ACE M.Ed. Supervision Syllabi

EDU 65950 Supervised Teaching

EDU 65930 Clinical Seminar in Teaching (first three semesters)

EDU 65935 Capstone Seminar in Teaching (fourth semester)

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**\*2022-23 Academic Year\***

**EDU 65950 & 65930/35 Due Dates for 2022-2023 Academic Year**

[**ACE 28 (2nd Year Teachers)--*Fall Semester***](#SecondYearReflections)[**ACE 29 (1st Year Teachers)--*Fall Semester***](#FirstYearReflections)

**September** **August/September**

**5th** Confirming Details and Reflection 1 Confirming Details and Reflection 1

**19th** Reflection 2: Submit PGP proposal for***\*Due before 1st day of teaching***

Supervisor approval

 **September**

**October** **5th** Reflection 2 *(video evidence required)*

**17th** Reflection 3 ([*Professional Growth Project*](#PRESENTATIONEXP)*)* **19th** Reflection 3 *(video evidence required)*

**November** **October**

**7th** Mentor Teacher Feedback Form Due **3rd** Reflection 4 *(photo evidence required)*

**11th** Principal Evaluation Due **17th** Reflection 5 *(upload revised mgt plan)*

**14th** Reflection 4(*final reflection*)  **31st** Reflection 6 *(observation)*

**DecemberNovember**

**2-4th** ACE Retreat **7th** Mentor Teacher Feedback Form Due

**12th** Last day late reflections accepted **11th** Principal Evaluation Due

**19th** ND course grades due **14th** Reflection 7 (*final reflection*)

 **December**

 **2-4th** ACE Retreat

 **12th** Last day late reflections accepted

 **19th** ND course grades due

[**ACE 28 (2nd Year Teachers)--*Spring Semester***](#SecondYearSemesterReflections)[**ACE 29 (1st Year Teachers)--*Spring Semester***](#FirstYearSecondSemesterReflections)

**January January**

**9th** Reflection 5 **9th** Reflection 8 **23rd** Reflection 9 *(observation)*

**February February**

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

 **20th** Reflection 11

**March March**

**6th** Reflection 7 *(upload planning artifact)***6th** Reflection 12 *(video evidence required)*

**20th** Reflection 8 *(video evidence required)* **20th** Reflection 13 *(principal/colleague observation)*

**27th** Mentor Teacher Feedback Form Due **27th** Mentor Teacher Feedback Form Due

**31st** Principal Evaluation Due **31st** Principal Evaluation Due

**April April**

**3rd** Reflection 9 (*Capstone—final reflection*) **3rd** Reflection 14 (*final reflection*)

**17th** Last day late reflections accepted **17th** Last day late reflections accepted

**May 1st** ND course grades due **May 1st** ND course grades due

**Faculty of Supervision and Instruction Contact Information**

|  |  |
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**Importance of Supervision Courses to The Academic Program**

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

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

(1) GPA below 3.0 for two consecutive grading periods;

(2) Supervised teaching cumulative grade below 3.0 for two consecutive grading periods or a single supervised teaching grade below a C;

(3) Clinical Seminar cumulative grade below 3.0 for two consecutive grading periods.

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

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

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

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

(1) Failure by the ACE school to continue the teaching contract;

(2) Engaging in conduct that is unlawful, displaying continual or serious disregard for the Catholic character of the University, or causing notorious public scandal;

(3) Committing a material or repeated violation(s) of University policy, including those policies described in *du Lac*;

(4) Engaging in conduct that constitutes moral turpitude or breaches the high moral and ethical standard applicable to the participant as a leader of students and role model.

 (5) Engaging in conduct that, in the judgment of ACE leadership, poses a threat or potential threat to the safety or well-being of any ACE participant or the students in the ACE school.

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

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

# EDU 65950: SUPERVISED TEACHING

## Course Overview

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

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

## General Course Components

**Procedures for Non-Evaluative, Informal Site Visits for the Beginning of the School Year**

In certain circumstances, as a way to offer the ACE Teacher additional professional support (particularly at the beginning of the school year), the University Supervisor may set up a time to observe the ACE Teacher’s class. This site visit is intended to be informal and non-evaluative, and, depending on the circumstances, it may be conducted at the Teacher’s school, via “live feed,” (i.e. video in real time), or via Torsh (i.e. recorded, then submitted for Supervisor feedback). The Supervisor may want to arrange a time to debrief with the Teacher following the observation.  The primary purpose of this observation, and the subsequent debrief, is to support the ACE Teacher’s work in foundational elements of lesson planning, classroom management, and/or student engagement.

**Procedures for Formal Site Visits**

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

• an observation of usually up to two hours of teaching (generally two courses or content areas)

• examination of instructional and classroom management materials

• review and discussion of content course assignments when applicable

• a post-observation conference

• meetings with Mentor Teachers and Principals (as available)

• a meeting with the Superintendent when appropriate

• meetings and social outings with the members of the ACE community

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

## Requirements for Supervision Site Visit and Observation

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

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

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

**Observation Checklist**

|  |  |
| --- | --- |
| **First-Year Teachers** | **Second-Year Teachers** |
| **Semesters 1 & 2** | **Semesters 3 & 4** |
| 1.\_\_\_\_**Note of Introduction to Supervisor*** Outlines the topics and events of the observed lesson and relevant school events
* States location of planning, grade books, graded student work and relevant materials
* Includes Wifi password and Network name

2.\_\_\_\_**Lesson Plan/s for Observed Lesson*** **Be sure to include the following components: (1) Objective, (2) Assessments, (3) Means to Assess Prior Knowledge, (4) Content Standards, (5) Homework, and (6) Instructional Activities with Time Indications**
* Typed/sent in ACE lesson plan template
* Placed on the desk/readily available

3.\_\_\_\_**Lesson Planning Book*** Hard copy or computer files made available via jump drive
* Organized and up-to-date with all past lessons

4.\_\_\_\_**Grade Book/Usage of Grade Program*** Printout of computerized grade book file or access to computer
* Grades for the current and any past grading periods

5.\_\_\_\_**Additional Instructional Materials*** Copies of materials related to the observed lesson/s
* Access to folders, binders and/or files of previous unit materials (Please provide samples of assessments used)
* Additional materials related to teaching, such as newsletters, graded student work, parental contact log book, etc.

6.\_\_\_\_**Contributions to School Community** ***(second semester only)**** Listing of contributions to the school community sent electronically to supervisor within one week prior to site visit.
 | 1.\_\_\_\_**Note of Introduction to Supervisor*** Outlines the topics and events of the observed lesson and relevant school events
* States location of planning, grade books, graded student work, and relevant materials
* Includes Wifi password and Network name

2.\_\_\_\_**Lesson Plan/s for Observed Lesson*** **Be sure to include the following components: (1) Objective, (2) Formal and Informal Assessments, (3) Means to Assess Prior Knowledge, (4) Content Standards, (5) Homework, (6) Instructional Activities with Time Indications, and (7) *Attempts to Differentiate Instruction/Assessment***
* Typed/sent in ACE lesson plan template
* Placed on the desk/readily available

3.\_\_\_\_**Lesson Planning Book*** Hard copy or computer files made available via jump drive
* Organized and up-to-date with all past lessons

4.\_\_\_\_**Grade Book/Usage of Grade Program*** Printout of computerized grade book file or on computer
* Grades for the current and any past grading periods

5.\_\_\_\_**Additional Instructional Materials*** Copies of materials related to the observed lesson/s
* Access to folders, binders and/or files of previous unit materials
* Additional materials related to teaching, such as newsletters, graded student work, parental contact log book, etc.

6.\_\_\_\_**Unit Plans**- Evidence of unit planning, such as a binder, folders and/or files **with unit cover pages**, lesson plans, and unit materials- At least one course represented by such plans- Printout of units or computer files made available via jump drive or disc7.\_\_\_\_**Spirituality and Community** * Fall & Spring Semester: Listing of contributions to the spirituality and community of the school as well as use of community resources sent electronically to supervisor within one week prior to site visit.
* Spring Semester: Listing of ways you serve as spiritual and ethical role model, as well as contributions to the larger community.
 |

**Events of the Site Visit**

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

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

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

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

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

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

#### Course Assessment and Differentiated Supervision

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

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

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



### Notes on Grading Summary Chart

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

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

###

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

## Improvement Plans

An improvement plan is an agreed upon set of tasks related to teaching responsibilities and effective-

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

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

|  |
| --- |
| **ACE Teacher Improvement Plan**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade Level(s)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Community\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Observation Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Beginning Date of Plan\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Context of improvement plan implementation:Areas of Growth:Targeted Performance Indicator: Goal:  Indicators of progress:Targeted Performance Indicator: Goal:  Indicators of progress: (Domains, PIs, goals, and indicators of progress will be noted as necessary.)Progress will be evaluated on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Comments: Signatures:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Academic Supervisor Principal\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ACE Teacher Datecc Kati Macaluso, John Schoenig Christie Bonfiglio |

Basic elements of the plan include:

• A short narrative context of the situation that has brought about the need for an improvement plan

• Goals that relate to one or more of the performance indicators

• Specific tasks to be completed by the ACE Teacher to demonstrate progress

• A date by which a reassessment of the improvement plan will take place

• Signatures of the ACE Teacher, University Supervisor, and when appropriate the building administrator.

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

##

## Mentor Teacher Feedback and Principal Evaluation Instruments

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

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

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

# *Please help us to encourage*

# *Mentor Teachers and Principals to complete and to submit*

***feedback forms and online evaluations!***

# EDU 65930: CLINICAL SEMINAR IN TEACHING

## Course Overview

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

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

##

## General Course Components

### Teacher Reflection

### Reflection is the major focus of this course sequence. Not only is reflection a component of the professional responsibilities according to the performance indicators, it is explicit to IDS #6 (the teacher engages in continuous professional growth and self-reflection). Reflection is crucial for explaining why and how you are proactive in your own development as a teacher. While it may be an intuitive skill, it is not one that is traditionally allotted a great deal of time. During the school week, a teacher is consumed with planning, instructing, and assessing, and even a veteran teacher has little time to reflect on what has transpired. When a teacher does reflect, it is often to lament the things that went badly; even more rare is reflection on the things that went well, and missing in both is the step beyond, which is "What have I learned?" and “How can I improve?” Reflection moves beyond a gut reaction to a hard, close look--a self-evaluation or assessment and proactive approach to one’s own professional development.

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

• serves as documentation of personal reflection and efforts to improve on teaching practices

• contributes towards the body of professional development evidence in the on-line portfolio on Taskstream.

• serves as a structured means to maintain consistent contact and updates to the Faculty of Supervision and Instruction

• enhances the site visits of the faculty through updated information on the teaching situation

• facilitates two-way communication between the ACE Teacher and Faculty of Supervision and Instruction on the on-going issues of professional development

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

### Reflections – Posting Guidelines

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

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

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

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

Please adhere to the following basic guidelines:

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

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

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

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

###

### Course Assessment – Year One

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

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

***Scoring Rubric*.** The following rubric will be used:

|  |  |  |  |
| --- | --- | --- | --- |
| **5** | **4** | **3** | **2 1** |
| All criteria are met; reflection provides thorough detail of successes, problems, issues, and proactive plans for improvement | Most criteria are met; reflection provides detail of successes, problems, issues, and proactive plans for improvement; may also indicate overdue work | Some criteria are met; reflection provides some detail of successes, problems, issues, and proactive plans for improvement; may also indicate well overdue work | Few criteria are met; reflection does not detail successes, problems, issues, and proactive plans for improvement; may also indicate well overdue work |
| **Criteria** |
| • Assigned topic/s are addressed by referencing the performance indicator and its descriptors• Three-step reflective cycle is addressed:* Given a topic for reflection, what are examples of my own effective and ineffective performances?
* Explain in greater depth particular issues associated with the topic within your local context and cite the sources that inform this explanation, such as your own self-assessment, conversations and evaluations by the Mentor Teacher, Principal, and applicable educational theory and research from your ACE M.Ed. coursework.
* What is your plan of action for continued improvement associated with this topic? What resources can you seek to enhance your understanding and/or what actions can you take to improve your practices?

• Length of Reflection is 500 words minimum• Reflection is sent by midnight of the due date – Indiana standard time |

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

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

# [First-Year, First-Semester Topics and Dates](#Duedates)

|  |  |
| --- | --- |
| **ACE 29 – Semester 1** | **Due** |
| **ACE 29 Reflection 1. Housekeeping/Organizing Physical Space*****[PI I.2.5 Organizes Physical Space](https://ace.nd.edu/downloads/current-members-teaching-fellows/handbooks)*** Log onto Taskstream and complete/address the following ***two*** action items:1. **Confirm** in writing that you entered all of the information on the Principal/Mentor Google form (*link for this form will be emailed in early August*).
2. ***\*\*Please note that video evidence is needed for this reflection.*** For this reflection, record a brief (2-3 minute) video that offers a narrated “walk through” of the layout of your classroom. In your narration, reflect on your efforts to organize physical classroom space to support and facilitate instruction and student learning. In addition, please communicate what concerns or questions you have about your classroom set up. Be sure to note written rules and procedures, critical anchor charts, desk arrangements, instructional technology as well as other aspects of the classroom that impact student learning and culture. **The video narration is sufficient. You do not need to write a separate reflection on Taskstream. Please write “video submitted” in the space reserved for the reflection response.** If you need to trim or edit the clip for submission that is perfectly acceptable. **Submit the 2-3 minute video clip to your Supervisor following** [**video submission guidelines**](#_APPENDIX_D_5)**.**
 | **Before your first day of teaching** |
| **ACE 29 Reflection 2. Open Topic Video Annotation*****[PI I.4.3 Shows professionalism](https://ace.nd.edu/downloads/current-members-teaching-fellows/handbooks)*** Log onto Taskstream and complete/address the following item:**Three Comments and a Question**Prior to the reflection due date, video an entire lesson **(see** [**Appendix D**](#_APPENDIX_D_6) **for additional details about digitally recording)**. Upload and watch the video, then select a 4-8 minute clip that features you engaged in a key aspect of your instruction. Provide four substantive annotations specific to the video, noting relevant contextual elements, key observations, missed instructional opportunities, and/or areas of improvement and success. ***In particular, note any aspects of the video clip that address concerns or questions you have about aspects of your instruction, classroom management or student engagement.*** In your final annotation, please pose a question related to an aspect of teaching evidenced in the video, that you would like your Supervisor to address. **The video annotation is sufficient. You do not need to write a separate reflection on Taskstream. Please write “video submitted” in the space reserved for the reflection response.** If you need to trim or edit the clip for submission that is perfectly acceptable. **Submit the 4-8 minute video clip to your Supervisor following** [**video submission guidelines**](#_APPENDIX_D_2)**.**  | **9/5/22** |
| **ACE 29 Reflection 3. Facilitating Communication, Discussion and Participation—Video Annotation** ***[PI I.3.1 Communicates clearly and accurately](https://ace.nd.edu/downloads/current-members-teaching-fellows/handbooks)*** ***[PI I.3.2 Uses questioning and discussion techniques](https://ace.nd.edu/downloads/current-members-teaching-fellows/handbooks)*** ***\*\*Please note that video evidence is needed for this reflection and that it may require additional planning.*****Three Comments and a Question**For this reflection, you will need to video record one of your lessons **(see** [**Appendix D**](#_APPENDIX_D) **for additional details about digitally recording)**. Watch the video and select a 4-8 minute clip that shows you facilitating communication through discussion, participation, and/or implementing questioning techniques. Discuss techniques you employ to facilitate student understanding during presentations, activities, and discussions.  What challenges exist to facilitating discussions that are meaningful, substantive, engaging and rigorous? **Provide four substantive annotations specific to the video**, noting relevant contextual elements, key observations, missed instructional opportunities, and/or areas of improvement and success. Your first annotation should identify the context for the lesson and the student learning objective. Your final annotation should pose a question, related to an aspect of teaching evidenced in the video, that you would like your supervisor to address. **The video annotation is sufficient. You do not need to write a separate reflection on Taskstream. Please write “video submitted” in the space reserved for the reflection response.** If you need to trim or edit the clip for submission that is perfectly acceptable. **Submit the 4-8 minute video clip to your Supervisor following video submission guidelines.**  | **9/19/22** |
| **ACE 29 Reflection 4. Engaging Students and Providing Feedback*****[PI I.3.3 Engages students in learning](https://ace.nd.edu/downloads/current-members-teaching-fellows/handbooks)*** ***[PI I.3.4 Assesses student learning](https://ace.nd.edu/downloads/current-members-teaching-fellows/handbooks)*****This reflection is in two parts:** **Part I**What method do you use most to engage students? Does it promote critical and higher order thinking skills in your students? Ask a housemate as well as a colleague or mentor (two different people) about their most successful method for engaging student learners. Who did you talk to and how might you incorporate what they said into your own teaching in the coming days? **Part II***Upload* an example of assessment feedback you've given a student, and reflect upon how that feedback promotes continued learning for the student. In reflecting, do you see opportunities to improve upon the learning experience and/or feedback?[Use the three-step reflective writing cycle](#Reflection) to frame your reflection. | **10/3/22** |
| **ACE 29 Reflection 5. Respect and Rapport in the Classroom and Revisions to Classroom Management Plan*****[PI I.2.1 Creates environment of respect and rapport](https://ace.nd.edu/downloads/current-members-teaching-fellows/handbooks)*** [***PI I.2.3 Manages classroom procedures***](https://ace.nd.edu/downloads/current-members-teaching-fellows/handbooks)[***PI I.2.4 Manages student behavior***](https://ace.nd.edu/downloads/current-members-teaching-fellows/handbooks)[***PI I.2.5 Organizes physical space***](https://ace.nd.edu/downloads/current-members-teaching-fellows/handbooks)***[PI I.4.1 Maintains accurate records](https://ace.nd.edu/downloads/current-members-teaching-fellows/handbooks)*** ***[PI I.4.2 Communicates with parents and guardians](https://ace.nd.edu/downloads/current-members-teaching-fellows/handbooks)*** Review your original Classroom Management Plan (CMP). Make changes based on your current classroom and instructional experiences. As you update your original CMP, highlight text to signal new sections and cross out sections you are not using. Upload this revised CMP to your online portfolio on Taskstream.Now, take a moment to comment on the changes you just made to each of the five parts of your summer, EDU 60022 Classroom Management Plan. Reflect on your efforts to promote a healthy learning environment and describe challenges that have arisen along the way. In what ways are you promoting parent communication and involvement? Are there pieces of your management plan that have yet to be implemented that you’d like to try? [Use the three-step reflective writing cycle](#Reflection) to frame your reflection. | **10/17/22** |
| **ACE 29 Reflection 6. Observation of a Content Area Teacher**[***PI I.1.1 Demonstrates knowledge of content and pedagogy***](https://ace.nd.edu/downloads/current-members-teaching-fellows/handbooks)***[PI I.4.3 Shows professionalism](https://ace.nd.edu/downloads/current-members-teaching-fellows/handbooks)*** Seek out a respected colleague in your school to observe for a portion of his/her class. This observation is not expected to last an entire class period—aim for 20-30 minutes—and should take place at your school during a planning period. ***ACE will not reimburse schools for substitute teacher expenses****.* Schedule a time to debrief with this teacher about the observation. Come prepared to this meeting with questions that can help frame the meeting.Reflection Guidelines:1. List the observed teacher’s name, school, grade level and subject and specify your reason for choosing this specific teacher to observe.2. List the date of the observation.3. Reflect on the following points: Compare and contrast the differences in methods and techniques between yourself and the observed teacher, both in terms of managing the flow of the lesson and the instruction of content knowledge.4. What instructional ideas did you see and/or discuss that you might incorporate into your own practices? Why?5. What instructional ideas are questionable in terms of incorporation? Why?6. Discuss any additional outstanding questions, issues or ideas related to the observation/debrief. | **10/31/22** |
| **ACE 29 Reflection 7. Identification and Usage of Resources to Enhance Instruction*****[PI I.1.2 Demonstrates knowledge of students](https://ace.nd.edu/downloads/current-members-teaching-fellows/handbooks)***[***PI I.1.7 Demonstrates knowledge of resources***](https://ace.nd.edu/downloads/current-members-teaching-fellows/handbooks)Which resource(s) do you use most frequently to supplement your instruction? In what specific ways has this resource(s) served to positively affect student learning. ***In addition to “hard” resources, what new knowledge have you learned about your site/community since being there, and how do you use this knowledge as a resource to inform your instruction?*** Note that resources can include print or online sources, technology, area specialists, community organizations, colleagues, local/regional events/performances, and institutions (colleges, museums, local attractions). [Use the three-step reflective writing cycle](#Reflection) to frame your reflection. | **11/14/22** |

**[First-Year, Second-Semester Topics and Dates](#Duedates)**

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| **ACE 29 – Semester 2** | **Due** |
| **ACE 28 Reflection 8. Professional Goals and Progress Indicators*****[PI I.4.3 Shows professionalism](https://ace.nd.edu/downloads/current-members-teaching-fellows/handbooks)***  Review last semester’s observation feedback and progress indicator ratings from your University Supervisor. Indicate specific performance indicators that you are targeting for improvement and describe concrete ways (instructional practices, management practices, resources, initiatives, projects, units, activities, etc.) that will help you meet these targeted goals.[Use the three-step reflective writing cycle](#Reflection) to frame your reflection.  | **1/9/23** |
| **ACE 29 Reflection 9. Observation of Content Area Teacher**[***PI I.1.1 Demonstrates knowledge of content and pedagogy***](https://ace.nd.edu/downloads/current-members-teaching-fellows/handbooks)***[PI I.4.3 Shows professionalism](https://ace.nd.edu/downloads/current-members-teaching-fellows/handbooks)*** Early in the semester, seek the help of your principal or superintendent to identify another teacher in your specific content certification area or grade level (if you are an elementary teacher) to observe. This observation may take place in your school or as part of a visit to another school. You may not observe a current ACE Teacher. Different than the first semester observation, this observation should last at least 45 minutes, though longer observations are welcomed. ***ACE WILL reimburse schools for substitute teacher expenses for up to one half day each semester****.* If your building principal will not allow you classroom leave for this reflection, your principal must e-mail your assigned faculty member of supervision and instruction in advance of this due date to explain the circumstances. Alternative observation arrangements or an open topic reflection will be substituted.Reflection Guidelines1. List the observed teacher’s name, school, grade level and subject and specify your reason for choosing this specific teacher to observe.2. List the date of the observation.3. Reflect on the following points: Compare and contrast the differences in methods and techniques between yourself and the observed teacher, both in terms of managing the flow of the lesson and the instruction of content knowledge.4. What instructional ideas did you see that you might incorporate into your own practices? Why?5. What instructional ideas are questionable in terms of incorporation? Why?6. Discuss any additional outstanding questions, issues or ideas related to the observation.Please assist your principal in obtaining and e-mailing/faxing/mailing in the [substitute reimbursement form](https://ace.nd.edu/downloads/current-members-teaching-fellows/handbooks) as necessary. [Use the three-step reflective writing cycle](#Reflection) to frame your reflection. | **1/23/23** |
| **ACE 29 Reflection 10. Open Topic Video Annotation*****[PI I.4.3 Shows professionalism](https://ace.nd.edu/downloads/current-members-teaching-fellows/handbooks)*** ***\*Please note that video evidence is needed for this reflection and that it may require additional planning.*****Three Comments and a Question**Prior to the reflection due date, video an entire lesson **(see** [**Appendix D**](#_APPENDIX_D_7) **for additional details about digitally recording)**. Upload and watch the video, then select a 4-8 minute clip that features you engaged in a key aspect of your instruction. Provide four substantive annotations specific to the video, noting relevant contextual elements, key observations, missed instructional opportunities, and/or areas of improvement and success. ***In particular, note any aspects of the video clip that address 2nd semester goals to improve your teaching.*** Your first annotation should identify the context for the lesson, the student learning objective, and the PIs you are focusing on. Your final annotation should pose a question, related to an aspect of teaching evidenced in the video, that you would like your supervisor to address. **The video annotation is sufficient. You do not need to write a separate reflection on Taskstream. Please write “video submitted” in the space reserved for the reflection response.** If you need to trim or edit the clip for submission that is perfectly acceptable. **Submit the 4-8 minute video clip to your Supervisor following** [**video submission guidelines**](#_APPENDIX_D_2)**.**  | **2/6/23** |
| **ACE 29 Reflection 11. Establishing a Culture for Learning**[***PI I.2.2 Establishes a culture for learning***](https://ace.nd.edu/downloads/current-members-teaching-fellows/handbooks)Distinguished teacher educator, Charlotte Danielson, describes a culture for learning in this way: *A ‘culture for learning’ refers to the atmosphere in the classroom that reflects the educational importance of the work undertaken by both students and teacher. It describes the norms that govern the interactions among individuals about the activities and assignments, the value of hard work and perseverance, and the general tone of the class. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and by a shared belief that it is essential, and rewarding, to get it right. There are high expectations for all students; the classroom is a place where the teacher and students value learning and hard work.* (Danielson, C. 2013. *The Framework for Teaching Evaluation Instrument*. Danielson Group.) In what ways is your classroom reminiscent of what Danielson describes here? In what ways is it not? What obstacles exist that make this kind of atmosphere difficult to achieve? What questions do you have for your supervisor that might improve your classroom situation?[Use the three-step reflective writing cycle](#Reflection) to frame your reflection. | **2/20/23** |
| **ACE 29 Reflection 12. Open Topic Video Reflection*****[PI I.4.3 Shows professionalism](https://ace.nd.edu/downloads/current-members-teaching-fellows/handbooks)*** ***\*\*Please note that video evidence is needed for this reflection and that it may require additional planning.*****Three Comments and a Question**Prior to the reflection due date, video an entire lesson **(see** [**Appendix D**](#_APPENDIX_D_8) **for additional details about digitally recording)**. Upload and watch the video, then select a 4-8 minute clip that features you engaged in a key aspect of your instruction. Provide four substantive annotations specific to the video, noting relevant contextual elements, key observations, missed instructional opportunities, and /or areas of improvement and success. ***In particular, think back to the previous reflection that addressed the ways in which you are attempting to build a positive and engaging culture of learning in your classroom. How are these classroom, culture-building elements present or not present in the video clip?*** ***After watching the video, include annotations that address 1-2 improvements you can make to improve your classroom culture?*** Your first annotation should identify the context for the lesson, the student learning objective and the PIs you are focusing on. Your final annotation should pose a question, related to an aspect of teaching evidenced in the video, that you would like your supervisor to address. **The video annotation is sufficient. You do not need to write a separate reflection on Taskstream. Please write “video submitted” in the space reserved for the reflection response.** If you need to trim or edit the clip for submission that is perfectly acceptable. **Submit the 4-8 minute video clip to your Supervisor following** [**video submission guidelines**](#_APPENDIX_D_1)**.**  | **3/6/23** |
| **ACE 29 Reflection 13. Principal/Mentor Teacher Observation** [***PI I.1.1 Demonstrates knowledge of content and pedagogy***](https://ace.nd.edu/downloads/current-members-teaching-fellows/handbooks)***[PI I.4.3 Shows professionalism](https://ace.nd.edu/downloads/current-members-teaching-fellows/handbooks)*** Ask your principal, mentor teacher or some other teacher in your building to observe you teach a lesson. Before they observe, share 2-3 ACE Performance Indicators and the associated rubrics. Ask them to use the Performance Indicators/rubrics as a basis to evaluate your lesson. Meet with the principal/teacher following the lesson to discuss. In your reflection, summarize the areas of greatest strength and improvement. Then, discuss your own thoughts on the lesson, how these thoughts sync with your evaluator, and what short-term goal(s) you have as a result of this process. [Use the three-step reflective writing cycle](#Reflection) to frame your reflection.  | **3/20/23** |
| **ACE 29 Reflection 14.** **Professional Goals*****[PI I.4.3 Shows professionalism](https://ace.nd.edu/downloads/current-members-teaching-fellows/handbooks)***  Review/revisit this semester’s observation feedback from your University Supervisor. Use this feedback, the feedback of your principal and/or mentor teacher as well as your own thoughts to discuss 2-3 aspects of your instruction that you are targeting for improvement. Describe concrete ways (instructional practices, resources, initiatives, projects, units, activities, etc.) in which you will meet these targeted goals and WHO you might be in touch with during the upcoming summer to help actualize these goals.  [Use the three-step reflective writing cycle](#Reflection) to frame your reflection.  | **4/3/23** |

### Course Assessment – Year Two

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

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

***Scoring Rubric*.** The following rubric will be used for scoring reflections:

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| --- | --- | --- | --- |
| **5** | **4** | **3** | **2 1** |
| All criteria are met; reflection provides thorough detail of successes, problems, issues, and proactive plans for improvement | Most criteria are met; reflection provides detail of successes, problems, issues, and proactive plans for improvement; may also indicate overdue work | Some criteria are met; reflection provides some detail of successes, problems, issues, and proactive plans for improvement; may also indicate well overdue work | Few criteria are met; reflection does not detail successes, problems, issues, and proactive plans for improvement; may also indicate well overdue work |
| **Criteria** |
| • Assigned topic/s are addressed by referencing the performance indicator and its descriptors• Three-step reflective cycle is addressed:* Given a topic for reflection, what are examples of my own effective and ineffective performances?
* Explain in greater depth particular issues associated with the topic within your local context and cite the sources that inform this explanation, such as your own self-assessment, conversations and evaluations by the Mentor Teacher, Principal, and applicable educational theory and research from your ACE M.Ed. coursework.
* What is your plan of action for continued improvement associated with this topic? What resources can you seek to enhance your understanding and/or what actions can you take to improve your practices?

• Length of Reflection is 500 words minimum• Reflection is sent by midnight of the due date – Indiana standard time |

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

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

The following grading scale will be utilized for spring semester:

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

**[Second-Year, First-Semester Topics and Dates](#Duedates)**

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| **ACE 28 – Semester 1** | **Due** |
| ACE 28 Reflection 1. Open Topic—Instructional Challenge/Housekeeping***[PI I.4.3 Shows professionalism](https://ace.nd.edu/downloads/current-members-teaching-fellows/handbooks)*** Log onto Taskstream and complete/address the following ***three*** action items:1. Think back to the reflection you submitted at the conclusion of the spring semester (i.e. Discuss 2-3 aspects of your instruction that you are targeting for improvement. Describe concrete ways in which you will meet these targeted goals and WHO you might be in touch with during the upcoming summer to help actualize these goals). Reflect on some key takeaways from your summer courses/conversations and how these might help you actualize your goals for the year. At the conclusion of the reflection, pose a question that you would like your Supervisor to address.
2. **In addition, please write about your PGP:** As you look forward what are your initial thoughts as to what you’ll complete for your Professional Growth project? **\*Please keep in mind that a formal PGP proposal is due to your Supervisor by Monday, September 19th.** [**See Appendix H.**](#AppH)
3. **Confirm** in writing that you have entered all of the information on the Principal/Mentor Google form (*link for this form will be emailed to you in early August*).

**\*For those who begin school after Labor Day, please contact your Supervisor to arrange an alternative due date for this reflection.** | **9/5/22**  |
| **ACE 28 Reflection 2. Professional Growth Project Proposal**[***PI I.4.3 Shows professionalism***](https://ace.nd.edu/downloads/current-members-teaching-fellows/handbooks)In preparation for the Professional Growth Project, complete the proposal form found on Taskstream (and in [**Appendix H**](#AppH)) to get your Academic Supervisor’s approval for the Project. Please indicate your choice of a PGP option and complete the corresponding information. Upload the proposal form to Taskstream. You will receive back an acceptance, conditional acceptance, or a resubmission request from your Supervisor. For more information on the PGP options, please see below as well as the descriptions and rubrics in [Appendices E, F, and G](#PGPAppendices).  | **9/19/22** |
| ACE 28 Reflection 3. Professional Growth Project***[PI I.4.3 Shows professionalism](https://ace.nd.edu/downloads/current-members-teaching-fellows/handbooks)***  | **10/17/22** |
| Choose one of the following options for providing evidence of professional growth. (Note: Choice must have been pre-approved by University Supervisor in Reflection 2.)1. [Presentation](#PRESENTATIONEXP)

The teacher should provide a plan for a local, regional, or national presentation based on a current practice/strategy that has been successful in the classroom. The presentation may also focus on educational research he/she has conducted and wishes to present to others. Both ideas must include a works cited page, slides and presentation materials, a photo of the teacher delivering the presentation and a 1-2-page reflection piece. **Reflection prompt: Consider your goals for the presentation in concert with how you perceive those in attendance benefitted from the information/research you shared.  With these thoughts in mind, discuss the successful aspects of your presentation as well as specific improvements that might have helped you more effectively achieve these goals.**1. [Research Writing](#RESEARCHEXP)

This assignment asks the teacher to research a salient school issue, curriculum decision or pedagogical practice for the purpose of improving the quality of teaching and learning in his/her school or local community. The central aim of this project is to utilize effective research practices and writing to address a research question the teacher sees as pressing in his/her local context. To do this well, the teacher will be expected to situate the research question within a broader review of the literature using peer-reviewed journal articles as well as books from academic publishers. Topics might include, but are not limited to, theories of educational practice, current best practices in the teaching of students with special needs or limited English proficiency, as well as examinations of content-specific practices. 1. [Grant Writing](#GRANTEXP)

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

You may choose a project that benefits your school, dioceses, community, or the field of education more generally. To select this option, you must write a detailed proposal for your project and submit it to your faculty Supervisor. ***The proposal should include a proposed rubric for how you might be evaluated (please use the rubrics included in these appendices as guides).*** This proposal should be submitted no later than Monday, September 19th. [The appropriate rubric from Appendix E will be utilized in grading.](#PGPAppendices)  |
| ACE 28 Reflection 4. Adaptation of Instruction According to the Specific Needs of Students***[PI I.1.2 Demonstrates knowledge of students](https://ace.nd.edu/downloads/current-members-teaching-fellows/handbooks)******[PI I.1.5 Designs assessments to provide evidence of learning](https://ace.nd.edu/downloads/current-members-teaching-fellows/handbooks)******[PI I.1.6 Demonstrates knowledge of resources](https://ace.nd.edu/downloads/current-members-teaching-fellows/handbooks)***ASCD In-Service author and presenter, MacKenzie Masten, writes, “In a differentiated classroom, the teacher assumes that different learners have differing needs and proactively plans lessons that provide a variety of ways to ‘get at’ and express learning” ([*7 Reasons Why Differentiated Instruction Works*](http://inservice.ascd.org/7-reasons-why-differentiated-instruction-works/), 2017). Consider the ways you have planned differentiated lessons to support and assess student learning. What planning practices or instructional strategies have you found to be effective in addressing your students’ needs? Upload two pieces of evidence (i.e. photos, documents, etc.) that reflect your attempt to provide students “a variety of ways to ‘get at’ and express learning.” [Use the three-step reflective writing cycle](#Reflection) to frame your reflection. | **11/14/22** |

**[Second-Year, Second-Semester EDU 65935 Capstone Seminar in Teaching and Practice](#Duedates)**

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

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| **ACE 28– Semester 4** | **Due** |
| **ACE 28 Reflection 5. Professional Goals and Performance Indicators**[***PI I.4.3 Shows professionalism***](https://ace.nd.edu/downloads/current-members-teaching-fellows/handbooks)Review/Reread last semester’s observation feedback and performance indicator ratings from your University Supervisor. Based on this feedback and your teaching experiences, 1) indicate specific performance indicators that you are targeting for improvement and 2) describe concrete ways (instructional practices, resources, initiatives, projects, units, activities, etc.) in which you will meet these targeted goals. 3) In this, your final semester with ACE, indicate what you plan to do to improve your school community and or contribute to the professional development of others. How will this feed into your professional development goals? [Use the three-step reflective writing cycle](#Reflection) to frame your reflection. | **1/9/23** |
| ACE 28 Reflection 6. Observation of a Colleague***[PI I.4.3 Shows professionalism](https://ace.nd.edu/downloads/current-members-teaching-fellows/handbooks)*** Seek out a respected colleague in your school to observe for a portion of his/her class. This observation is not expected to last an entire class period—aim for 20-30 minutes—and should take place at your school during a planning period. ***ACE will not reimburse schools for substitute teacher expenses****.* Schedule a time to debrief with this teacher about the observation. Come prepared to this meeting with questions that can help frame the meeting.Reflection Guidelines:1. List the observed teacher’s name, school, grade level and subject and specify your reason for choosing this specific teacher to observe.2. List the date of the observation.3. Reflect on the following questions: \*Compare and contrast the differences in methods and techniques between yourself and the observed teacher, both in terms of managing the flow of the lesson and the instruction of content knowledge.\*What instructional ideas did you see and/or discuss that you might incorporate into your own practices? Why?\*What instructional ideas are questionable in terms of incorporation? Why?**\*Consider how aspects of the observation give rise to salient ideas or practices that you’ve learned and/or discussed during your time in ACE. How were these ideas/practices evident—either in positive or negative ways—during the observation?**[Use the three-step reflective writing cycle](#Reflection) to frame your reflection. | **2/6/23** |
| ACE 28 Reflection 7. Reflecting on Teaching***[PI I.4.3 Shows professionalism](https://ace.nd.edu/downloads/current-members-teaching-fellows/handbooks)***Reflect on a lesson or lesson segment that you feel did not work particularly well.  When and how did you know it wasn’t working? How did you adapt “on the fly” and what notes did you write to yourself to reference in the future? What did you learn from the experience?  Along with this written reflection, *upload* an artifact (e.g. lesson plan, assessment, instructional resource) showing the “notes to self” to keep in mind when teaching the lesson in the future.[Use the three-step reflective writing cycle](#Reflection) to frame your reflection.  | **3/6/23** |
| ACE 28 Reflection 8. Open Topic Video Reflection***[PI I.4.3 Shows professionalism](https://ace.nd.edu/downloads/current-members-teaching-fellows/handbooks)*** ***\*\*Please note that video evidence may be needed for this reflection and that it may require additional planning.*****Three Comments and a Question**Prior to the reflection due date, video an entire lesson **(**[**see Appendix D for additional details about digitally recording**](#_APPENDIX_D_4)**)**. Upload and watch the video, then select a 4-8 minute clip that features you engaged in a key aspect of your instruction. ***The video should not be the same one as you used for the Demonstrating Teaching Proficiency (DTP) assignment.*** Provide four substantive annotations specific to the video, noting relevant contextual elements, key observations, missed instructional opportunities, and /or areas of improvement and success. ***Focus your annotations on what you would consider to be your greatest teaching/learning challenge during your two years in ACE.*** Your first annotation should identify the context for the lesson, the student learning objective, and the relevant PIs you are focusing on. Your final annotation should pose a question, related to an aspect of teaching evidenced in the video, that you would like your supervisor to address. Upload a link to the video to your ACE Taskstream site. **The video annotation is sufficient. You do not need to write a separate reflection. Please write “video submitted” in the space reserved for the reflection response.** Submit the 4-8 minute video clip to your Supervisor following [video submission guidelines](#_APPENDIX_D_3). | **3/20/23** |
| **ACE 28 Reflection 9. Capstone Reflection*****[PI I.4.3 Shows professionalism](https://ace.nd.edu/downloads/current-members-teaching-fellows/handbooks)*** Since this reflection speaks to your holistic growth across all three ACE pillars, please, in addition to submitting this reflection to Taskstream, email it to your Pastoral Supervisor.Reflecting on your professional development over the past two years in ACE, please fill out the Google form in order to rate how prepared you felt to meet the developmental standards. In your reflection, describe the major areas of growth (improvement), strengths, and ways you might continue to improve within each of the three program pillars: professional teaching, community, and spirituality. You may reflect in separate sections according to each pillar or develop a common theme of growth and improvement across them. You are invited to extend this reflection beyond the 500-word minimum. | **4/3/23** |

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# APPENDIX A

# [ACE TEACHER PERFORMANCE INDICATORS AND RUBRICS](http://ace.nd.edu/programs/teach/current-ace-teacher-resources)

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

# APPENDIX B

[**INDIANA DEVELOPMENTAL STANDARDS**](https://www.doe.in.gov/sites/default/files/licensing/all-grade-standards.pdf)**,** [**INTASC STANDARDS**](https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf)**,** [**CAEP STANDARDS**](http://caepnet.org/standards/2022/standard-1)**, AND CORRELATIONS WITH THE PERFORMANCE INDICATORS**

The performance indicators are aligned to the Indiana Developmental Standards for Educators (IDS), the INTASC Model Core Teaching Standards, and the CAEP Standards. This matrix shows the alignment among these Standards and the Performance Indicators:

|  |  |  |  |
| --- | --- | --- | --- |
| **Two-Year Tracking Sheet Relationship to Standards** | **CAEP** | **INTASC** | **IDS** |
| **Pillar I Professional Teaching** |
| **Domain 1: Planning and Preparation** |
| 1. Demonstrates knowledge of content and pedagogy  | **1.1, 1.2, 1.3** | **1, 4, 5, 7** | **2, 3, 7** |
| 2. Demonstrates knowledge of students  | **1.1, 1.2, 1.3** | **1, 2, 3, 5, 6, 8** | **1, 2, 3, 6** |
| 3. Designs coherent unit-based instruction  | **1.1, 1.2, 1.3** | **1, 4, 7** | **3, 4** |
| 4. Selects instructional objectives  | **1.1, 1.3** | **1, 3, 7** | **3, 4** |
| 5. Designs assessments to provide evidence of learning  | **1.1, 1.3** | **1, 3, 8** | **4** |
| 6. Demonstrates knowledge of resources  | **1.1, 1.3** | **1, 3, 7** | **2, 3** |
| **Domain 2: The Classroom Environment** |
| 1. Creates an environment of respect and rapport | **1.1, 1.3** | **2, 5, 6** | **2, 5** |
| 2. Establishes a culture for learning  | **1.1, 1.3** | **2, 5, 6** | **2, 5** |
| 3. Manages classroom procedures  | **1.3** | **5, 6** | **2, 5** |
| 4. Manages student behavior  | **1.3** | **5, 6** | **2, 5** |
| 5. Organizes physical space  | **1.3** | **5** | **5, 7** |
| **Domain 3: Instruction** |
| 1. Communicates clearly and accurately  | **1.3** | **4, 5** | **3** |
| 2. Uses questioning and discussion techniques  | **1.3** | **4, 5** | **2, 3** |
| 3. Engages students in learning  | **1.3** | **4, 5** | **2, 3, 5** |
| 4. Assesses student learning | **1.3** | **4, 5, 8** | **4** |
| **Domain 4: Professional Responsibilities** |
| 1. Maintains accurate records  | **1.4** | **9, 10** | **4, 6** |
| 2. Communicates with parents and guardians  | **1.4** | **10** | **4, 6** |
| 3. Shows professionalism  | **1.4** | **9, 10** | **6** |
| **Pillar II Community** |
| 1. Contributes to the professional and local community  | **1.3, 1.4** | **7, 9, 10** | **3, 5, 6** |
| **Pillar III Spirituality** |
| 1. Fosters spiritual and ethical development in students | **1.1, 1.2, 1.3** | **2, 5, 6** | **1** |

This matrix identifies the relationship between the performance indicators and the IDS for elementary, middle and high school grades:

|  |  |
| --- | --- |
| **ACE Performance Indicators** |  **Indiana Developmental Standards for Educators** **HIGH SCHOOL MIDDLE SCHOOL ELEMENTARY** |
| ***Pillar I: Forming Professional Educators*****Domain 1: Planning and Preparation** |  |  |  |
| 1. Demonstrates knowledge of content and pedagogy | 2.1, 2.2, 2.3, 2.4, 3.3, 3.4, 7.1, 7.2, 7.3, 7.4,7.5, 7.6, 7.7 | 2.1, 2.2, 2.3, 2.4, 3.3, 3.4, 7.1, 7.2, 7.3, 7.4,7.5, 7.6, 7.7 | 2.1, 2.2, 2.5, 2.6, 3.3, 3.4 |
| 2. Demonstrates knowledge of students | 1.1, 1.2, 1.3, 1.4, 1.5,1.6, 2.8, 3.6, 3.8 | 1.1, 1.2, 1.3, 1.4, 1.5,1.6, 1.7, 2.8, 3.6, 3.8 | 1.1, 1.2, 1.3, 1.4, 1.5,1.6, 2.10, 3.6, 3.8 |
| 3. Designs coherent unit-based instruction | 3.2, 3.3, 3.7, 3.11, 4.1, 4.2 | 3.2, 3.3, 3.7, 3.11, 4.1, 4.2 | 3.2, 3.3, 3.7, 3.11, 4.1, 4.2 |
| 4. Selects instructional objectives | 3.3, 4.1 | 3.3, 4.1 | 3.3, 4.1 |
| 5. Designs assessments to provide evidence of learning | 4.1, 4.2, 4.3, 4.5 | 4.1, 4.2, 4.3, 4.5 | 4.1, 4.2, 4.3, 4.6, 4.7 |
| 6. Demonstrates knowledge of resources | 2.9, 3.12, 3.13, 3.14 | 2.9, 3.12, 3.13, 3.14 | 2.11, 3.12, 3.13, 3.14 |
|  |  |  |  |
| Domain 2: The Classroom Environment |  |  |  |
| 1. Creates an environment of respect and rapport | 5.1 | 5.1 | 2.4, 5.1 |
| 2. Establishes a culture for learning | 2.7, 5.2 | 2.7, 5.2 | 2.9, 5.2 |
| 3. Manages classroom procedures | 2.7, 5.4, 5.6 | 2.7, 5.4, 5.6 | 2.9, 5.4, 5.6 |
| 4. Manages student behavior | 5.1, 5.5 | 5.1, 5.5 | 5.1, 5.5 |
| 5. Organizes physical space | 5.1, 5.3, 7.7 | 5.1, 5.3, 7.7 | 5.1, 5.3 |
|  |  |  |  |
| Domain 3: Instruction |  |  |  |
| 1. Communicates clearly and accurately | 3.15 | 3.15 | 3.15 |
| 2. Uses questioning and discussion techniques | 2.5, 2.6, 3.15 | 2.5, 2.6, 3.15 | 2.7, 2.8, 3.15 |
| 3. Engages students in learning | 2.5, 2.6, 3.4, 3.5, 3.11, 3.16, 5.4 | 2.5, 2.6, 3.4, 3.5, 3.11, 3.16, 5.4 | 2.7, 2.8, 3.4, 3.5, 3.11, 3.16, 5.4 |
| 4. Assesses student learning | 4.1, 4.3, 4.4 | 4.1, 4.3, 4.4 | 4.1, 4.3, 4.4, 4.5 |
|  |  |  |  |
|  |  |  |  |
| Domain 4: Professional Responsibilities |  |  |  |
| 1. Maintains accurate records | 4.4, 6.7, 6.8 | 4.4, 6.7, 6.8 | 4.4, 6.9, 6.10 |
| 2. Communicates with parents and guardians | 4.6, 6.1, 6.2, 6.3, 6.7 | 4.6, 6.1, 6.2, 6.3, 6.7 | 4.7, 4.8, 6.1, 6.2, 6.3, 6.5, 6.9 |
| 3. Shows professionalism | 6.4, 6.5, 6.6, 6.7, 6.8 | 6.4, 6.5, 6.6, 6.7, 6.8 | 6.6, 6.7, 6.8, 6.9, 6.10 |
| *Pillar II Building Community* |  |  |  |
| 1. Contributes to the professional and local community | 3.9, 3.13, 6.1, 6.3, 6.4 | 3.9, 3.13, 6.1, 6.3, 6.4 | 3.9, 3.13, 6.1, 6.3, 6.4, 6.5, 6.6 |
|  |  |  |  |
| ***Pillar III Growing Spiritually*** |  |  |  |
| 1. Fosters spiritual and ethical development in students |  |  |  |

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# APPENDIX C

[**GRANTS FOR ACE TEACHERS**](https://ace.nd.edu/programs/teach/current-ace-teacher-resources)

Included below is a brief overview of grants available to ACE Teachers.

*Available to first-year ACE Teachers*

**Education Materials Grants**

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

*Available to first and second-year ACE Teachers*

**Chris Lary Awards**

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

**College Football Playoff Foundation Grant**

* Teachers at under-resourced schools are invited to submit a proposal of up to $2,500 to fund needed education materials (e.g. technology, library resources, and classroom supplies) or educational opportunities for students (e.g. academic memberships to support learning, field trips and music/art/athletic equipment). Due date is Monday, December 12, 2022.

*Available to second-year ACE Teachers*

**Conference Presentation Grants**

* Up to four grants, not exceeding $800, will be awarded on a competitive basis each semester. These grants are intended to support second-year ACE teachers who wish to present at state, regional, or national conferences. The availability of these grants is subject to change based on travel restrictions.

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# APPENDIX D

**[DIGITAL RECORDING EXPECTATIONS, RESOURCES, AND FORMS](https://ace.nd.edu/programs/teach/current-ace-teacher-resources)**

# Information regarding the completion of these forms will be sent out to ACE teachers and administrators at the end of the summer.

# APPENDIX E

**PROFESSIONAL GROWTH PROJECT RUBRICS**

Expectations for Presentation:

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

***Rubric for Presentation***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 5 | 4 | 3 | 2-1 |
| Presentation Content (x2) | The teacher selects a presentation topic that is important to the field of education, and he/she finds ways to effectively contextualize the topic to meet the needs of the audience.  | The teacher selects a presentation topic that is important to the field of education, and he/she is mostly successful in finding ways to contextualize the topic to meet the needs of the audience. | The teacher selects a presentation topic that is important to the field of education, and he/she is moderately successful in finding ways to contextualize the topic to meet the needs of the audience. | The teacher selects a presentation topic that has limited impact on the field of education, and/or he/she is unsuccessful in finding ways to contextualize the topic to meet the needs of the audience. |
| Integration of Research (x2) | The teacher seamlessly integrates high quality, up-to-date, and relevant research that animates the presentation’s content.  | The teacher includes quality research that supports the content of the presentation. | The teacher includes some research that supports the content of the presentation. | The teacher fails to include substantial research that supports the content of the presentation. |
| Reflection | The teacher writes a thoughtful and well-written 1-2-page reflection that thoroughly examines the successful elements of the presentation, the challenges, and the implications for the teacher’s future work. | The teacher writes a mostly well-written reflection that adequately explains the successful elements of the presentation, the challenges and the implications for the teacher’s future work. | The teacher writes a reflection that, while incomplete and/or sloppy in parts, notes certain successful aspects of the presentation, challenges, and the implications for the teacher’s future work.  | The teacher writes a reflection that is organized poorly and fails to sufficiently discuss the key elements associated with the preparation or delivery of the presentation. |
| Professionalism | Additional required components: --Works cited page--Presentation slides (Powerpoint, Prezi, etc.) and materials--Photo of the teacher delivering the presentation.--Communication with and approval from supervisor **by September 19th**.--The teacher submits the above components on time and in a professional manner. | The teacher submits almost all of the required components on time and in a professional manner. | The teacher submits some of the required components on time and in a professional manner. | The teacher submits few or none of the components on time or in a professional manner. |

Expectations for Research Writing:

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

***Rubric for Research Writing***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 5 | 4 | 3 | 2-1 |
| Framing the Research Question (x2) | The teacher effectively frames the entire writing project around a research question that is critically relevant to his/her school, classroom or local community.  | The teacher frames the majority of the writing project around a research question that is appropriate for his/her school, classroom or local community. | The teacher frames some of the writing project around a research question that is relevant to his/her school, classroom, or local community. | The teacher fails to consistently frame the writing project around a research question that is relevant to the local school context. |
| Integration of Research (x2) | The teacher seamlessly integrates high quality, up-to-date, and relevant research that effectively connects theory and practice.  | The teacher includes quality and relevant research that supports the research question. | The teacher includes some research that supports the research question. | The teacher fails to include substantial research that supports the research question. |
| Organization of Key Ideas | The teacher writes a thoughtful and well-written paper that advances a central thesis in a clear and coherent way. | The teacher writes a mostly well-written and organized paper that clearly advances a central thesis. | The teacher writes a paper that, while incomplete or sloppy in parts, advances a thesis.  | The teacher writes a paper that is organized poorly and fails to advance a clear or coherent thesis. |
| Professionalism | Additional required components: --Works cited page--Appropriate in-text APA citations--Communication with and approval from supervisor **by September 19th**.--The teacher submits the paper and the above components on time and in a professional manner. | The teacher submits almost all of the required components on time and in a professional manner. | The teacher submits some of the required components on time and in a professional manner. | The teacher submits few or none of the components on time or in a professional manner. |

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Expectations for Grant Writing:

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

***Rubric for Grant Writing***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 5 | 4 | 3 | 2-1 |
| Grant Impact (x2) | The teacher writes a thoughtful and well-written proposal that advances a transformative grant idea with the potential to make a significant impact on the community, school and/or students it is designed to serve.  | The teacher writes a mostly well-written proposal that advances a grant idea with the potential to make a positive impact for the community, school, and/or students it is designed to serve. | The teacher writes a proposal that, while incomplete or sloppy in parts, advances a grant idea with the potential to make a limited impact for the community, school, and/or students it is designed to serve. | The teacher writes a proposal that is organized poorly and/or fails to make a compelling case for why the grant idea is potentially helpful. The grant idea has little or no potential to make an impact for the community, school, and/or students it is designed to serve. |
| Integration of Research (x2) | The teacher seamlessly integrates high quality, up-to-date, and relevant research that elevates the quality of the grant proposal.  | The teacher includes relevant research that speaks to the potential impact of the grant proposal. | The teacher includes limited research to support the grant proposal. | The teacher fails to include substantial research to support the grant proposal. |
| Reflection | The teacher writes a thoughtful and well-written 1-2-page reflection that thoroughly discusses the highlights, challenges and future implications of the grant application process. | The teacher writes a mostly well-written reflection that adequately discusses the highlights, challenges and future implications of the grant application process. | The teacher writes a reflection that, while incomplete or sloppy in parts, notes highlights, challenges and future implications of the grant application process.  | The teacher writes a reflection that is organized poorly and fails to sufficiently discuss key aspects of the grant application process. |
| Professionalism | Additional required components: --Works cited page--Communication with and approval from supervisor **by September 19th**.--The teacher submits the grant as well as the additional components on time and in a professional manner. | The teacher submits almost all of the required components on time and in a professional manner. | The teacher submits some of the required components on time and in a professional manner. | The teacher submits few or none of the components on time or in a professional manner. |

**PROFESSIONAL GROWTH PROJECT PROPOSAL**

The purpose of the Professional Growth Project (PGP) is to engage in a meaningful and substantive individual project to facilitate personal growth as an educator and to provide some benefit to the school, diocese, community, or field of education more generally.

Please indicate your choice of one of the following PGP options and complete the corresponding information. ***If you are planning to submit a PGP classified as “other,” please submit a detailed description of the project as well as proposed rubric that distinctly captures its essential aims.***

Upload this form to Taskstream (along with Reflection #2) no later than Monday, Sept. 19th. You will then receive back an acceptance, conditional acceptance, or a resubmission request from your Academic Supervisor. For more information on the PGP options, please refer to the descriptions and rubrics above.

**PROPOSAL FORM**

|  |  |
| --- | --- |
| *☐ Presentation ☐ Research Writing* *☐ Grant Writing* *☐ Other*Topic/Thesis/Working Title: Brief Description of the PGP: Offer a rationale for how this PGP represents professional growth for you as an educator: Offer a rationale for how this PGP responds to a demonstrated need within your school, diocese, community or field of education: Briefly describe the level of communication you’ve had with your school (Principal, Dean, etc.) about this PGP idea:

|  |
| --- |
| ***For Supervisor Only****☐ Accept* *☐ Conditionally Accept* *☐ Resubmit**Comments:*  |

 |

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