow:
Signature (type initials):	Date:
ND Supervisor (check one): <input type="checkbox"/> Caron <input type="checkbox"/> Collier <input type="checkbox"/> Johnson <input type="checkbox"/> Kowalski <input type="checkbox"/> K. Macaluso <input type="checkbox"/> M. Macaluso <input type="checkbox"/> Maletta <input type="checkbox"/> Mayotte <input type="checkbox"/> Salerno <input type="checkbox"/> Wibbens	School/Location:

PILLAR 1 PROFESSIONAL TEACHING

Domain 1: Planning and Preparation: *demonstrates knowledge of content and pedagogy; demonstrates knowledge of students; designs coherent instruction; selects instructional objectives; designs assessments to provide evidence of learning; demonstrates knowledge of resources.*

The single area of greatest strength is:

The single area in most need of growth is:

Domain 2: The Classroom Environment: *creates an environment of respect and rapport; establishes a culture for learning; manages classroom procedures; manages student behavior; organizes physical space.*

The single area of greatest strength is:

The single area in most need of growth is:

Domain 3: Instruction: *communicates clearly and accurately; uses questioning and discussion techniques; engages students in learning; assesses student learning.*

The single area of greatest strength is:

The single area in most need of growth is:

Domain 4: Professional Responsibilities: *maintains accurate records; communicates with parents and guardians; shows professionalism.*

The single area of greatest strength is:

The single area in most need of growth is:

PILLAR II COMMUNITY: *contributes to the professional and local community.*

The single area of greatest strength is:

The single area in most need of growth is:

PILLAR III SPIRITUALITY: *fosters spiritual and ethical development in children.*

The single area of greatest strength is:

The single area in most need of growth is:

ACE TEACHER PERFORMANCE INDICATORS AND RUBRICS

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 teachers’ 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 	<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 	<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 	<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.

<p>language proficiencies to inform his/her lesson planning.</p> <ul style="list-style-type: none"> • 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. 	<p>colleagues and students' caretakers as a way to gain additional information about how students learn and what adaptations might be effective.</p> <ul style="list-style-type: none"> • 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. 	<p>information from colleagues and students' family members only in those instances where the student is significantly struggling or causing repeated disruptions in the class.</p> <ul style="list-style-type: none"> • 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 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.
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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 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 	<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 weaves together content standards and school expectations to create a series of developmentally appropriate lesson plans. • The teacher selects activities and assessments that are rigorous and aligned with instructional outcomes. 	<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. • The teacher creates learning activities that are aligned with goals, but often unexact and bereft of supporting resources. 	<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.

goals. <ul style="list-style-type: none"> The teacher selects activities and assessments that are aligned with instructional outcomes, support high-level thinking, and utilize varied resources. 			
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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 skillfully designed formal formative assessments (i.e. end-of-lesson assessments) as a guide to adjust future plans. The teacher designs well-crafted formative assessments to monitor student understanding during the lesson. The 	<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 formative assessments to monitor student understanding during the lesson and makes adjustments based on the results of these assessments. The teacher adapts assignments to meet the needs of all learners. 	<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 formative assessments, but relies heavily on previously-constructed instructional plans as the guide for future planning. The teacher adapts his/her assessments only in limited circumstances. The teacher designs assessments that are 	<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 assessments to meet the needs of individual students. The teacher designs assessment that lack specificity, clarity or any criteria to judge student performance.

<p>teacher makes critical instructional adjustments based on the results of these assessments.</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • The teacher designs assessments that outline clear expectations and criteria for student performance. 	<p>sometimes unclear about what is expected from students or on what criteria students will be evaluated.</p>	
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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 resources, and professional conferences/courses. 	<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.

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 their own learning, work 	<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.

hard to meet expectations, and assume responsibility for producing high quality work.			
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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. 		behaviors and draws heavily on punitive measures in his/her approach to managing student behavior.	negative behaviors at the expense of pointing out examples of positive behavior.
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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 	<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. 	<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 	<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,

<p>to students with rich, clear language that both 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. 	<ul style="list-style-type: none"> The teacher uses written communications to students, parents/caretakers, and colleagues that is clear, professional and free from errors. 	<p>clear, professional and free from errors.</p>	<p>professionalism and/or contains errors.</p>
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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. 	<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 	<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. 	<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

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

<p>current instructional planning materials to 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. 	<p>examples of student work to track progress over time.</p>	<ul style="list-style-type: none"> The teacher keeps few examples of student work products. 	<p>examples of student work products to track progress over time.</p>
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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 	<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.

professional expectations set by his/her administrative superiors and colleagues.			
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PILLAR II BUILDING COMMUNITY

1. Participates in 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 children

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 	<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 	<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. 	<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.

<p>colleagues with respect, 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. 	<p>and dignity.</p> <ul style="list-style-type: none"> • The teacher witnesses the Christian faith in both the classroom and greater Catholic school community. 	<ul style="list-style-type: none"> • The teacher witnesses the Christian faith in the classroom. 	<ul style="list-style-type: none"> • The teacher exhibits behaviors inconsistent with Christian values.
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Unit and Lesson Planning Introduction with Samples

Units are the most effective and practical way to engage students in significant learning that is beyond the memory level. ACE Teaching Fellows are introduced to unit planning in their first summer though expectations of unit planning during the first year of teaching are limited to the submission of one spring unit. Realistically, when ACE Teaching Fellows first begin teaching, they tend to lesson plan within a weekly schedule rather than within fully developed units. Planning practices evolve over time as they grow in comfort with classroom management and familiarity with the school curriculum and state/diocesan standards. Units of study are expected during the second year of teaching. You can learn even more about how ACE Teaching Fellow are taught to plan by seeing their ebook on planning [here](#).

ACE introduces a unit planning model that carefully scaffolds instruction, develops critical thinking, and is differentiated to serve the needs of struggling learners and high achieving learners. It utilizes formative assessment throughout and is typically 2-4 weeks in length. The unit structure is focused on an enduring understanding (Wiggins and McTighe, 1998) and framed by dimensions of learning (Marzano, 1992): acquiring and integrating knowledge, extending and refining knowledge, and using knowledge meaningfully. The unit structure is outlined below (note that the numbers correspond to examples on the next page):

Unit Goal and Performance Assessment

The unit goal is a contract, based on state and national standards, established by the teacher, that each student will meet independently and individually (1). The goal, which uses a developmentally appropriate level of Bloom's taxonomy, is tied closely to both the standard test and the performance assessment (2).

Acquiring Knowledge

The first three or five lesson plans focus on acquiring and integrating knowledge necessary to meet the unit goal at an unsophisticated level by the time of the standard paper and pencil test which favors material important in creating a conceptual framework (3).

Unit Test

The standard test, which conventionally appears at the end of a unit, appears in the middle (4).

Extending Knowledge and Using Knowledge Meaningfully

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

Performance Assessment

The unit culminates in the performance assessment – an opportunity for each student to individually meet the unit goal (2). The performance assessment must present a previously unseen situation or problem in which the student uses his/her knowledge from the unit to draw a personal conclusion. It is worth the same amount as the standard test and is important for two major reasons. First, it provides an alternative for students who test poorly on standard exams to prove that they have mastered the concepts. Second, it connects learning to reality by combining content with problem solving skills to execute a task.

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

Wiggins and McTighe (1998). *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development.

ACE Unit Structure

Sample #1 – Life on the Great Plains

- (1) *Unit Goal: SWBAT analyze how the settlement of the Great Plains affected the lives of the settlers, Native Americans and sodbusters.*
- (2) *Performance Assessment: After reading four historical journal entries from individuals during the Civil War era, SW complete a graphic organizer in which they analyze how the settlement of the Great Plains played a role in the characteristics of the individuals' "current" lives.*

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| { | LP 1: SWBAT <u>describe</u> life on the Great Plains for settlers and sodbusters. |
| | LP 2: SWBAT <u>explain</u> how building the transcontinental railroad affected the lives of settlers and sodbusters. |
| | LP 3: SWBAT <u>compare and contrast</u> life for Native Americans before and after settlement of the Great Plains. |
- LP 4: SWBAT analyze how settlement of the Great Plains affected the life of a young pioneer boy (case study).
 - (4) Traditional Test
 - (5) LP 5: SWBAT use supply and demand to explain the rise and fall of cattle drives and their effect on the people living in the Great Plains.
 - (6) LP 6: SWBAT analyze the historical accuracy of a clip from *Little House on the Prairie*.
 - (2) Performance Assessment

(ACE has developed a unit and lesson planning template that is required for all ACE unit assignments and highly suggested for the planning of all units. As an excel document it is conveniently saved and available for modification for future years.)

Sample 2 – Unit Plan showing use of the ACE template.

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

Lesson Plans

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

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

- A. Lesson Plan Objective – Uses an observable and challenging verb that builds toward the unit goal. All students are pushed to reach the lesson plan objective in order to meet the unit goal at a core level.
- B. Prior Knowledge – specifies clearly and succinctly the lowest threshold of student prior knowledge on which the lesson builds.
- C. Assessment – describes a summative lesson plan assessment activity that clearly measures individual and independent student achievement.
- D. Materials, Accommodations, Enrichment for Advanced Students – details the extra equipment, modifications, and enrichment for stronger students required to cater to the needs of different level learners for a particular class.
- E. Task/Method/Time – specifies the minute-to-minute activities that will occur throughout the days of the lesson plan that lead to the assessment of the objective.

Sample

Unit 5		LP2	
2	Objective:	SWBAT determine the platform of the first political parties	Standards: TEKS 8.5 B-C, 8.14 A-B, 8.16 B, 8.17 A, 8.29 D-E
	Assessment:	SW determine the platforms of the first political parties in a graphic organizer	
Notes:			
Time	Student Learning Task or Activity		METHOD/Teacher Activity
Day 1			
3	Why do people join political parties?		BW
2	Student led		Prayer
10	In notebook, write what they know about political parties silently, when told, rotate one desk and respond to what previous students had written		Silent discussion-explain directions BEFORE allowing students to begin writing about political parties, every minute, have students rotate. Make sure they stay silent for this discussion
10	Quietly take notes, copying down what teacher writes, ask questions when needed		Notes on purpose of political parties and Alexander Hamilton and Thomas Jefferson's viewpoints
10	Independently read Amendment 14. When completed, take turns sharing what they read with classmates		Think-pair-share: each student independently reads the same section of Constitution (Amendment 14), play Devil's Advocate, bringing up decision's made by Supreme Court using the 14th amendment, to let students know how different people have different ideas from reading the same document

7	Silently watch video and take notes on new information	Video on early divisions in American. Watch 0-7:00, remind students to watch quietly (https://www.youtube.com/watch?v=r161cLYzuDI)
3	Write three beliefs held by Federalists and 3 by Democratic-Republicans	Exit card (IA)
Day 2		
3	What is the difference between a strict and loose interpretation of the Constitution? How did each party read the document?	BW
3	Prayer	Prayer- what are you looking for? Video https://www.youtube.com/watch?v=unS0qZjwy2E
8	half the students have a anti-federalist, while others have federalist. Fill out process sheet about their primary source BEFORE finding peer with opposite viewpoint	Jigsaw- Primary source analysis of early leaders, give students time to complete their character, then at the same time, students rotate to find person with character with the opposite viewpoint
5	Write down words associated with Federalists on left side of board. Write words associated with DR's on right side of board. This is all done silently	Chalk talk- monitor activity. When completed, select student to read all of the responses
6	Silently copy down notes, realizing the divisions between Hamilton and Jefferson were so deep they could not work together	Lecture- Washington's unhappy cabinet members
9	with partner, complete packet on differences between Hamilton and Alexander	Pair work- with partner, complete packet on differences between Hamilton and Alexander
11	Independently complete graphic organizer about Federalists and Democratic-Republicans	Graphic Organizer (FA)-monitor students, making sure they are working individually and independently