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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**\*2024-25 Academic Year\***

**EDU 65950 & 65930/35 Due Dates for 2024-25 Academic Year**

[**ACE 30 (2nd Year Teachers)--*Fall Semester***](#bookmark=id.3j2qqm3)[**ACE 31 (1st Year Teachers)--*Fall Semester***](#bookmark=id.2jxsxqh)

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

**9th** Reflection 1 Reflection 1

**23rd** Reflection 2: Submit PGP proposal for***\*Due 3 days before 1st day of teaching***

Supervisor approval

**September**

**October** **9th** Reflection 2

**21st** Reflection 3 ([*Professional Growth Project*](#bookmark=id.qsh70q)*)* **23rd** Reflection 3

**November** **October**

**4th** Mentor Teacher Feedback Form Due **7th** Reflection 4

**11th** Principal Evaluation Due **21st** Reflection 5

**18th** Reflection 4(*final reflection*)

**November**

**December****4th** Reflection 6

**6th** Supervision Meetings - Austin, TX **4th** Mentor Teacher Feedback Form Due

**9th** Last day late reflections accepted **11th** Principal Evaluation Due

**16th** ND course grades due **18th** Reflection 7 (*final reflection*)

**December**

**6th** Supervision and Content Meetings - Austin, TX

**9th** Last day late reflections accepted

**16th** ND course grades due



[**ACE 30 (2nd Year Teachers)--*Spring Semester***](#bookmark=id.1y810tw)[**ACE 31 (1st Year Teachers)--*Spring Semester***](#bookmark=id.z337ya)

**January January**

**13th** Reflection 5 **13th** Reflection 8 **27th** Reflection 9

**February February**

**10th** Reflection 6 **10th** Reflection 10

**24th** Reflection 7 **24th** Reflection 11

**March March**

**24th** Reflection 8**10th** Reflection 12

**24th** Mentor Teacher Feedback Form Due **24th** Reflection 13

**31st** Principal Evaluation Due **24th** Mentor Teacher Feedback Form Due

**31st** Principal Evaluation Due

**April April**

**7th** Reflection 9 (*Capstone—final reflection*) **7th** Reflection 14 (*final reflection*)

**14th** Last day late reflections accepted **14th** Last day late reflections accepted

**May 5th** ND course grades due **May 5th** 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

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# A candidate in the M.Ed. program may 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,

# 4. Failure to pass the Praxis Subject Assessment prior to December 1, 2024,

# 5. Failure to pass the Praxis Pedagogy Assessment (Principles of Learning and Teaching) in the second academic year prior to the spring deadline (March 1, 2025).

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# In addition to the academic reasons outlined above, a candidate in the ACE program may 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 or causes 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 candidate as a leader of students and role model,

# 5. Engaging in conduct that poses a threat or potential threat to the safety or well-being of any ACE candidate or the students in the ACE school,

# 6. Engaging in conduct that is inconsistent with the ACE Program’s Mission or Pillars stated herein, or the University’s Catholic character or values.

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# Items 2-6 above shall be determined by ACE in its sole discretion by the Senior Director of Teacher Formation and Education Policy and the Academic Director of the ACE M.Ed. or designees.

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# A candidate dismissed from the ACE program for any of the reasons outlined above may appeal in writing to the Senior Director of Teacher Formation and Education Policy and the Academic Director within ten days of receiving the official dismissal letter from either the Senior Director of Teacher Formation and Education Policy or the Academic Director. The written appeal is reviewed by a standing Appeals Committee empaneled by the Academic Director. This committee traditionally consists of two faculty members and one staff member, excluding the Academic Director, the Senior Director of Teacher Formation and Education Policy, the candidate’s assigned academic supervisor and the candidate’s assigned pastoral administrator. The committee shall issue a final written decision on the appeal based on a majority vote of the committee and submit that written decision to the Senior Director of Teacher Formation and Education Policy and the Academic Director within two weeks of the committee’s empaneling.

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# Any candidate who is dismissed from ACE or who withdraws from ACE is withdrawn from the M.Ed. program. However, the candidate must process official withdrawal from the University; otherwise, grades for current courses will officially become Fs 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 Google 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. | 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 disc  7.\_\_\_\_**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. * 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.

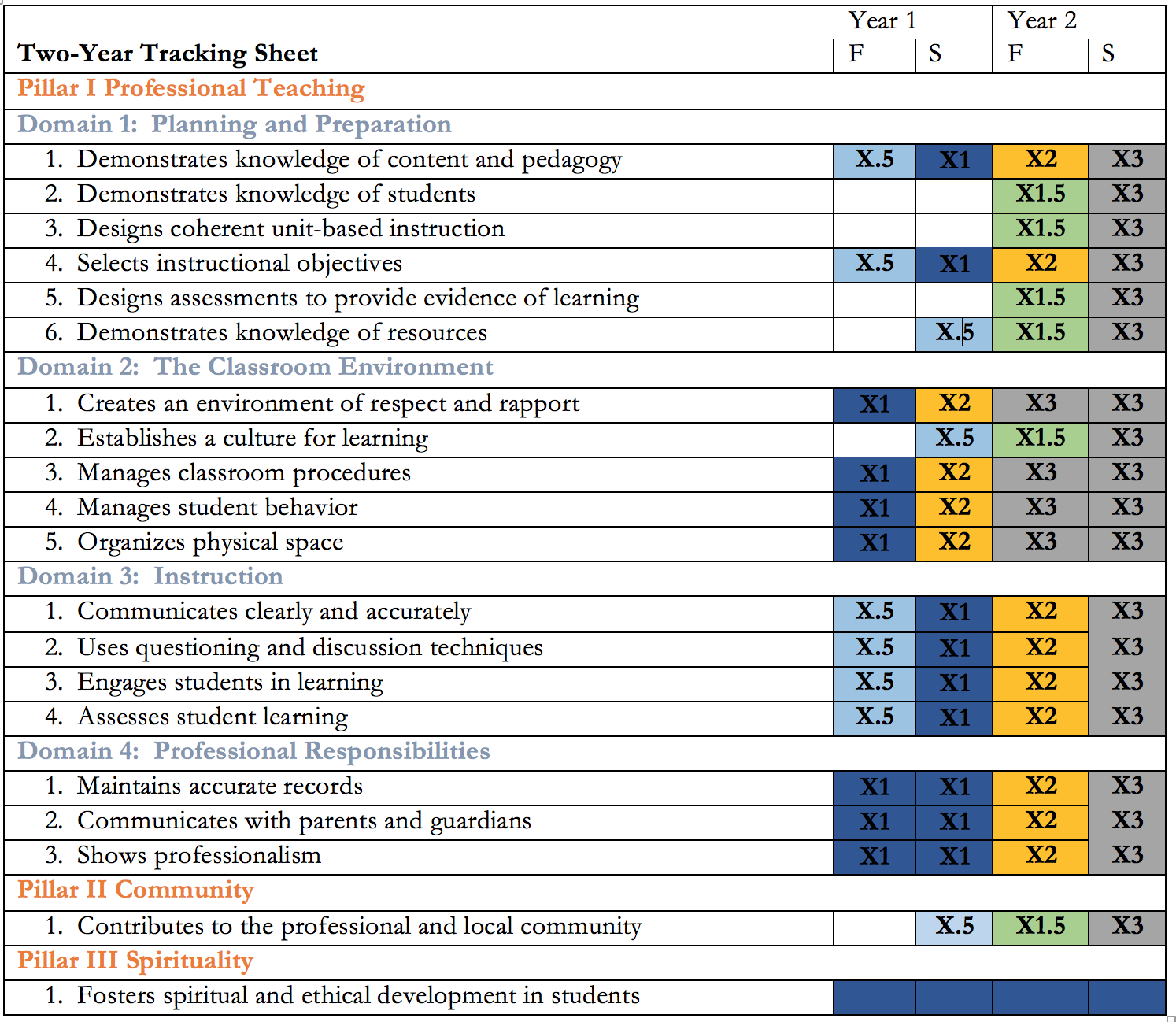
### *On-Line Forms*. Feedback instruments are available via the portfolio on Taskstream or [“Mentors and Principals” sections](https://ace.nd.edu/programs/teach/current-ace-teacher-resources#academic) on the ACE website. Principal and mentor feedback helps the supervisors better understand the progress 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.):



**\*The Performance Indicators and Rubrics can be found in** [**Appendix E**](#bookmark=id.bbu0bi7l1td3)**.**

### 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 E](#bookmark=id.bbu0bi7l1td3)). 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 lower than a “C” 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 Date  cc Kati Macaluso, John Schoenig |
| --- |

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.

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## 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*** [https://ace.nd.edu/programs/teach/current-ace-teacher-resources - academic](https://ace.nd.edu/programs/teach/current-ace-teacher-resources#academic).

*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*** [https://ace.nd.edu/programs/teach/current-ace-teacher-resources - academic](https://ace.nd.edu/programs/teach/current-ace-teacher-resources#academic).

# *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) lol*

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. **All video reflections should be filmed on Torsh. Please post “video submitted” on Taskstream so Supervisors can grade the reflection.**

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 11:59ET; 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.

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### 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](#bookmark=id.30j0zll)

| **ACE 31 – Semester 1** | **Due** |
| --- | --- |
| **ACE 31 Reflection 1. Beginning of School Year Considerations**  [***PI I.1.4 Selects instructional objectives***](#bookmark=id.bbu0bi7l1td3)  [***PI I.1.7 Demonstrates knowledge of resources***](#bookmark=id.bbu0bi7l1td3)  [***PI I.2.5 Organizes Physical Space***](#bookmark=id.bbu0bi7l1td3)  [***PI I.2.4 Manages student behavior***](#bookmark=id.bbu0bi7l1td3)  [***PI I.4.1 Maintains accurate records***](#bookmark=id.bbu0bi7l1td3)  ***\*\*There are two parts to this reflection: A written component and a video component.***  ***(1) Written Component:***  Review the [rubrics](#bookmark=id.bbu0bi7l1td3) associated with three of the Domains implicated in our ACE Performance Indicators: Planning and Preparation, Classroom Environment, and Professional Responsibilities. Write a paragraph response to each of the following questions associated with each Domain.  Planning and Preparation:   * What is your administration’s expectation for the design and submission of weekly lesson plans? * What template, format, or electronic platform do you plan to use for weekly lesson planning?   Classroom Environment:   * Are there clear school-wide behavioral management expectations and procedures that teachers need to be teaching and supporting, or are teachers left to establish their own expectations both in and outside of the classroom? * What is your planned ladder of consequences to respond to disruptions or misbehavior? How do you plan to communicate consequences to students and parents? * How do you need to adjust your summer management plan in light of what you’ve learned about school policies and procedures?   Professional Responsibilities:   * Does your administration have specific expectations for the weighting of grades as well as the number of major/minor grades each marking period? If so, what are they? If not, what are your own plans for categorical weighting of grades as well as your projected number of major/minor grades each week or each marking period?   ***(2) Video Component:*** 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. * Additionally, please communicate what concerns or questions you have about your classroom set up. * Finally, 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.   **Share the 2-3 minute video clip with your Supervisor via Torsh.** | **no later than 3 days before your first day of teaching** |
| **ACE 31 Reflection 2. Open Topic Video Annotation**  [***PI I.4.3 Shows professionalism***](#bookmark=id.bbu0bi7l1td3)  Prior to the reflection due date, video an entire lesson **(see** [**Appendix C**](#bookmark=id.m13z5dq19knb) **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.  **Think about 1-2 performance indicators that are featured most prominently in this video clip. Then, using the following structure, provide a minimum of four annotations:**   * **Beginning Annotation: Provide some context for the video clip. What are you hoping to achieve during this teaching segment? Why did you choose to feature it for this reflection?** * **Middle Annotations: Provide at least two additional comments or questions that address important and relevant interactions between students/teacher/content.** * **End Annotation: Include one annotation that speaks to your success and/or challenge in attaining proficiency in relation to the performance indicator(s). Brainstorm a possible next step and/or ask your supervisor a question related to this performance indicator(s).**   **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. **Share the 4-8 minute video clip with your Supervisor.**  Sample Annotation:  ***After giving directions for the gallery walk, it takes a full two minutes for everyone to transition into the activity. During this time, I answer five clarifying questions from students – mostly about partner assignments. I did give directions about how to fill out the guided notes accompanying the gallery walk, but I did not give any explicit directions about the logistics of a gallery walk since we’ve done them before. I’m also realizing that I did not check whether students understood my directions before launching the activity. With this in mind, I want to work on “clearly and accurately communicat[ing] expectations for classroom activities and reinforc[ing] these expectations with follow-up questions and modeling” (PI 3.1).******Two ways I can improve my communication of expectations are (1) jot down key directions in my lesson plan ahead of time so I’m not coming up with directions on the fly, and (2) ask 2-3 students a series of quick check-for-understanding questions about the directions before officially launching the activity – even if students indicate they understand the directions.***  Pitfalls to avoid:   * Getting distracted by irrelevant details (not related to learning or to the guiding prompt) * Responding in an emotional or reactive way (e.g. “I sound so strict!”) * Focusing too much on yourself and not enough on your students (e.g. “I like how I asked this student a follow-up question”) | **9/9/24** |
| **ACE 31 Reflection 3. Facilitating Communication, Discussion and Participation—Video Annotation**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  [***PI I.3.1 Communicates clearly and accurately***](#bookmark=id.bbu0bi7l1td3)  [***PI I.3.2 Uses questioning and discussion techniques***](#bookmark=id.bbu0bi7l1td3)  Prior to the reflection due date, video an entire lesson **(see** [**Appendix C**](#bookmark=id.m13z5dq19knb) **for additional details about digitally recording)**. Upload and watch the video, then select a 4-8 minute clip **that features you engaged in a discussion with your students.**  **Review the rubric for PI I.3.2 -** [**Uses Questioning and Discussion Techniques**](#bookmark=id.bbu0bi7l1td3)**. Then, using the following structure, provide a minimum of four annotations that relate to facilitating aspects of a classroom discussion.**   * **Beginning Annotation: Provide some context for the video clip. What are you hoping to achieve during this teaching segment? Why did you choose to feature it for this reflection?** * **Middle Annotations: Provide at least two additional comments or questions that address important and relevant interactions between students/teacher/content.** * **End Annotation: Include one annotation that speaks to your success and/or challenge in attaining proficiency in relation to the performance indicator(s). Brainstorm a possible next step and/or ask your supervisor a question related to this performance indicator(s).**   **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. **Share the 4-8 minute video clip with your Supervisor.**  Sample Annotation:  ***After giving directions for the gallery walk, it takes a full two minutes for everyone to transition into the activity. During this time, I answer five clarifying questions from students – mostly about partner assignments. I did give directions about how to fill out the guided notes accompanying the gallery walk, but I did not give any explicit directions about the logistics of a gallery walk since we’ve done them before. I’m also realizing that I did not check whether students understood my directions before launching the activity. With this in mind, I want to work on “clearly and accurately communicat[ing] expectations for classroom activities and reinforc[ing] these expectations with follow-up questions and modeling” (PI 3.1).******Two ways I can improve my communication of expectations are (1) jot down key directions in my lesson plan ahead of time so I’m not coming up with directions on the fly, and (2) ask 2-3 students a series of quick check-for-understanding questions about the directions before officially launching the activity – even if students indicate they understand the directions.***  Pitfalls to avoid:   * Getting distracted by irrelevant details (not related to learning or to the guiding prompt) * Responding in an emotional or reactive way (e.g. “I sound so strict!”) * Focusing too much on yourself and not enough on your students (e.g. “I like how I asked this student a follow-up question”) | **9/23/24** |
| **ACE 31 Reflection 4. Planning and Responding to Assessments**  [***PI I.3.4 Assesses student learning***](#bookmark=id.bbu0bi7l1td3)  [***PI I.4.1 Maintains accurate records***](#bookmark=id.bbu0bi7l1td3)  Review the minor and major assessments you’ve assigned to students at this point in the grading period. ***Upload an example of each assessment type to Taskstream***. Discuss the purpose of these assessments - i.e. are you assessing completion or mastery of key content and skills? What is your approach when students do not perform well on assessments (i.e. do you offer test corrections?)? Do you feel as though the *number* of quarter grades - especially major grades - offers students a fair opportunity?  [Use the three-step reflective writing cycle](#bookmark=id.35nkun2) to frame your reflection. | **10/7/24** |
| **ACE 31 Reflection 5. Respect and Rapport in the Classroom/Revisiting the Summer Classroom Management Plan**  [***PI I.2.1 Creates environment of respect and rapport***](#bookmark=id.bbu0bi7l1td3)  [***PI I.2.3 Manages classroom procedures***](#bookmark=id.bbu0bi7l1td3)  [***PI I.2.4 Manages student behavior***](#bookmark=id.bbu0bi7l1td3)  [***PI I.2.5 Organizes physical space***](#bookmark=id.bbu0bi7l1td3)  [***PI I.4.1 Maintains accurate records***](#bookmark=id.bbu0bi7l1td3)  [***PI I.4.2 Communicates with parents and guardians***](#bookmark=id.bbu0bi7l1td3)  Review the original Classroom Management Plan you designed this past summer. How did your knowledge of your students and school context help you to make effective adjustments to this plan? Reflect on your continued efforts to promote a participatory, productive, and structured learning environment and describe the most pressing challenges you’re facing. (You might consider consulting an online resource, like [Michael Linsin’s Smart Classroom Management Blog](https://smartclassroommanagement.com/blog/), or listen to an episode of the [Cult of Pedagogy Podcast](https://www.cultofpedagogy.com/pod/) that focuses on an element of classroom management (see Episodes 45, 48, 80).)    [Use the three-step reflective writing cycle](#bookmark=id.35nkun2) to frame your reflection. | **10/21/24** |
| **ACE 31 Reflection 6. Administrator/Mentor Teacher Observation**  [***PI I.1.1 Demonstrates knowledge of content and pedagogy***](#bookmark=id.bbu0bi7l1td3)  [***PI I.4.3 Shows professionalism***](#bookmark=id.bbu0bi7l1td3)  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. What question(s) do you have for your supervisor as a result of this observation/debrief?  [Use the three-step reflective writing cycle](#bookmark=id.35nkun2) to frame your reflection. | **11/4/24** |
| **ACE 31 Reflection 7. Supervision Visit Follow-up**  [***PI I.4.3 Shows professionalism***](#bookmark=id.bbu0bi7l1td3)    **\*Note: Your Supervisor may require you to submit this reflection closer to the time of your observation. He/she will communicate expectations about the due date prior to/during the supervision visit.**  Review the observation feedback from your University Supervisor.   * Reflect on your strengths and areas of growth. * 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. * What additional questions do you have for your Supervisor based on the field notes?   [Use the three-step reflective writing cycle](#bookmark=id.35nkun2) to frame your reflection. | **no later than 11/18/24** |

**\*Note: All 1st-year teachers are expected to be prepared to share strengths and areas of growth - as they relate to the ACE Performance Indicators - during the December 6th supervision and content meetings.**

**[First-Year, Second-Semester Topics and Dates](#bookmark=id.30j0zll)**

| **ACE 31 – Semester 2** | **Due** |
| --- | --- |
| **ACE 31 Reflection 8. Open Topic Video Annotation**  [***PI I.4.3 Shows professionalism***](#bookmark=id.bbu0bi7l1td3)  Prior to the reflection due date, video an entire lesson **(see** [**Appendix C**](#bookmark=id.m13z5dq19knb) **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.  **Think about 1-2 performance indicators that are featured most prominently in this video clip. Then, using the following structure, provide a minimum of four annotations:**   * **Beginning Annotation: Provide some context for the video clip. What are you hoping to achieve during this teaching segment? Why did you choose to feature it for this reflection?** * **Middle Annotations: Provide at least two additional comments or questions that address important and relevant interactions between students/teacher/content.** * **End Annotation: Include one annotation that speaks to your success and/or challenge in attaining proficiency in relation to the performance indicator(s). Brainstorm a possible next step and/or ask your supervisor a question related to this performance indicator(s).**   **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. **Share the 4-8 minute video clip with your Supervisor.**  Sample Annotation:  ***After giving directions for the gallery walk, it takes a full two minutes for everyone to transition into the activity. During this time, I answer five clarifying questions from students – mostly about partner assignments. I did give directions about how to fill out the guided notes accompanying the gallery walk, but I did not give any explicit directions about the logistics of a gallery walk since we’ve done them before. I’m also realizing that I did not check whether students understood my directions before launching the activity. With this in mind, I want to work on “clearly and accurately communicat[ing] expectations for classroom activities and reinforc[ing] these expectations with follow-up questions and modeling” (PI 3.1).******Two ways I can improve my communication of expectations are (1) jot down key directions in my lesson plan ahead of time so I’m not coming up with directions on the fly, and (2) ask 2-3 students a series of quick check-for-understanding questions about the directions before officially launching the activity – even if students indicate they understand the directions.***  Pitfalls to avoid:   * Getting distracted by irrelevant details (not related to learning or to the guiding prompt) * Responding in an emotional or reactive way (e.g. “I sound so strict!”) * Focusing too much on yourself and not enough on your students (e.g. “I like how I asked this student a follow-up question”) | **1/13/25** |
| **ACE 31 Reflection 9. Establishing a Culture of Learning - Video Annotation**  [***PI I.2.2 Establishes a culture for learning***](#bookmark=id.bbu0bi7l1td3)  [***PI I.4.3 Shows professionalism***](#bookmark=id.bbu0bi7l1td3)  Prior to the reflection due date, video an entire lesson **(see** [**Appendix C**](#bookmark=id.m13z5dq19knb) **for additional details about digitally recording)**. Upload and watch the video, then select a 4-8 minute clip related to your classroom culture.  **Review the rubric for PI I.2.2 -** [**Establishing a Culture of Learning**](#bookmark=id.bbu0bi7l1td3) **and reflect on the following quote from distinguished teacher educator, Charlotte Danielson:**    ***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.)**  **Then, using the following structure, provide a minimum of four annotations that feature you attempting to build a positive, productive, enthusiastic, and engaged culture of learning.**   * **Beginning Annotation: Provide some context for the video clip. What are you hoping to achieve during this teaching segment? Why did you choose to feature it for this reflection?** * **Middle Annotations: Provide at least two additional comments or questions that address important and relevant interactions between students/teacher/content.** * **End Annotation: Include one annotation that speaks to your success and/or challenge in attaining proficiency in relation to the performance indicator(s). Brainstorm a possible next step and/or ask your supervisor a question related to this performance indicator(s).**   **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. **Share the 4-8 minute video clip with your Supervisor.**  Sample Annotation:  ***After giving directions for the gallery walk, it takes a full two minutes for everyone to transition into the activity. During this time, I answer five clarifying questions from students – mostly about partner assignments. I did give directions about how to fill out the guided notes accompanying the gallery walk, but I did not give any explicit directions about the logistics of a gallery walk since we’ve done them before. I’m also realizing that I did not check whether students understood my directions before launching the activity. With this in mind, I want to work on “clearly and accurately communicat[ing] expectations for classroom activities and reinforc[ing] these expectations with follow-up questions and modeling” (PI 3.1).******Two ways I can improve my communication of expectations are (1) jot down key directions in my lesson plan ahead of time so I’m not coming up with directions on the fly, and (2) ask 2-3 students a series of quick check-for-understanding questions about the directions before officially launching the activity – even if students indicate they understand the directions.***  Pitfalls to avoid:   * Getting distracted by irrelevant details (not related to learning or to the guiding prompt) * Responding in an emotional or reactive way (e.g. “I sound so strict!”) * Focusing too much on yourself and not enough on your students (e.g. “I like how I asked this student a follow-up question”) | **1/27/25** |
| **ACE 31 Reflection 10. Setting High Academic Expectations for Students**  [***PI I.1.1 Demonstrates knowledge of content and pedagogy***](#bookmark=id.bbu0bi7l1td3)  [***PI I.2.2 Establishes a culture for learning***](#bookmark=id.bbu0bi7l1td3)  [***PI I.4.3 Shows professionalism***](#bookmark=id.bbu0bi7l1td3)  In Lemov’s Teach Like a Champion, he writes about five techniques for establishing high academic expectations for your students: “No Opt Out,” “Right is Right,” “Stretch It,” “Format Matters,” and “No Apology.” Reacquaint yourself with these techniques [here](https://drive.google.com/file/d/1zL5HIFMhl3owA19AQPGND0z7YFi_ub8s/view?usp=sharing). Which of these techniques do you feel you currently do well? What norms exist in your classroom that point to your success? Now think about what technique(s) are most challenging for you? What makes executing this technique difficult and what might you do to better employ this technique?  [Use the three-step reflective writing cycle](#bookmark=id.35nkun2) to frame your reflection. | **2/10/25** |
| **ACE 31 Reflection 11. Observation of Content Area Teacher**  [***PI I.4.3 Shows professionalism***](#bookmark=id.bbu0bi7l1td3)  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. 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 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 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/programs/teach/current-ace-teacher-resources#academic) as necessary.  [Use the three-step reflective writing cycle](#bookmark=id.35nkun2) to frame your reflection.  **ACE 31 Reflection 12. Leveraging Varied Resources to Support Planning and Pedagogy**  [***PI I.1.2 Demonstrates knowledge of students***](#bookmark=id.bbu0bi7l1td3)  [***PI I.1.6 Demonstrates knowledge of resources***](#bookmark=id.bbu0bi7l1td3)  [***PI I.4.3 Shows professionalism***](#bookmark=id.bbu0bi7l1td3)    Which resource(s) do you use most frequently to supplement your instruction? In what specific ways has this resource(s) served to positively affect student learning. Note that resources can include print or online sources, technology, area specialists, community organizations, colleagues, local/regional events/performances, institutions (colleges, museums, local attractions), and/or AI-inspired sources. Lastly, discuss how you adapt certain resources so as to meet the needs of all your students. What questions do you have about this aspect of your instruction?    [Use the three-step reflective writing cycle](#bookmark=id.35nkun2) to frame your reflection. | **2/24/25**  **3/10/25** |
| **ACE 30 Reflection 13. Assigning Meaningful Homework**  [***PI I.3.4 Assesses student learning***](#bookmark=id.bbu0bi7l1td3)  [***PI I.4.3 Shows professionalism***](#bookmark=id.bbu0bi7l1td3)  A lot of research has been done on the achievement implications of homework. The results have prompted varied conclusions leading some schools/dioceses to require routine homework while others have banned it altogether. Reflect on the quantity and quality of the homework you have assigned this year. In what instances have you found homework to be helpful and when has it not? **Upload** an example of a recent homework assignment that you deem to be meaningful in reinforcing key content/skills and/or jumpstarting a subsequent activity/discussion. Discuss the lesson context in which the homework was assigned and if/how you used it the following day. End the reflection with a question you have for your Supervisor concerning homework. | **3/24/25** |
| **ACE 30 Reflection 14.** **Professional Goals**  [***PI I.4.3 Shows professionalism***](#bookmark=id.bbu0bi7l1td3)    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](#bookmark=id.35nkun2) to frame your reflection. | **4/7/25** |

### 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:

| **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:

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

The following grading scale will be utilized for spring semester:

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

**[Second-Year, First-Semester Topics and Dates](#bookmark=id.30j0zll)**

| **ACE 30 – Semester 1** | **Due** |
| --- | --- |
| ACE 30 Reflection 1. Open Topic—Instructional Challenge/PGP Brainstorming [***PI I.4.3 Shows professionalism***](#bookmark=id.bbu0bi7l1td3)  Log onto Taskstream and complete/address the following ***three*** action items:   * 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 about your planning, classroom management, pedagogy, or grading that you would like your Supervisor to address. * **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 23rd.** [**See Appendix D**](#bookmark=id.cst8qet8t4q1)**.**   **\*For those who begin school after Labor Day, please contact your Supervisor to arrange an alternative due date for this reflection.** | **9/9/24** |
| **ACE 30 Reflection 2. Professional Growth Project Proposal**  [***PI I.4.3 Shows professionalism***](#bookmark=id.bbu0bi7l1td3)  In preparation for the Professional Growth Project, complete the proposal form found on Taskstream (and in [**Appendix D**](#bookmark=id.cst8qet8t4q1)) 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 [Appendix D](#bookmark=id.cst8qet8t4q1). **Note: You may NOT reuse your summer Development Psychology presentation for your PGP. If you wish to do something related to this presentation, you must clear this with your Supervisor as part of the proposal process.** | **9/23/24** |
| ACE 30 Reflection 3. Professional Growth Project [***PI I.4.3 Shows professionalism***](#bookmark=id.bbu0bi7l1td3) | **10/21/24** |
| 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](#bookmark=id.qsh70q)   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](#bookmark=id.1pxezwc)   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 teacher should have a clear idea of the audience and purpose of the research paper. This is not a traditional research paper akin to something written in college. Instead, this paper should address a research question that the teacher sees as salient 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](#bookmark=id.2p2csry)   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. [Instructional Video](#bookmark=id.147n2zr)   Create an instructional video to provide an example of strong planning or teaching practice in a content area. This video may be used to support beginning ACE teachers as they try to better understand what high-quality, content-rich instruction looks like**.** Videos should easy to hear and see, and range somewhere between 10-15 minutes in length. Feel free to edit so as to best represent an aspect of planning, instruction, or assessment. This video could be in the form of a think-aloud of a lesson plan/unit plan to let the viewer in on your planning process. Or, using a voiceover, you might record yourself demonstrating a particular instructional practice. What cornerstone design elements are present? What content-oriented planning principles are you applying? How are you accounting for coherence, student engagement, differentiation and/or rigor in your planning? Please work with your Supervisor to identify the purpose, form, and accompanying materials to include with this option.   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).***  [The appropriate rubric from Appendix D will be utilized in grading.](#bookmark=id.2bn6wsx)  **Please consult** [**this link**](https://drive.google.com/drive/folders/1EALm1inMSN6MwVq13XzVhYtD-Pp7juDa?usp=sharing) **for some examples of thoughtful, well-crafted professional growth projects.** | |
| **ACE 30 Reflection 4. Supervision Visit Follow Up**  [***PI I.4.3 Shows professionalism***](#bookmark=id.bbu0bi7l1td3)    **\*Note: Your Supervisor may require you to submit this reflection closer to the time of your observation. He/she will communicate expectations about the due date prior to/during the supervision visit.**  Review the observation feedback from your University Supervisor.   * Reflect on your strengths and areas of growth. * 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. * What additional questions do you have for your Supervisor based on the field notes?   [Use the three-step reflective writing cycle](#bookmark=id.35nkun2) to frame your reflection. | **no later than 11/18/24** |

**\*Note: All 2nd-year teachers are expected to be prepared to share strengths and areas of growth - as they relate to the ACE Performance Indicators - during the December 6th supervision meeting.**

**[Second-Year, Second-Semester EDU 65935 Capstone Seminar in Teaching and Practice](#bookmark=id.30j0zll)**

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.

| **ACE 30– Semester 4** | **Due** |
| --- | --- |
| **ACE 30 Reflection 5. Targeted PI Video Annotation**  [***PI I.4.3 Shows professionalism***](#bookmark=id.bbu0bi7l1td3)  Prior to the reflection due date, video an entire lesson **(see** [**Appendix C**](#bookmark=id.m13z5dq19knb) **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.  **Think about 1-2 performance indicators that are featured most prominently in this video clip. Then, using the following structure, provide a minimum of four annotations:**   * **Beginning Annotation: Provide some context for the video clip. What are you hoping to achieve during this teaching segment? Why did you choose to feature it for this reflection?** * **Middle Annotations: Provide at least two additional comments or questions that address important and relevant interactions between students/teacher/content.** * **End Annotation: Include one annotation that speaks to your success and/or challenge in attaining proficiency in relation to the performance indicator(s). Brainstorm a possible next step and/or ask your supervisor a question related to this performance indicator(s).**   **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. **Share the 4-8 minute video clip with your Supervisor.**  Sample Annotation:  ***After giving directions for the gallery walk, it takes a full two minutes for everyone to transition into the activity. During this time, I answer five clarifying questions from students – mostly about partner assignments. I did give directions about how to fill out the guided notes accompanying the gallery walk, but I did not give any explicit directions about the logistics of a gallery walk since we’ve done them before. I’m also realizing that I did not check whether students understood my directions before launching the activity. With this in mind, I want to work on “clearly and accurately communicat[ing] expectations for classroom activities and reinforc[ing] these expectations with follow-up questions and modeling” (PI 3.1).******Two ways I can improve my communication of expectations are (1) jot down key directions in my lesson plan ahead of time so I’m not coming up with directions on the fly, and (2) ask 2-3 students a series of quick check-for-understanding questions about the directions before officially launching the activity – even if students indicate they understand the directions.***  Pitfalls to avoid:   * Getting distracted by irrelevant details (not related to learning or to the guiding prompt) * Responding in an emotional or reactive way (e.g. “I sound so strict!”) * Focusing too much on yourself and not enough on your students (e.g. “I like how I asked this student a follow-up question”) | **1/13/25** |
| **ACE 30 Reflection 6. Adaptation of Instruction According to the Specific Needs of Students**  [***PI I.1.2 Demonstrates knowledge of students***](#bookmark=id.bbu0bi7l1td3)  [***PI I.1.5 Designs assessments to provide evidence of learning***](#bookmark=id.bbu0bi7l1td3)  [***PI I.1.6 Demonstrates knowledge of resources***](#bookmark=id.bbu0bi7l1td3)  Universal Design of Learning Principles ask teachers to provide multiple, varied and flexible options for representation, expression and engagement. Consider the ways you have planned differentiated lessons to support these aspects of UDL. 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](#bookmark=id.35nkun2) to frame your reflection. | **2/5/24** | |
| ACE 30 Reflection 7. Reflecting on Teaching [***PI I.4.3 Shows professionalism***](#bookmark=id.bbu0bi7l1td3)  The [Cult of Pedagogy Podcast](https://www.cultofpedagogy.com/pod/) has become one of the most listened-to educational resources available to teachers. Scroll through some of the episodes and choose one to listen to. Briefly summarize the key point(s) of the episode and reflect on your own successes and challenges as they relate to this episode. During these final months of your ACE experience, what improvements can you make to better serve your students?  [Use the three-step reflective writing cycle](#bookmark=id.35nkun2) to frame your reflection. | **2/24/25** | |
| **ACE 30 Reflection 8. From Challenge to Success - Video Annotation**  [***PI I.4.3 Shows professionalism***](#bookmark=id.bbu0bi7l1td3)  Prior to the reflection due date, video an entire lesson **(see** [**Appendix C**](#bookmark=id.m13z5dq19knb) **for additional details about digitally recording)**. Upload and watch the video, then select a 4-8 minute clip that features you engaged in an aspect of your instruction for which you’ve grown the most.  **Consider an aspect of your instruction that was initially a challenge for you but now is a real strength. Then, using the following structure, provide a minimum of four annotations that highlight examples of effective practice. Contextualize these examples by discussing the reasons for your improvement.**   * **Beginning Annotation: Provide some context for the video clip. What are you hoping to achieve during this teaching segment? Why did you choose to feature it for this reflection?** * **Middle Annotations: Provide at least two additional comments or questions that address important and relevant interactions between students/teacher/content.** * **End Annotation: Include one annotation that speaks to your success and/or challenge in attaining proficiency in relation to the performance indicator(s). Brainstorm a possible next step and/or ask your supervisor a question related to this performance indicator(s).**   **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. **Share the 4-8 minute video clip with your Supervisor.**  Sample Annotation:  ***After giving directions for the gallery walk, it takes a full two minutes for everyone to transition into the activity. During this time, I answer five clarifying questions from students – mostly about partner assignments. I did give directions about how to fill out the guided notes accompanying the gallery walk, but I did not give any explicit directions about the logistics of a gallery walk since we’ve done them before. I’m also realizing that I did not check whether students understood my directions before launching the activity. With this in mind, I want to work on “clearly and accurately communicat[ing] expectations for classroom activities and reinforc[ing] these expectations with follow-up questions and modeling” (PI 3.1).******Two ways I can improve my communication of expectations are (1) jot down key directions in my lesson plan ahead of time so I’m not coming up with directions on the fly, and (2) ask 2-3 students a series of quick check-for-understanding questions about the directions before officially launching the activity – even if students indicate they understand the directions.***  Pitfalls to avoid:   * Getting distracted by irrelevant details (not related to learning or to the guiding prompt) * Responding in an emotional or reactive way (e.g. “I sound so strict!”) * Focusing too much on yourself and not enough on your students (e.g. “I like how I asked this student a follow-up question”) | **3/24/25** | |
| **ACE 30 Reflection 9. Capstone Reflection**  [***PI I.4.3 Shows professionalism***](#bookmark=id.bbu0bi7l1td3)  **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.**  This reflection involves two tasks:  (1) 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.  (2) Reflecting on the experience of encountering people different from yourself, on how your school and local community have contributed to your personal, spiritual and professional development, and on how you might continue to improve in each of the three program pillars (teaching, community and spirituality), write a narrative that references specific encounters and experiences and speaks to your areas of ACE-inspired growth and areas for improvement. You are invited to extend this reflection narrative beyond the typical 500-word minimum. | **4/7/25** |

# APPENDIX A

[**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**](https://ace.nd.edu/programs/teach/current-ace-teacher-resources#academic)

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 B

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

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

*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.

**Essential Teaching Supplies Award**

* ACE Teaching Fellows awards up to $50 for the purpose of supplying **first-year ACE teachers**at high-need schools with essential classroom supplies. Applications are accepted between mid-July and October 1 and must be approved by John Schoenig. Application forms and process overviews are available to teachers via the [ACE website](https://ace.nd.edu/programs/teach/current-ace-teacher-resources) (click on “ACE Grants and Loans”).

**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 9, 2024.

*Available to second-year ACE Teachers*

**Conference Presentation Grants**

* Grants up to $800 will be awarded on a competitive basis to support **second-year ACE Teachers** who wish to present at state, regional or national conferences. Applications are accepted at any time, and awards are given twice annually - September 16, 2024 and January 20, 2025. Application forms and process overviews are available to teachers via the [ACE website](http://ace.nd.edu/programs/teach/current-ace-teacher-resources) (click on “ACE Grants and Loans”).

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# APPENDIX C

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

ACE will contact school administrators in August to ask that they complete a release form to authorize teachers to film in the classroom. Please remind your administrators to complete this form in a timely manner.

# APPENDIX D

**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 be delivered to a group of faculty/department at the teacher’s school. It 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.**

**Please consult** [**this link**](https://drive.google.com/drive/folders/1EALm1inMSN6MwVq13XzVhYtD-Pp7juDa?usp=sharing) **for some examples of thoughtful, well-crafted professional growth projects.**

***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 23rd.**  --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 relevant 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 teacher should have a clear idea of the specific audience and purpose of the research paper. This is not a traditional research paper akin to something written in college. Instead, this paper should address a research question that the teacher sees as salient to 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. Teachers choosing this option should consider who in the local context they can share their research with as a way to inform or persuade.

***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 23rd.**  --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. |

# 

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 23rd.**  --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. |

Expectations for Instructional Video:

Create an instructional video to provide an example of strong planning or teaching practice in a content area. This video may be used to support beginning ACE teachers as they try to better understand what high-quality, content-rich instruction looks like**.** Videos should be easy to hear and see, and range somewhere between 10-15 minutes in length. Feel free to edit so as to best represent an aspect of planning, instruction, or assessment ((Loom and Screencast-o-matic are two recording platforms you might consider). This video could be in the form of a think-aloud of a lesson plan/unit plan to let the viewer in on your planning process. Or, using a voiceover, you might record yourself demonstrating a particular instructional practice. What cornerstone design elements are present? What content-oriented planning principles are you applying? How are you accounting for coherence, student engagement, differentiation and/or rigor in your planning? Please work with your Supervisor to identify the purpose, form, and accompanying materials to include with this option.

| Design Principles  (x 3) | 5  Instructional video explains how the lesson/unit is designed around key cornerstones for planning, and fully and thoughtfully accounts for rigor, engagement, differentiation, and coherence. | 4  Instructional video explains how the lesson/unit is designed around key cornerstones for planning, and thoughtfully accounts for most elements related to rigor, engagement, differentiation, and coherence. | 3  Instructional video explains how the lesson/unit is designed around key cornerstones for planning, and accounts for some elements related to rigor, engagement, differentiation, and/or coherence. | 2-1  Instructional video explains how some parts of the lesson/unit is designed around key cornerstones for planning, and sporadically or unpersuasively accounts for elements related to rigor, engagement, differentiation, and/or coherence. |
| --- | --- | --- | --- | --- |
| Content Principles (x2) | Instructional video explicitly and thoughtfully identifies how foundational content principles are evidenced throughout the planning process. | Instructional video reflects foundational content principles that are evidenced throughout the planning process. | Instructional video reflects content principles that are evidenced in certain elements of the planning process. | Instructional video does not fully reflect content principles evidenced throughout the planning process. |
| Professionalism | All required components are present; submitted on time; and professionally presented. | Most required components are present; submitted on time; and professionally presented. | Some required components are present; submitted on time; or professionally presented. | Few required components are present; submitted on time; or professionally presented. |

**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.* Note: You may NOT reuse your summer Development Psychology presentation for your PGP. If you wish to do something related to this presentation, you must clear this with your Supervisor as part of the proposal process.**

Upload this form to Taskstream (along with Reflection #2) no later than Monday, Sept. 18th. 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:* | | --- | |
| --- | --- |

# APPENDIX E

# ACE TEACHER PERFORMANCE INDICATORS AND RUBRICS

**Introduction**

The Alliance for Catholic Education’s Teaching Fellows Program uses a teacher evaluation instrument that is organized around the three pillars of ACE—Forming Professional Educators (Pillar I), Building Community (Pillar II), and Growing Spiritually (Pillar III). This tool, modeled after Charlotte Danielson’s 2013 *Framework for Teaching Evaluation Instrument*, divides the complex work of teaching into four broad domains and, among the domains, twenty evidence-based performance indicators that are vital to a teacher effectively carrying out his/her professional work. A detailed rubric accompanies each performance indicator as a way to further explain the critical components associated with each level of a teacher’s performance (exceptional, proficient, basic and unsatisfactory). Determinations about 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** |
| --- | --- | --- | --- |
| * The teacher uses discipline-specific teaching strategies that simultaneously seek to promote literacy, research, and critical inquiry skills * The teacher possesses extensive knowledge of key ideas of the discipline as well as how these ideas are connected.. * 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. | * 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. | * 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. | * 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. |

1. **Demonstrates knowledge of students (IDS 1, 2, 3, 6)**

| **Exceptional** | **Proficient** | **Basic** | **Unsatisfactory** |
| --- | --- | --- | --- |
| * The teacher uses information about individual students’ cognitive levels, emotional and social challenges, cultural backgrounds, possible interest areas, and language proficiencies to inform his/her lesson planning. * The teacher actively seeks out guidance from colleagues, administration/staff, as well as students’ caretakers to gain additional information about how individual students learn, what motivates them, what goals are most appropriate, and what adaptations might be effective. * The teacher offers students the opportunity to represent their knowledge of content in diverse ways, with an emphasis on collaboratively choosing modes of representation that reflect students’ strengths as learners. * The teacher works with students to select content and resources that richly reflect their cultural backgrounds and interests. * 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. | * The teacher uses his/her varied knowledge of students as a source to inform his/her instructional planning. * The teacher communicates with colleagues and students’ caretakers as a way to gain additional information about how students learn and what adaptations might be effective. * The teacher offers students the opportunity to represent their knowledge of content in diverse ways. * The teacher selects content and resources that reflect students’ cultural backgrounds and interests. * 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. | * The teacher is generally aware that there is a wide range of student cognitive levels but neglects to integrate this knowledge in his/her lesson planning. * The teacher seeks out information from colleagues and students’ family members only in those instances where the student is significantly struggling or causing repeated disruptions in the class. * The teacher differentiates his/her planning but only occasionally offers students the opportunity to represent their knowledge of content in diverse ways. * The teacher recognizes his/her students’ varied backgrounds and interests but rarely accounts for them 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. | * The teacher is unaware of critical information concerning his/her students’ cognitive levels, cultural backgrounds, social or emotional issues or language proficiencies. * The teacher is unaware how developmental, cognitive or linguistic characteristics shape students’ ability to learn. * The teacher creates plans that reflect a whole class instructional approach which does not effectively account for student differences. * The teacher prioritizes delivering information to students rather than having them actively engage with class content. |

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

| **Exceptional** | **Proficient** | **Basic** | **Unsatisfactory** |
| --- | --- | --- | --- |
| * The teacher anchors the unit with a clear, rigorous, and observable unit goal(s) (and, in some cases, a guiding question), and uses it(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 goals. * The teacher selects activities and assessments that are aligned with instructional outcomes, support high-level thinking, and utilize varied resources. | * The teacher writes a mostly clear, rigorous and observable unit goal(s) and uses it (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. | * 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 unexacting and bereft of supporting resources. | * 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. |

1. **Selects instructional objectives (IDS 3, 4)**

| **Exceptional** | **Proficient** | **Basic** | **Unsatisfactory** |
| --- | --- | --- | --- |
| * 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. | * 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. | * 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. | * 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. |

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

| **Exceptional** | **Proficient** | **Basic** | **Unsatisfactory** |
| --- | --- | --- | --- |
| * The teacher designs summative assessments (e.g. unit test or performance assessment) that clearly align with unit goals as well as 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 teacher makes critical instructional adjustments based on the results of these assessments. * The teacher designs assessments that are adaptable to meet the needs of all learners. * The teacher designs assessments that spell out exactly what is expected of students and what criteria will be used to judge student performance. | * The teacher designs summative and formative assessments that align with both unit goals and instructional objectives, respectively. * The teacher uses 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. * The teacher designs assessments that outline clear expectations and criteria for student performance. | * The teacher designs summative and formative assessments that sometimes align with the unit goals and lesson objectives. * The teacher sometimes uses the results of 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 sometimes unclear about what is expected from students or on what criteria students will be evaluated. | * 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. |

1. **Demonstrates knowledge of resources (IDS 2, 3)**

| **Exceptional** | **Proficient** | **Basic** | **Unsatisfactory** |
| --- | --- | --- | --- |
| * 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. | * 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. | * 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. | * 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** |
| --- | --- | --- | --- |
| * 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, teasing 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, safety, togetherness and community by frequently recognizing and modeling certain behaviors. | * 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. | * 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. | * 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** |
| --- | --- | --- | --- |
| * 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 creates a culture conducive to student motivation in the way he/she communicates challenging and rigorous expectations for all students’ work, effort and conduct. * Students in the class exhibit an enthusiasm for their own learning, work hard to meet expectations, and assume responsibility for producing high quality work. | * 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 creates a culture conducive to student motivation in the way he/she 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. | * 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 creates a culture that, in most cases, is conducive to student motivation; he/she 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. | * 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 struggles to create a culture that is conductive to student motivation in the way he/she tacitly communicates 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. |

**3. Manages classroom procedures (IDS 2, 5)**

| **Exceptional** | **Proficient** | **Basic** | **Unsatisfactory** |
| --- | --- | --- | --- |
| * 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. | * 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. | * 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. | * 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 2, 5)**

| **Exceptional** | **Proficient** | **Basic** | **Unsatisfactory** |
| --- | --- | --- | --- |
| * The teacher establishes and implements a clear set of expectations that is specific, fair and consistently enforced. * The teacher holds students accountable for their behavior in a manner that is subtle, preemptive, solution-oriented, and mindful of the sacredness of the teacher-student relationship. * The teacher acknowledges and reinforces positive behaviors as the guiding tenet of his/her approach to managing student behavior. | * 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. | * 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 behaviors and draws heavily on punitive measures in his/her approach to managing student behavior. | * 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 negative behaviors at the expense of pointing out examples of positive behavior. |

5. **Organizes physical space (IDS 5, 7)**

| **Exceptional** | **Proficient** | **Basic** | **Unsatisfactory** |
| --- | --- | --- | --- |
| * 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, including high quality examples of student work, purposeful anchor charts and culturally relevant posters, that are warm, inviting and convey a priority on student learning. * The teacher creates a classroom space that reflects important symbols, figures and traditions of the Catholic faith in purposeful and culturally relevant ways. | * 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. * The teacher creates a classroom space that reflects important symbols, figures and traditions of the Catholic faith. | * 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. * The teacher creates a classroom space that reflects one or two symbols of the Catholic faith. | * 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. * The teacher creates a classroom space that fails to reflect important symbols, figures and traditions of the Catholic faith. |

## Domain 3: Instruction

1. **Communicates clearly and accurately (IDS 3)**

| **Exceptional** | **Proficient** | **Basic** | **Unsatisfactory** |
| --- | --- | --- | --- |
| * The teacher clearly communicates the learning goal(s) to students and intentionally reinforces this goal during the class as a way to focus and enhance student learning. * The teacher clearly and accurately communicates expectations for classroom activities and reinforces these expectations with follow-up questions and modeling. * The teacher communicates to students with rich, clear language that both enhances students’ vocabularies and ensures that students understand what is being taught. | * The teacher clearly communicates and reinforces the learning goal(s) to students during the class. * The teacher clearly and accurately communicates and reinforces expectations for classroom activities. * The teacher clearly communicates to students with language that is developmentally appropriate for his/her students. | * The teacher 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 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. |

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

| **Exceptional** | **Proficient** | **Basic** | **Unsatisfactory** |
| --- | --- | --- | --- |
| * 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. | * 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. | * 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. | * 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. |

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

| **Exceptional** | **Proficient** | **Basic** | **Unsatisfactory** |
| --- | --- | --- | --- |
| * Students are cognitively and meaningfully engaged in learning important and challenging content evidenced by the quality of their questions, answers, and work products. * 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. | * Students are cognitively engaged in learning important and challenging content evidenced by the quality of responses and work products. * The teacher paces his/her instruction in such a way as to afford time for questioning and targeted assessment and feedback. * The teacher utilizes student groups as a way to keep students engaged and assess learning goals. | * Students are only sometimes engaged in their learning and/or merely working to meet minimum expectations evidenced by the quality of their responses and work products. * The teacher paces his/her instruction in such a way as to afford students limited time for questions and assessment. * The teacher uses student groupings with limited success. | * Students are consistently disengaged during the lesson. * The teacher paces his/her instruction in such a way as to undermine potential opportunities for students to intellectually engage in course material. * The teacher relies solely on whole class approaches as a basis for his/her instruction, assessment and feedback. |

1. **Assesses student learning (IDS 4)**

| **Exceptional** | **Proficient** | **Basic** | **Unsatisfactory** |
| --- | --- | --- | --- |
| * 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. | * The teacher evaluates student learning using a combination of formative and summative assessments that connect to the goals of the lesson and unit. * The teacher 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. | * 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. | * 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** |
| --- | --- | --- | --- |
| * The teacher utilizes an organized system of grade-keeping that is used effectively to track students’ completion of assignments and progress in meeting learning goals. * The teacher effectively organizes and annotates current instructional planning materials to support future improvements. * The teacher shares examples of student work to help students and parents gauge progress over time. | * The teacher utilizes an organized system of grade-keeping that is used to effectively track students’ completion of assignments. * The teacher effectively organizes instructional planning materials. * The teacher keeps examples of student work to track progress over time. | * The teacher utilizes a system of grade-keeping that is mostly effective in tracking students’ completion of assignments. * The teacher organizes some of his/her instructional planning materials. * The teacher keeps few examples of student work products. | * The teacher neglects to use a system of grade-keeping to track students’ completion of assignments. * The teacher neglects to organize any of his/her instructional planning materials. * The teacher keeps no examples of student work products to track progress over time. |

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

| **Exceptional** | **Proficient** | **Basic** | **Unsatisfactory** |
| --- | --- | --- | --- |
| * 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 offers parents/caretakers weekly 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. * The teacher uses written communications to students, parents/caretakers, and colleagues that is clear, precise, constructive, professional and free from errors. | * 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. * The teacher uses written communications to students, parents/caretakers, and colleagues that is clear, professional and free from errors. | * 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. * The teacher uses written communications to students, parents/caretakers, and colleagues that is mostly clear, professional and free from errors. | * 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. * The teacher uses written communications to students, parents/caretakers, and colleagues that lacks structure, clarity, professionalism and/or contains errors. |

1. **Shows professionalism (IDS 6)**

| **Exceptional** | **Proficient** | **Basic** | **Unsatisfactory** |
| --- | --- | --- | --- |
| * The teacher invites observation and suggestions about his/her instruction and responds to critical feedback with enthusiasm, “coachability,” and initiative. * The teacher thoughtfully reflects on critical elements of his/her instruction and engages in meaningful goal-setting to target areas of improvement. * The teacher exceeds the professional expectations set by his/her administrative superiors and colleagues. | * 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. | * 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. | * 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. |

# Pillar II Building Community

1. **Contributes to the professional and local community (IDS 3, 5, 6)**

| **Exceptional** | **Proficient** | **Basic** | **Unsatisfactory** |
| --- | --- | --- | --- |
| * 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 and teamwork. * 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. | * 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 and teamwork. * 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. | * 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. | * 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 (IDS 1)**

| **Exceptional** | **Proficient** | **Basic** | **Unsatisfactory** |
| --- | --- | --- | --- |
| * The teacher inculcates Christian values and behaviors, such as fairness, integrity, and selflessness, in academic and non-academic aspects of the classroom. * The teacher uses diverse prayer experiences to create a culture of faith in action in the classroom. * The teacher treats students, families and colleagues with respect, humility and dignity. * The teacher witnesses the Christian faith in word and action in the classroom and greater Catholic school community. | * The teacher routinely promotes Christian values and behaviors in academic and non-academic aspects of the classroom. * The teacher uses certain prayer experiences to help enhance the spiritual development of his/her students. * The teacher treats students, families, and colleagues with respect and dignity. * The teacher witnesses the Christian faith in both the classroom and greater Catholic school community. | * The teacher communicates to students the importance of exhibiting Christian behaviors in certain aspects of the classroom. * The teacher leads formal prayer experiences with students. * The teacher treats students, families and colleagues with a general sense of respect. * The teacher witnesses the Christian faith in the classroom. | * 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 treats students, families and colleagues with respect, dignity and humility. * The teacher exhibits behaviors inconsistent with Christian values. |