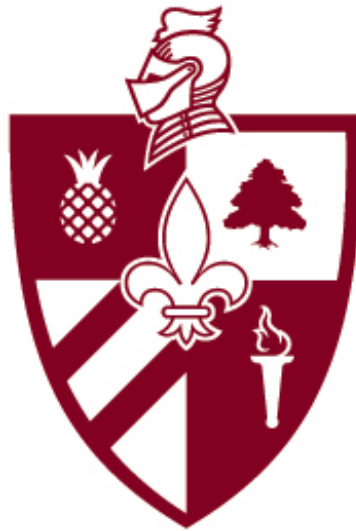


**ANNSLEY FRAZIER THORNTON  
SCHOOL OF EDUCATION**

**BELLARMINE UNIVERSITY  
2001 NEWBURG ROAD  
LOUISVILLE, KY 40205**



**The Candidate Performance Record  
For University Supervisors  
of Elementary (MAT) or Middle School Candidates  
2014-2015 Academic Year**

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**Candidate Name:** \_\_\_\_\_

This document and forms may be downloaded from the Bellarmine University Annsley Frazier Thornton School of Education Website at <http://bellarmine.edu/education/index.asp> under "Forms."

The heart of the professional semester is contained within the Candidate Performance Record (CPR) and is a natural extension of the AFTSE's Continuous Assessment Plan, built upon a foundation of benchmark assignments. The CPR contains all assignments, paperwork, and assessment rubrics that must be completed during the professional semester.

Before the professional semester begins, each candidate should create a **CPR document** in LiveText. This document will ultimately house all lessons, projects, and forms completed during the professional semester. For evaluative purposes, this document will be submitted for review to the Bellarmine supervisor and shared with the LiveText coordinator **on a designated date**.

The Bellarmine candidate will maintain a **daily journal** to record insights and reflections from their work with children, teachers and the educational system as a way of documenting his / her process of change from candidate to teacher. An additional weekly journal entry will record the observation of, teaching, assessment and general characteristics of a child with special needs from the candidate's classroom.

In order to build community, and to gain access to shared experiences and support, the Bellarmine MAT candidate will attend four seminars provided by Bellarmine University and one provided by their university supervisor. Dates and times TBA.

The bulk of the work related to the professional semester involves the preparation of, teaching of, and reflection upon lessons. The **lesson plan** template can be found in the CPR section of this handbook and on LiveText.

- Lesson plans (for observed lessons) should be created by accessing the lesson template on LiveText and must be either sent as an attachment by email or printed out and given to your cooperating teachers and/or Bellarmine supervisors 48 hours in advance of an observation.
- Each lesson should be attached to your CPR document on LiveText.
- Each observed lesson is evaluated by the assessment rubrics in the CPR.
- Standard 6 is only evaluated once per placement.
- During the post-observation conference, candidates should ask to see the scored rubrics in the cooperating teacher or Bellarmine supervisor CPR. You should record these scores in your CPR and make photocopies of any comments. **NOTE: A holistic score of Proficient is required.**

Bellarmino candidates will also complete one **Standards Based Unit of Study (SBUS)** during the professional semester. (If two placements are completed, the Bellarmine candidate should decide in consultation with the Bellarmine Supervisor, which placement would be most appropriate.) The SBUS template and rubric can be found in the CPR and on LiveText. An overall rating of proficient is required as the SBUS is a benchmark assignment.

- This SBUS should be shared with the Bellarmine supervisor as an attachment via email or should be printed out.
- **A holistic score of Proficient is required.**
- The completed SBUS should also be attached to your **CPR document** in LiveText

Bellarmino candidates will also complete a **Collaboration/Leadership Project**. This assignment can be found in the CPR.

- This project should be shared with the Bellarmine supervisor as an attachment via email or should be printed out.
- **A holistic score of Proficient is required.**
- This project should also be attached to your **CPR document**.

Bellarmino candidates will also complete a **Professional Growth Plan**. This assignment can be found in the CPR.

- This project should be shared with the Bellarmine supervisor as an attachment via email or should be printed out.
- **A holistic score of Proficient is required.**
- This project should also be attached to your **CPR document**.

Finally, Bellarmine candidates are required to complete:

- **A Dispositions Self-Assessment** found in the CPR and should be attached to your CPR document on LiveText
- The **Professional Semester Log of Hours** is to be turned in to your appropriate Bellarmine supervisor

- **A Narrative Evaluation** (sent to the Student Placement Coordinator) of:
  - Professional semester placement
  - Bellarmine supervisor
  - Cooperating teacher

## **Responsibilities of Bellarmine Supervisor**

The Bellarmine supervisor (a member of the Faculty), works with the candidates, cooperating teachers, and principals to make student teaching a productive experience for all involved. The Bellarmine supervisor is the link between the university and the candidate.

Each placement is comprised of 2 cycles of formal observations (i.e., a minimum of two observations completed by a cooperating teacher, and a minimum of two observations completed by a Bellarmine supervisor per placement).

### ***Specifically the Supervisor Should:***

1. Prior to the beginning of the professional semester experience, explain the Bellarmine University Professional Semester program and the cooperating teacher's role in that program. Cooperating teachers are invited to campus for an orientation with student teachers and Bellarmine supervisors. The Bellarmine supervisors are responsible for conducting this orientation and for the follow-up to this meeting during the school visit.
2. Undergrad university supervisors: In a group setting, twice per month, hold seminars that teach and strengthen best practice activities among student teachers.
3. Complete a minimum of four formal observations and critiques of the actual teaching situation and share this information with the candidate, securing his/her signature. More observations are strongly encouraged.
4. Work with the student teacher, the cooperating teacher, and personnel in the cooperating school on any problem that may arise relating to the professional semester.
5. Provide supervisory skills such as knowledge of methods and strategies for the subject areas and grade levels in which the student is teaching.
6. Complete the required assessments and forms for each candidate and submit to the LiveText coordinator.
7. Participate in a group work session to record all final candidate assessment data for approximately one full day as designated by the LiveText coordinator/Student Placement Director.
8. Complete the Survey of Candidate Professional Semester Preparation. Completed surveys should be returned to the Student Placement Director at the close of the semester by the designated date (or at the end of the candidate's placement with a specific cooperating teacher).

# BELLARMINE UNIVERSITY

## Candidate Performance Record Source Documentation

### Elementary or Middle

<u>Cycle 1 Source(s) of Evidence</u>	<u>Cycle 2 Source(s) of Evidence</u>
Lesson Plan Pre-observation conference Lesson Impact / Refinement Daily & weekly journal  Standards Scored: 1, 2, 3, 4, 5, 7	2 <sup>nd</sup> Lesson Plan Pre-observation conference Lesson Impact / Refinement SBUS (scored by University Supervisor) Daily & weekly journal (if appropriate)  Standards Scored: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

### Final Paperwork

Cooperating Teacher	Bellarmine Candidate	Bellarmine Supervisor
<ul style="list-style-type: none"> <li>✓ Institutional Dispositions Assessment (paper)</li> <li>✓ Evaluation of Bellarmine Supervisor (paper)</li> <li>✓ Completed rubrics (1-5, 8, 9) in CPR (paper)</li> <li>✓ Final Evaluation on candidate performance</li> <li>✓ Survey of Professional Semester Preparation</li> </ul>	<ul style="list-style-type: none"> <li>✓ Professional Semester Log of Hours</li> <li>✓ CPR Application (LiveText)               <ul style="list-style-type: none"> <li>○ 4 lesson plans observed by cooperating teacher</li> <li>○ 4 lesson plans observed by university supervisor</li> <li>○ SBUS</li> <li>○ Collaboration / Leadership project</li> <li>○ PGP</li> <li>○ Self-Dispositions Assessment</li> <li>○ Narrative Evaluation of Professional Semester, University Supervisor, &amp; Cooperating Teacher</li> <li>○ Daily &amp; weekly Journal</li> </ul> </li> <li>✓ Survey of Professional Semester Preparation</li> </ul>	<ul style="list-style-type: none"> <li>✓ Institutional Dispositions Assessment (paper)</li> <li>✓ Completed ALL rubrics in CPR (paper)</li> <li>✓ Completed SBUS rubric (paper)</li> <li>✓ Final Evaluation on candidate performance (paper)</li> <li>✓ Survey of Professional Semester Preparation</li> </ul> <p style="margin-top: 20px;">Please note that an additional work day will be necessary to enter paper based data into LiveText system</p>

# BELLARMINE UNIVERSITY

## Placement 1 Observation Instrument Transition Point 3

Bellarmine Candidate _____	
Cooperating Teacher _____	Ethnicity _____ <input type="checkbox"/> Check box if you prefer not to respond
School _____	Grade _____
District _____	

### Cycle 1

Date of Observation _____				
Subject Area Observed _____	Type of Classroom _____			
Ages/Grades of Students _____	Number of Students in Class _____	Number of Students having IEP / 504 _____	Number of Gifted Students _____	Number of English Language Learners _____

**The signatures below verify that the analytic scores and feedback and holistic score for each Standard have been discussed with the Candidate.**

Observer's Signature \_\_\_\_\_

Candidate's Signature \_\_\_\_\_

### Cycle 2

Date of Observation _____				
Subject Area Observed _____	Type of Classroom _____			
Ages/Grades of Students _____	Number of Students in Class _____	Number of Students having IEP / 504 _____	Number of Gifted Students _____	Number of English Language Learners _____

**The signatures below verify that the analytic scores and feedback and holistic score for each Standard have been discussed with the Candidate.**

Observer's Signature \_\_\_\_\_

Candidate's Signature \_\_\_\_\_

**NOTE: A MINIMUM HOLISTIC SCORE OF PROFICIENT OVERALL MUST BE ACHIEVED ON CYCLE 2**

## STANDARD 1: THE TEACHER DEMONSTRATES APPLIED CONTENT

**KNOWLEDGE**--The teacher candidate demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.

### HOLISTIC SCORING OF STANDARD 1

<b>Distinguished</b>				<b>Proficient</b>				<b>Apprentice</b>				<b>Novice</b>			
<b>Cycle 1</b>	<b>4+</b>	<b>4</b>	<b>4-</b>	<b>Cycle 1</b>	<b>3+</b>	<b>3</b>	<b>3-</b>	<b>Cycle 1</b>	<b>2+</b>	<b>2</b>	<b>2-</b>	<b>Cycle 1</b>	<b>1+</b>	<b>1</b>	<b>1-</b>
<b>Cycle 2</b>	<b>4+</b>	<b>4</b>	<b>4-</b>	<b>Cycle 2</b>	<b>3+</b>	<b>3</b>	<b>3-</b>	<b>Cycle 2</b>	<b>2+</b>	<b>2</b>	<b>2-</b>	<b>Cycle 2</b>	<b>1+</b>	<b>1</b>	<b>1-</b>

### ANALYTIC SCORING OF STANDARD 1 INDICATORS

Rating □ Indicator □	Distinguished	Proficient	Apprentice	Novice	Indicator Rating
<b>a. Communicates concepts, processes and knowledge</b>	Accurately and effectively communicates concepts, processes and/or knowledge AND uses vocabulary that is clear, correct and appropriate for students	Accurately communicates concepts, processes and/or knowledge AND uses vocabulary that is clear, correct and appropriate for students	Accurately communicates concepts, processes and knowledge BUT omits some important ideas, uses vocabulary inappropriate for students OR overlooks student misconceptions	Inaccurately and ineffectively communicates concepts, processes and knowledge	Cycle 1 D P A N
					Cycle 2 D P A N
<b>b. Connects contents to life experiences of students</b>	Effectively connects ALL content, procedures, and activities with relevant life experiences of students	Effectively connects MOST content, procedures, and activities with relevant life experiences of students	Connects SOME content, procedures, and activities with relevant life experiences of students	RARELY or NEVER connects content, procedures, and activities with relevant life experiences	Cycle 1 D P A N
					Cycle 2 D P A N
<b>c. Demonstrates instructional strategies that are appropriate for content and contribute to student learning</b>	Demonstrates instructional strategies that are INSIGHTFUL and CLEARLY appropriate for the content and processes of the lesson AND make a SIGNIFICANT contribution to student learning	Demonstrates instructional strategies that are CLEARLY appropriate for the content and processes of the lesson AND make a CLEAR contribution to student learning	Demonstrates instructional strategies that are SOMEWHAT appropriate for the content and processes of the lesson AND make SOME contribution to student learning	Demonstrates instructional strategies that are RARELY or NEVER appropriate for the content and processes of the lesson OR make NO contribution to student learning	Cycle 1 D P A N
					Cycle 2 D P A N
<b>d. Guides students to understand content from various perspectives and across disciplines</b>	REGULARLY provides opportunities and guidance for students individually and collectively to consider lesson content from different perspectives and across disciplines to extend their understanding	REGULARLY provides opportunities and guidance for students individually OR collectively to consider lesson content from different perspectives and across disciplines to extend their understanding	SOMETIMES provides opportunities and guidance for students individually OR collectively to consider lesson content from different perspectives and across disciplines to extend their understanding	RARELY or NEVER provides opportunities and guidance for students to consider lesson content from different perspectives or content areas to extend their understanding	Cycle 1 D P A N
					Cycle 2 D P A N

**FEEDBACK AND QUESTIONS ON CANDIDATE PERFORMANCE ON STANDARD 1**

**Cycle 1**

**Cycle 2**

If more space is needed for feedback, attach additional pages. Be sure that the candidate's name and the date are on any additional pages.

## STANDARD 2: THE TEACHER DESIGNS & PLANS INSTRUCTION

The teacher candidate designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

### HOLISTIC SCORING OF STANDARD 2

<u>Distinguished</u>				<u>Proficient</u>				<u>Apprentice</u>				<u>Novice</u>			
<b>Cycle 1</b>	<b>4+</b>	<b>4</b>	<b>4-</b>	<b>Cycle 1</b>	<b>3+</b>	<b>3</b>	<b>3-</b>	<b>Cycle 1</b>	<b>2+</b>	<b>2</b>	<b>2-</b>	<b>Cycle 1</b>	<b>1+</b>	<b>1</b>	<b>1-</b>
<b>Cycle 2</b>	<b>4+</b>	<b>4</b>	<b>4-</b>	<b>Cycle 2</b>	<b>3+</b>	<b>3</b>	<b>3-</b>	<b>Cycle 2</b>	<b>2+</b>	<b>2</b>	<b>2-</b>	<b>Cycle 2</b>	<b>1+</b>	<b>1</b>	<b>1-</b>

### ANALYTIC SCORING OF STANDARD 2 INDICATORS

Rating □ Indicator □	Distinguished	Proficient	Apprentice	Novice	Indicator Rating
<b>a. Develops significant outcomes aligned with standards</b>	States learning outcomes that are observable, measurable, and contextual, that reflect key concepts of the discipline, AND are aligned with local or state standards	States learning outcomes that are observable and measurable, that reflect key concepts of the discipline, AND are aligned with local or state standards	States learning outcomes that are mostly observable and measurable, that reflect key concepts of the discipline but are not aligned with local or state standards, OR states learning outcomes that are not measurable and that do not reflect key concepts of the discipline	Uses outcomes that are not observable and/or measurable, or are trivial, AND are not aligned with local or state standards	<b>Cycle 1 D P A N</b>
					<b>Cycle 2 D P A N</b>
<b>b. Uses contextual data to design instruction relevant to students; lesson plan is clearly connected to a standards-based unit of instruction</b>	Plans and designs ALL instruction that is clearly and appropriately based on critical student attributes, community and/or cultural data, and that is connected to a standards-based instruction and/or uniquely connected to student(s) IEP goal	Plans and designs MOST instruction that is clearly and appropriately based on critical student attributes, community and/or cultural data, and that is connected to a standards-based instruction and/or uniquely connected to student(s) IEP goal	Plans and designs SOME instruction that is appropriately based on critical student attributes, community and/or cultural data, and that is connected to a standards-based instruction and/or uniquely connected to student(s) IEP goal	Plans and designs LITTLE TO NO instruction that is based on critical student attributes, OR community and/or cultural data, OR planning and design reflect biased or inappropriate use of data OR lesson plan is not connected to standards-based of instruction and/or uniquely connected to student(s) IEP goal	<b>Cycle 1 D P A N</b>
					<b>Cycle 2 D P A N</b>



<b>c. Plans assessments to guide instruction and measure learning outcomes</b>	Plans ALL assessments that guide instruction, measure learning results, align with learning outcomes, and describe accommodations necessary to promote the success of all students	Plans MOST assessments that guide instruction, measure learning results, align with learning outcomes, and describe accommodations necessary to promote the success of all students.	Plans SOME assessments that guide instruction, measure learning results, align with learning outcomes, and describe accommodations necessary to promote the success of all students.	Plans FEW or no assessments that guide instruction, measure learning results, and align with learning outcomes, and describe accommodations necessary to promote the success of all students.	<b>Cycle 1 D P A N</b>
					<b>Cycle 2 D P A N</b>
<b>d. Plans instructional strategies and activities that address learning outcomes for all students</b>	Aligns ALL instructional strategies and activities to prior knowledge and real world application and with learning outcomes for all students, including accommodations for diverse learners	Aligns MOST instructional strategies and activities to prior knowledge and real world application and with learning outcomes for all students, including accommodations for diverse learners	Aligns SOME instructional strategies and activities to prior knowledge and real world application and with learning outcomes for all students, including accommodations for diverse learners	Aligns FEW instructional strategies and activities with prior knowledge and real world application and with learning outcomes; accommodations for diverse learners are inappropriate.	<b>Cycle 1 D P A N</b>
					<b>Cycle 2 D P A N</b>
<b>e. Plans instructional strategies and activities that facilitate multiple levels of learning</b>	Plans ALL instructional strategies that include several levels of learning with MOST requiring higher order thinking	Plans MOST instructional strategies that include several levels of learning with SOME requiring higher order thinking	Plans instructional strategies that include at least TWO levels of learning with at least ONE requiring higher order thinking	Plans instructional strategies that do not include levels of learning OR do not require higher order thinking	<b>Cycle 1 D P A N</b>
					<b>Cycle 2 D P A N</b>

**FEEDBACK AND QUESTIONS ON CANDIDATE PERFORMANCE ON STANDARD 2**

**Cycle 1**

**Cycle 2**

If more space is needed for feedback, attach additional pages. Be sure that the candidate's name and the date are on any additional pages

### STANDARD 3: THE TEACHER CREATES & MAINTAINS LEARNING CLIMATE

The teacher candidate creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

#### HOLISTIC SCORING OF STANDARD 3

<u>Distinguished</u>				<u>Proficient</u>				<u>Apprentice</u>				<u>Novice</u>			
<b>Cycle 1</b>	<b>4+</b>	<b>4</b>	<b>4-</b>	<b>Cycle 1</b>	<b>3+</b>	<b>3</b>	<b>3-</b>	<b>Cycle 1</b>	<b>2+</b>	<b>2</b>	<b>2-</b>	<b>Cycle 1</b>	<b>1+</b>	<b>1</b>	<b>1-</b>
<b>Cycle 2</b>	<b>4+</b>	<b>4</b>	<b>4-</b>	<b>Cycle 2</b>	<b>3+</b>	<b>3</b>	<b>3-</b>	<b>Cycle 2</b>	<b>2+</b>	<b>2</b>	<b>2-</b>	<b>Cycle 2</b>	<b>1+</b>	<b>1</b>	<b>1-</b>

#### ANALYTIC SCORING OF STANDARD 3 INDICATORS

Rating □ Indicator □	Distinguished	Proficient	Apprentice	Novice	Indicator Rating
<b>a. Communicates high expectations</b>	Sets relevant and challenging outcomes for ALL students AND verbally/nonverbally communicates confidence in students' ability to achieve these outcomes	Sets relevant and challenging outcomes for MOST students AND verbally or nonverbally communicates confidence in students' ability to achieve these outcomes	Sets relevant and challenging outcomes for SOME students BUT does not communicate confidence in students' ability to achieve these outcomes	Does not set relevant and challenging outcomes for students AND does not communicate confidence in students	<b>Cycle 1</b> D P A N
					<b>Cycle 2</b> D P A N
<b>b. Establishes a positive learning environment</b>	Establishes clear standards of conduct, shows awareness of student behavior, and unique individual needs AND responds in ways that are both appropriate and respectful of students and their individual needs	Establishes clear standards of conduct, shows awareness of student behavior, AND responds in ways that are both appropriate and respectful of students	Makes efforts to establish standards of conduct, to monitor and respond to student behavior, BUT efforts are ineffective and/or inappropriate	Does not establish clear expectations for student conduct, nor effectively monitor behavior, or appropriately respond to behavior	<b>Cycle 1</b> D P A N
					<b>Cycle 2</b> D P A N
<b>c. Values and supports student diversity and addresses individual needs</b>	Consistently supports student diversity and addresses individual needs using a WIDE VARIETY of strategies and methods	Supports student diversity and addresses individual needs using a VARIETY of strategies and methods	Inconsistently supports student diversity and addresses individual needs OR uses a LIMITED repertoire of strategies and methods	Makes LITTLE or NO attempt to respond to student diversity and individual needs -- tends to use a "one size fits all" approach	<b>Cycle 1</b> D P A N
					<b>Cycle 2</b> D P A N
<b>d. Fosters mutual respect between teacher and students and among students</b>	Consistently treats all students with respect and concern AND initiates / supports student interactions between teacher and students and among students to encourage students to treat each other with respect and concern	Consistently treats all students with respect and concern AND monitors student interactions between teacher and students and among students to encourage students to treat each other with respect and concern	Inconsistently treats all students with respect and concern OR does not monitor students interactions between teacher and students and among students	Does not treat all students with respect and concern AND does not monitor students interactions between teacher and students and among students	<b>Cycle 1</b> D P A N
					<b>Cycle 2</b> D P A N

<b>e. Provides a safe environment for learning</b>	Creates a classroom environment that is BOTH emotionally and physically safe for each student individually and all students collectively	Creates a classroom environment that is BOTH emotionally and physically safe for MOST students	Creates a classroom environment that is physically OR emotionally safe for most or all students BUT is inconsistent in one OR the other forms of safety	Fails to create an emotionally AND physically safe environment for students	<b>Cycle 1 D P A N</b>
					<b>Cycle 2 D P A N</b>

**FEEDBACK AND QUESTIONS ON CANDIDATE PERFORMANCE ON STANDARD 3**

<b>Cycle 1</b>	
<b>Cycle 2</b>	

If more space is needed for feedback, attach additional pages. Be sure that the candidate's name and the date are on any additional pages

## STANDARD 4: THE TEACHER IMPLEMENTS & MANAGES INSTRUCTION

The teacher candidate introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

### HOLISTIC SCORING OF STANDARD 4

<u>Distinguished</u>				<u>Proficient</u>				<u>Apprentice</u>				<u>Novice</u>			
<b>Cycle 1</b>	<b>4+</b>	<b>4</b>	<b>4-</b>	<b>Cycle 1</b>	<b>3+</b>	<b>3</b>	<b>3-</b>	<b>Cycle 1</b>	<b>2+</b>	<b>2</b>	<b>2-</b>	<b>Cycle 1</b>	<b>1+</b>	<b>1</b>	<b>1-</b>
<b>Cycle 2</b>	<b>4+</b>	<b>4</b>	<b>4-</b>	<b>Cycle 2</b>	<b>3+</b>	<b>3</b>	<b>3-</b>	<b>Cycle 2</b>	<b>2+</b>	<b>2</b>	<b>2-</b>	<b>Cycle 2</b>	<b>1+</b>	<b>1</b>	<b>1-</b>

### ANALYTIC SCORING OF STANDARD 4 INDICATORS

Rating □ Indicator □	Distinguished	Proficient	Apprentice	Novice	Indicator Rating
<b>a. Uses a variety of effective instructional strategies that engage students in active learning aligned with learning outcomes and students' prior knowledge</b>	Uses a wide variety of effective instructional strategies that engage students throughout the lesson on tasks aligned with learning outcomes, student's prior knowledge and individual needs	Uses a variety of effective instructional strategies that engage students throughout the lesson on tasks aligned with learning outcomes and student's prior knowledge	Uses a variety of effective instructional strategies that engage students BUT are not aligned with learning outcomes and/or student's prior knowledge OR tasks are aligned with learning outcomes BUT do not keep students engaged	Uses instructional strategies that do not engage student AND are not aligned with learning outcomes or student's prior knowledge	<b>Cycle 1</b> D P A N
					<b>Cycle 2</b> D P A N
<b>b. Implements planned instruction based on diverse student needs and assessment data; demonstrates specific accommodations</b>	Implements planned instruction based on diverse student needs and assessment data AND adapts instruction to individual needs and / or unanticipated circumstances if necessary	Implements planned instruction based on diverse student needs and assessment data AND adapts instruction to unanticipated circumstances if necessary	Implements planned instruction based on diverse student needs and assessment data BUT does not adapt instruction to unanticipated circumstances	Does not base instruction on diverse student needs and assessment data AND does not adapt instruction to unanticipated circumstances	<b>Cycle 1</b> D P A N
					<b>Cycle 2</b> D P A N
<b>c. Uses time effectively; paces instruction to appropriately meet the needs of students</b>	Establishes organized procedures for performing non-instructional tasks, handling materials and supplies, managing transitions, and organizing and monitoring group work so that there is MINIMAL loss of instructional time	Establishes organized procedures for performing non-instructional tasks, handling materials and supplies, managing transitions, and organizing and monitoring group work so that there is SOME loss of instructional time	Establishes SOMEWHAT organized procedures for performing non-instructional tasks, handling materials and supplies, managing transitions, and organizing and monitoring group work that vary in their effectiveness so there is loss of instructional time	Fails to establish consistent procedures for performing non-instructional tasks, handling materials and supplies, managing transitions, and organizing and monitoring group work resulting in significant loss of instructional time	<b>Cycle 1</b> D P A N
					<b>Cycle 2</b> D P A N

<b>d. Uses space and materials effectively</b>	Uses classroom space AND materials effectively to facilitate student learning and support individual needs	Uses classroom space AND materials effectively to facilitate student learning but neglects individual needs	Fails to uses classroom space or materials to effectively facilitate student learning	Fails to effectively use classroom space AND materials to facilitate student learning	<b>Cycle 1</b> D P A N
					<b>Cycle 2</b> D P A N
<b>e. Implements and manages instruction in ways that facilitate higher order thinking</b>	Maximizes the use of instruction which includes higher order thinking	MOST instruction includes higher order thinking	SOME instruction includes higher order thinking	LITTLE or NO instruction includes higher order thinking	<b>Cycle 1</b> D P A N
					<b>Cycle 2</b> D P A N

**FEEDBACK AND QUESTIONS ON CANDIDATE PERFORMANCE ON STANDARD 4**

<b>Cycle 1</b>	
<b>Cycle 2</b>	

If more space is needed for feedback, attach additional pages. Be sure that the candidate's name and the date are on any additional pages.

## STANDARD 5: THE TEACHER ASSESSES & COMMUNICATES LEARNING RESULTS

The teacher candidate assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

### HOLISTIC SCORING OF STANDARD 5

<u>Distinguished</u>				<u>Proficient</u>				<u>Apprentice</u>				<u>Novice</u>			
Cycle 1	4+	4	4-	Cycle 1	3+	3	3-	Cycle 1	2+	2	2-	Cycle 1	1+	1	1-
Cycle 2	4+	4	4-	Cycle 2	3+	3	3-	Cycle 2	2+	2	2-	Cycle 2	1+	1	1-

### ANALYTIC SCORING OF STANDARD 5 INDICATORS

Rating □ Indicator □	Distinguished	Proficient	Apprentice	Novice	Indicator Rating
<b>a. Uses assessments that are aligned with learning outcomes</b>	ALL assessments align with learning outcomes	REGULARLY uses assessments that are aligned with learning outcomes	OCCASIONALLY uses assessments that are aligned with learning outcomes	RARELY or NEVER uses assessments that are aligned with learning outcomes	Cycle 1 D P A N
					Cycle 2 D P A N
<b>b. Uses a variety of assessments (baseline, formative &amp; summative) to measure student learning</b>	REGULARLY uses a variety of assessments to allow each student individually and all students collectively to demonstrate learning based on individual needs	REGULARLY uses a variety of assessments AND assessments provide students increased opportunities to demonstrate learning	REGULARLY uses a variety of assessments BUT these assessments do not provide students increased opportunities to demonstrate learning OR uses a few types of assessments that provide students opportunities to demonstrate learning	RARELY or NEVER uses a variety of assessments AND these assessments do not provide students increased opportunities to demonstrate learning	Cycle 1 D P A N
					Cycle 2 D P A N
<b>c. Analyzes assessment data to guide instruction and learning and to measure learning progress</b>	REGULARLY analyzes assessment data to guide instruction and learning and measure learning progress for each student individually and all students collectively	REGULARLY analyzes assessment data to guide instruction and learning and measure learning progress for each student individually OR all students collectively	OCCASIONALLY analyzes assessment data to guide instruction and learning and measure learning progress for each student individually OR all students collectively	RARELY or NEVER analyzes assessment data to guide instruction and learning and measure learning progress	Cycle 1 D P A N
					Cycle 2 D P A N
<b>d. Communicates learning results to students and parents</b>	REGULAR communication of learning results to students AND parents in a meaningful and timely manner has been established for each student individually and all students collectively	REGULARLY communicates learning results to students AND parents in a meaningful and timely manner for each student individually OR all students collectively	REGULARLY communicates learning results to students OR parents in a meaningful and timely manner	RARELY or NEVER communicates learning results to students AND parents in a meaningful and timely manner	Cycle 1 D P A N
					Cycle 2 D P A N

<b>e. Based on student performance data, adapts assessments to accommodate diverse learning needs and situations</b>	Based on student performance data, CONTINUOUSLY adapts assessments to accommodate diverse learning needs AND situations for each student individually and all students collectively	Based on student performance data, REGULARLY adapts assessments to accommodate diverse learning needs AND situations	Based on student performance data REGULARLY adapts assessments to accommodate diverse learning needs OR situations	Based on student performance data RARELY or NEVER adapts assessments to accommodate diverse learning needs AND situations	<b>Cycle 1</b> <b>D P A N</b>
					<b>Cycle 2</b> <b>D P A N</b>

**FEEDBACK AND QUESTIONS ON CANDIDATE PERFORMANCE ON STANDARD 5**

<b>Cycle 1</b>	
<b>Cycle 2</b>	

If more space is needed for feedback, attach additional pages. Be sure that the candidate's name and the date are on any additional pages.



**STANDARD 6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY**

The teacher candidate uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research. **STANDARD 6 IS ONLY SCORED ONE TIME. Candidates are to attach the lesson plan that demonstrates Standard 6 into the Standard 6 assignment in LiveText. Additionally, Candidates provide a list of technological resources used during the Professional Semester at the Standard 6 assignment in LiveText.**

**HOLISTIC SCORING OF STANDARD 6**

<u>Distinguished</u>			<u>Proficient</u>			<u>Apprentice</u>			<u>Novice</u>		
4+	4	4-	3+	3	3-	2+	2	2-	1+	1	1-

**ANALYTIC SCORING OF STANDARD 6 INDICATORS**

Rating □ Indicator □	Distinguished	Proficient	Apprentice	Novice	Indicator Rating
<b>a. Uses technology to design and plan instruction</b>	REGULARLY uses technology to design and plan instruction and justifies appropriate versus inappropriate usage	REGULARLY uses technology to design and plan instruction when appropriate.	SOMETIMES uses technology to design and plan instruction when appropriate	RARELY or NEVER uses technology to design and plan instruction when appropriate	<b>D P A N</b>
<b>b. Uses technology to implement instruction and facilitate student learning</b>	REGULARLY uses technology to implement instruction and facilitate student learning and justifies appropriate versus inappropriate usage	REGULARLY uses technology to implement instruction and facilitate student learning when appropriate	SOMETIMES uses technology to implement instruction and facilitate student learning when appropriate	RARELY or NEVER uses technology to implement instruction and facilitate student learning when appropriate	<b>D P A N</b>
<b>c. Uses technology to assess and communicate student learning</b>	REGULARLY uses technology to assess and communicate student learning and justifies appropriate versus inappropriate usage	REGULARLY uses technology to assess and communicate student learning when appropriate	SOMETIMES uses technology to assess and communicate student learning when appropriate	RARELY or NEVER uses technology to assess and communicate student learning when appropriate	<b>D P A N</b>
<b>d. Integrates student use of technology into instruction (legally &amp; ethically)</b>	REGULARLY integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs and justifies appropriate versus inappropriate	REGULARLY integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs when appropriate	SOMETIMES integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs when appropriate	RARELY or NEVER integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs when appropriate	<b>D P A N</b>

**FEEDBACK AND QUESTIONS ON CANDIDATE PERFORMANCE ON STANDARD 6**

If more space is needed for feedback, attach additional pages. Be sure that the candidate's name and the date are on any additional pages.

## STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING

The teacher candidate reflects on and evaluates specific teaching/learning situations and/or programs.

### HOLISTIC SCORING OF STANDARD 7

<u>Distinguished</u>				<u>Proficient</u>				<u>Apprentice</u>				<u>Novice</u>			
<b>Cycle 1</b>	4+	4	4-	<b>Cycle 1</b>	3+	3	3-	<b>Cycle 1</b>	2+	2	2-	<b>Cycle 1</b>	1+	1	1-
<b>Cycle 2</b>	4+	4	4-	<b>Cycle 2</b>	3+	3	3-	<b>Cycle 2</b>	2+	2	2-	<b>Cycle 2</b>	1+	1	1-

### ANALYTIC SCORING OF STANDARD 7 INDICATORS

Rating □ Indicator □	Distinguished	Proficient	Apprentice	Novice	Indicator Rating
<b>a. Uses data to reflect on and evaluate student learning</b>	REGULARLY reflects on and evaluates individual and collective student learning using appropriate data	REGULARLY reflects on and evaluates individual OR collective student learning using appropriate data	SOMETIMES reflects on and evaluates student learning using appropriate data	RARELY or NEVER reflects on and evaluates student learning using appropriate data	Cycle 1 D P A N
					Cycle 2 D P A N
<b>b. Uses data to reflect on and evaluate instructional practice</b>	REGULARLY reflects on and evaluates instructional practice using appropriate individual and collective student data	REGULARLY reflects on and evaluates instructional practice using appropriate individual OR collective student data	SOMETIMES reflects on and evaluates instructional practice using appropriate data	RARELY or NEVER reflects on or evaluates instructional practice using appropriate data	Cycle 1 D P A N
					Cycle 2 D P A N
<b>c. Uses data to identify areas for professional growth</b>	REGULARLY identifies areas for professional growth using appropriate individual and collective student data	REGULARLY identifies areas for professional growth using appropriate individual OR collective student data	SOMETIMES identifies areas for professional growth using appropriate data	RARELY or NEVER identifies areas for professional growth using appropriate data	Cycle 1 D P A N
					Cycle 2 D P A N

**FEEDBACK AND QUESTIONS ON CANDIDATE PERFORMANCE ON STANDARD 7**

**Cycle 1**

**Cycle 2**

If more space is needed for feedback, attach additional pages. Be sure that the candidate's name and the date are on any additional pages.

**STANDARDS 8 & 10: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS &  
DEMONSTRATES PROFESSIONAL LEADERSHIP WITHIN SCHOOL/COMMUNITY/EDUCATION**

The teacher candidate collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge. The teacher candidate also provides professional leadership within the school, community, and education profession to improve student learning and well-being.

**HOLISTIC SCORING OF STANDARDS 8 & 10**

<u>Distinguished</u>			<u>Proficient</u>			<u>Apprentice</u>			<u>Novice</u>		
4+	4	4-	3+	3	3-	2+	2	2-	1+	1	1-

**ANALYTIC SCORING OF STANDARDS 8 & 10 INDICATORS**

Rating □ Indicator □	Distinguished	Proficient	Apprentice	Novice	Indicator Rating
<b>a. Identifies students/situations whose/when learning could be enhanced by collaboration</b>	Identifies multiple students or situations whose/when learning could be enhanced by collaboration AND provides a well-articulated and richly-detailed rationale	Identifies multiple students or situations whose/when learning could be enhanced by collaboration AND provides an appropriate rationale	Identifies ONE student whose learning could be enhanced by collaboration AND provides an appropriate rationale	Does not identify any students whose learning could be enhanced by collaboration OR identifies students or situation but provides no or an inappropriate rationale	<b>D P A N</b>
<b>b. Collaborative effort builds from a synthesis and summary of the research literature and theory</b>	The synthesis and summary of research is EXTREMELY WELL ARTICULATED AND RICHLY DETAILED. Analysis of the research includes MANY themes, important figures and teacher/student, school/community, or teacher/parent roles.	The synthesis and summary of research is WELL STATED. Analysis of the research includes themes, important figures and teacher/student, school/community, or teacher/parent roles.	The synthesis and summary of research is EVIDENT, but analysis of the research LACKS detailed themes, important figures, and/or teacher/student, school/community, or teacher/parent roles.	Synthesis and summary of research is VAGUE, and analysis of research lacks detailed themes, important figures, and/or teacher/student, school/community, or teacher/parent roles	<b>D P A N</b>
<b>c. Designs and implements a plan to enhance student learning that includes all parties in the collaborative/leadership effort</b>	The collaboration plan is RICHLY DETAILED and makes EXPLICIT connections to the research	The collaboration plan is CLEARLY STATED and connects to the research	The collaboration is NOT CLEAR and/or only LOOSE connections are made to the research	The collaboration is VAGUE and DISCONNECTED to the research	<b>D P A N</b>
<b>d. Illustrates how this collaborative/leadership effort will demonstrate professional leadership</b>	Demonstration of leadership is RICHLY DETAILED and makes EXPLICIT connections to the research	Demonstration of leadership is CLEARLY STATED and shows some grounding in the research	Demonstration of leadership is NOT COMPLETELY CLEAR and/or only LOOSE connections are made to the research	Demonstration of leadership is VAGUE and DISCONNECTED to the research	<b>D P A N</b>

<b>e. Provides plan to analyze data in order to evaluate the outcomes of collaborative/leadership efforts</b>	Plan shows how student learning data will be analyzed in order to evaluate the outcomes of collaboration AND provides explicit details for next steps	Plan shows how student learning data will be analyzed in order to evaluate the outcomes of collaboration AND identifies next steps	Plan shows how student learning data will be analyzed in order to evaluate the outcomes of collaboration BUT does not identify next steps	Plan does not show how student learning will be analyzed or evaluated	<b>D P A N</b>
<b>f. Reflection</b>	Reflection specifically connects assignment to performance criteria of standards; areas for growth and of strength within the standards are explicit; extensive use of three of Valli's forms of reflection: In and On Action, Critical Reflection, and Deliberative Reflection, is evident to elaborate on decisions related to the assignment.	Reflection connects assignment to performance criteria of standards; areas for growth and of strength within the standards are clear; adequate use of three of Valli's forms of reflection: In and On Action, Critical Reflection, and Deliberative Reflection, is evident to elaborate on decisions related to the assignment.	Reflection is minimally connected to performance criteria of standards; minimal areas for growth and of strength within the standards are included; little use of three of Valli's forms of reflection: In and On Action, Critical Reflection, and Deliberative Reflection, is evident to elaborate on decisions related to the assignment.	Reflection does not adequately or accurately connect performance criteria to standards; areas for growth and of strength within the standards are vague and/or ambiguous; minimal use of three of Valli's forms of reflection: In and On Action, Critical Reflection, and Deliberative Reflection, is evident to elaborate on decisions related to the assignment.	<b>D P A N</b>

**FEEDBACK AND QUESTIONS ON CANDIDATE PERFORMANCE ON STANDARDS 8 & 10**

If more space is needed for feedback, attach additional pages. Be sure that the candidate's name and the date are on any additional pages.

## STANDARD 9: EVALUATES TEACHING & IMPLEMENTS PROFESSIONAL DEVELOPMENT

The teacher candidate evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.

### HOLISTIC SCORING OF STANDARD 9

Distinguished			Proficient			Apprentice			Novice		
4+	4	4-	3+	3	3-	2+	2	2-	1+	1	1-

### ANALYTIC SCORING OF STANDARD 9 INDICATORS

Rating □ Indicator □	Distinguished	Proficient	Apprentice	Novice	Indicator Rating
<b>a. Self-assesses performance relative to Kentucky's Teacher Standards</b>	THOROUGHLY and ACCURATELY assesses current performance on all Kentucky Teacher Standards	ACCURATELY assesses current performance on all Kentucky Teacher Standards	PARTIALLY assesses current performance on some Kentucky Teacher Standards	Does not assess current performance on Kentucky Teacher Standards	<b>D P A N</b>
<b>b. Identifies priorities for professional development based on self-assessment, student performance and feedback from colleagues</b>	Identifies priority areas for growth based on self-assessment, student performance AND feedback from colleagues	Identifies priority areas for growth based on two of the following; self-assessment, student performance AND/OR feedback from colleagues	Identifies priority areas for growth based on one of the following; self-assessment, student performance OR feedback from colleagues	Does not identify priority areas OR identified areas are not based on any self-assessment, student performance information or feedback from colleagues	<b>D P A N</b>
<b>c. Designs a professional growth plan that addresses identified priorities</b>	Designs a professional growth plan that is RICHLY DETAILED and logical AND addresses all identified priorities	Designs a professional growth plan that is CLEAR and logical AND addresses all identified priorities	Designs a professional growth plan that is SOMEWHAT CLEAR and logical and addresses all identified priorities OR only clearly and logically addresses some identified priorities	Designs a professional growth plan that is NOT CLEAR and logical AND does not address identified priorities	<b>D P A N</b>
<b>d. Shows evidence of professional growth and reflection relative to identified priority areas and impact on instructional effectiveness and student learning</b>	Shows RICHLY DETAILED evidence of professional growth and reflection relative to identified priority areas and impact on instructional effectiveness and student learning	Shows CLEAR evidence of professional growth and reflection relative to identified priority areas and impact on instructional effectiveness and student learning	Shows SOME evidence of professional growth relative to identified priority areas and impact on instructional effectiveness and student learning	Shows LITTLE evidence of professional growth relative to identified priority areas and impact on instructional effectiveness and student learning	<b>D P A N</b>

**FEEDBACK AND QUESTIONS ON CANDIDATE PERFORMANCE ON STANDARD 9**

If more space is needed for feedback, attach additional pages. Be sure that the candidate's name and the date are on any additional pages.

# BELLARMINE UNIVERSITY

## Placement 2 Observation Instrument Transition Point 3

Bellarmine Candidate _____	
Cooperating Teacher _____	Ethnicity _____ <input type="checkbox"/> Check box if you prefer not to respond
School _____	Grade _____
District _____	

### Cycle 1

Date of Observation _____				
Subject Area Observed _____			Type of Classroom _____	
Ages/Grades of Students _____	Number of Students in Class _____	Number of Students having IEP / 504 _____	Number of Gifted Students _____	Number of English Language Learners _____

**The signatures below verify that the analytic scores and feedback and holistic score for each Standard have been discussed with the Candidate.**

Observer's Signature \_\_\_\_\_

Candidate's Signature \_\_\_\_\_

### Cycle 2

Date of Observation _____				
Subject Area Observed _____			Type of Classroom _____	
Ages/Grades of Students _____	Number of Students in Class _____	Number of Students having IEP / 504 _____	Number of Gifted Students _____	Number of English Language Learners _____

**The signatures below verify that the analytic scores and feedback and holistic score for each Standard have been discussed with the Candidate.**

Observer's Signature \_\_\_\_\_

Candidate's Signature \_\_\_\_\_

**NOTE: A MINIMUM HOLISTIC SCORE OF PROFICIENT OVERALL MUST BE ACHIEVED ON CYCLE 2.**



## STANDARD 1: THE TEACHER DEMONSTRATES APPLIED CONTENT

**KNOWLEDGE**--The teacher candidate demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.

### HOLISTIC SCORING OF STANDARD 1

<b>Distinguished</b>				<b>Proficient</b>				<b>Apprentice</b>				<b>Novice</b>			
<b>Cycle 1</b>	<b>4+</b>	<b>4</b>	<b>4-</b>	<b>Cycle 1</b>	<b>3+</b>	<b>3</b>	<b>3-</b>	<b>Cycle 1</b>	<b>2+</b>	<b>2</b>	<b>2-</b>	<b>Cycle 1</b>	<b>1+</b>	<b>1</b>	<b>1-</b>
<b>Cycle 2</b>	<b>4+</b>	<b>4</b>	<b>4-</b>	<b>Cycle 2</b>	<b>3+</b>	<b>3</b>	<b>3-</b>	<b>Cycle 2</b>	<b>2+</b>	<b>2</b>	<b>2-</b>	<b>Cycle 2</b>	<b>1+</b>	<b>1</b>	<b>1-</b>

### ANALYTIC SCORING OF STANDARD 1 INDICATORS

Rating □ Indicator □	Distinguished	Proficient	Apprentice	Novice	Indicator Rating
<b>a. Communicates concepts, processes and knowledge</b>	Accurately and effectively communicates concepts, processes and/or knowledge AND uses vocabulary that is clear, correct and appropriate for students	Accurately communicates concepts, processes and/or knowledge AND uses vocabulary that is clear, correct and appropriate for students	Accurately communicates concepts, processes and knowledge BUT omits some important ideas, uses vocabulary inappropriate for students OR overlooks student misconceptions	Inaccurately and ineffectively communicates concepts, processes and knowledge	Cycle 1 D P A N
					Cycle 2 D P A N
<b>b. Connects contents to life experiences of students</b>	Effectively connects ALL content, procedures, and activities with relevant life experiences of students	Effectively connects MOST content, procedures, and activities with relevant life experiences of students	Connects SOME content, procedures, and activities with relevant life experiences of students	RARELY or NEVER connects content, procedures, and activities with relevant life experiences	Cycle 1 D P A N
					Cycle 2 D P A N
<b>c. Demonstrates instructional strategies that are appropriate for content and contribute to student learning</b>	Demonstrates instructional strategies that are INSIGHTFUL and CLEARLY appropriate for the content and processes of the lesson AND make a SIGNIFICANT contribution to student learning	Demonstrates instructional strategies that are CLEARLY appropriate for the content and processes of the lesson AND make a CLEAR contribution to student learning	Demonstrates instructional strategies that are SOMEWHAT appropriate for the content and processes of the lesson AND make SOME contribution to student learning	Demonstrates instructional strategies that are RARELY or NEVER appropriate for the content and processes of the lesson OR make NO contribution to student learning	Cycle 1 D P A N
					Cycle 2 D P A N
<b>d. Guides students to understand content from various perspectives and across disciplines</b>	REGULARLY provides opportunities and guidance for students individually and collectively to consider lesson content from different perspectives and across disciplines to extend their understanding	REGULARLY provides opportunities and guidance for students individually OR collectively to consider lesson content from different perspectives and across disciplines to extend their understanding	SOMETIMES provides opportunities and guidance for students individually OR collectively to consider lesson content from different perspectives and across disciplines to extend their understanding	RARELY or NEVER provides opportunities and guidance for students to consider lesson content from different perspectives or content areas to extend their understanding	Cycle 1 D P A N
					Cycle 2 D P A N

**FEEDBACK AND QUESTIONS ON CANDIDATE PERFORMANCE ON STANDARD 1**

**Cycle 1**

**Cycle 2**

If more space is needed for feedback, attach additional pages. Be sure that the candidate's name and the date are on any additional pages.

## STANDARD 2: THE TEACHER DESIGNS & PLANS INSTRUCTION

The teacher candidate designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

### HOLISTIC SCORING OF STANDARD 2

<u>Distinguished</u>				<u>Proficient</u>				<u>Apprentice</u>				<u>Novice</u>			
<b>Cycle 1</b>	4+	4	4-	<b>Cycle 1</b>	3+	3	3-	<b>Cycle 1</b>	2+	2	2-	<b>Cycle 1</b>	1+	1	1-
<b>Cycle 2</b>	4+	4	4-	<b>Cycle 2</b>	3+	3	3-	<b>Cycle 2</b>	2+	2	2-	<b>Cycle 2</b>	1+	1	1-

### ANALYTIC SCORING OF STANDARD 2 INDICATORS

Rating □ Indicator □	Distinguished	Proficient	Apprentice	Novice	Indicator Rating
<b>a. Develops significant outcomes aligned with standards</b>	States learning outcomes that are observable, measurable, and contextual, that reflect key concepts of the discipline, AND are aligned with local or state standards	States learning outcomes that are observable and measurable, that reflect key concepts of the discipline, AND are aligned with local or state standards	States learning outcomes that are mostly observable and measurable, that reflect key concepts of the discipline but are not aligned with local or state standards, OR states learning outcomes that are not measurable and that do not reflect key concepts of the discipline	Uses outcomes that are not observable and/or measurable, or are trivial, AND are not aligned with local or state standards	<b>Cycle 1 D P A N</b>
					<b>Cycle 2 D P A N</b>
<b>b. Uses contextual data to design instruction relevant to students; lesson plan is clearly connected to a standards-based unit of instruction</b>	Plans and designs ALL instruction that is clearly and appropriately based on critical student attributes, community and/or cultural data, and that is connected to a standards-based instruction and/or uniquely connected to student(s) IEP goal	Plans and designs MOST instruction that is clearly and appropriately based on critical student attributes, community and/or cultural data, and that is connected to a standards-based instruction and/or uniquely connected to student(s) IEP goal	Plans and designs SOME instruction that is appropriately based on critical student attributes, community and/or cultural data, and that is connected to a standards-based instruction and/or uniquely connected to student(s) IEP goal	Plans and designs LITTLE TO NO instruction that is based on critical student attributes, OR community and/or cultural data, OR planning and design reflect biased or inappropriate use of data OR lesson plan is not connected to standards-based of instruction and/or uniquely connected to student(s) IEP goal	<b>Cycle 1 D P A N</b>
					<b>Cycle 2 D P A N</b>

<b>c. Plans assessments to guide instruction and measure learning outcomes</b>	Plans ALL assessments that guide instruction, measure learning results, align with learning outcomes, and describe accommodations necessary to promote the success of all students	Plans MOST assessments that guide instruction, measure learning results, align with learning outcomes, and describe accommodations necessary to promote the success of all students.	Plans SOME assessments that guide instruction, measure learning results, align with learning outcomes, and describe accommodations necessary to promote the success of all students.	Plans FEW or no assessments that guide instruction, measure learning results, and align with learning outcomes, and describe accommodations necessary to promote the success of all students.	<b>Cycle 1 D P A N</b>
					<b>Cycle 2 D P A N</b>
<b>d. Plans instructional strategies and activities that address learning outcomes for all students</b>	Aligns ALL instructional strategies and activities to prior knowledge and real world application and with learning outcomes for all students, including accommodations for diverse learners	Aligns MOST instructional strategies and activities to prior knowledge and real world application and with learning outcomes for all students, including accommodations for diverse learners	Aligns SOME instructional strategies and activities to prior knowledge and real world application and with learning outcomes for all students, including accommodations for diverse learners	Aligns FEW instructional strategies and activities with prior knowledge and real world application and with learning outcomes; accommodations for diverse learners are inappropriate.	<b>Cycle 1 D P A N</b>
					<b>Cycle 2 D P A N</b>
<b>e. Plans instructional strategies and activities that facilitate multiple levels of learning</b>	Plans ALL instructional strategies that include several levels of learning with MOST requiring higher order thinking	Plans MOST instructional strategies that include several levels of learning with SOME requiring higher order thinking	Plans instructional strategies that include at least TWO levels of learning with at least ONE requiring higher order thinking	Plans instructional strategies that do not include levels of learning OR do not require higher order thinking	<b>Cycle 1 D P A N</b>
					<b>Cycle 2 D P A N</b>

**FEEDBACK AND QUESTIONS ON CANDIDATE PERFORMANCE ON STANDARD 2**

**Cycle 1**

**Cycle 2**

If more space is needed for feedback, attach additional pages. Be sure that the candidate's name and the date are on any additional pages

## STANDARD 3: THE TEACHER CREATES & MAINTAINS LEARNING CLIMATE

The teacher candidate creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

### HOLISTIC SCORING OF STANDARD 3

<u>Distinguished</u>				<u>Proficient</u>				<u>Apprentice</u>				<u>Novice</u>			
<b>Cycle 1</b>	<b>4+</b>	<b>4</b>	<b>4-</b>	<b>Cycle 1</b>	<b>3+</b>	<b>3</b>	<b>3-</b>	<b>Cycle 1</b>	<b>2+</b>	<b>2</b>	<b>2-</b>	<b>Cycle 1</b>	<b>1+</b>	<b>1</b>	<b>1-</b>
<b>Cycle 2</b>	<b>4+</b>	<b>4</b>	<b>4-</b>	<b>Cycle 2</b>	<b>3+</b>	<b>3</b>	<b>3-</b>	<b>Cycle 2</b>	<b>2+</b>	<b>2</b>	<b>2-</b>	<b>Cycle 2</b>	<b>1+</b>	<b>1</b>	<b>1-</b>

### ANALYTIC SCORING OF STANDARD 3 INDICATORS

Rating □ Indicator □	Distinguished	Proficient	Apprentice	Novice	Indicator Rating
<b>a. Communicates high expectations</b>	Sets relevant and challenging outcomes for ALL students AND verbally/nonverbally communicates confidence in students' ability to achieve these outcomes	Sets relevant and challenging outcomes for MOST students AND verbally or nonverbally communicates confidence in students' ability to achieve these outcomes	Sets relevant and challenging outcomes for SOME students BUT does not communicate confidence in students' ability to achieve these outcomes	Does not set relevant and challenging outcomes for students AND does not communicate confidence in students	Cycle 1 D P A N
					Cycle 2 D P A N
<b>b. Establishes a positive learning environment</b>	Establishes clear standards of conduct, shows awareness of student behavior, and unique individual needs AND responds in ways that are both appropriate and respectful of students and their individual needs	Establishes clear standards of conduct, shows awareness of student behavior, AND responds in ways that are both appropriate and respectful of students	Makes efforts to establish standards of conduct, to monitor and respond to student behavior, BUT efforts are ineffective and/or inappropriate	Does not establish clear expectations for student conduct, nor effectively monitor behavior, or appropriately respond to behavior	Cycle 1 D P A N
					Cycle 2 D P A N
<b>c. Values and supports student diversity and addresses individual needs</b>	Consistently supports student diversity and addresses individual needs using a WIDE VARIETY of strategies and methods	Supports student diversity and addresses individual needs using a VARIETY of strategies and methods	Inconsistently supports student diversity and addresses individual needs OR uses a LIMITED repertoire of strategies and methods	Makes LITTLE or NO attempt to respond to student diversity and individual needs -- tends to use a "one size fits all" approach	Cycle 1 D P A N
					Cycle 2 D P A N
<b>d. Fosters mutual respect between teacher and students and among students</b>	Consistently treats all students with respect and concern AND initiates / supports student interactions between teacher and students and among students to encourage students to treat each other with respect and concern	Consistently treats all students with respect and concern AND monitors student interactions between teacher and students and among students to encourage students to treat each other with respect and concern	Inconsistently treats all students with respect and concern OR does not monitor students interactions between teacher and students and among students	Does not treat all students with respect and concern AND does not monitor students interactions between teacher and students and among students	Cycle 1 D P A N
					Cycle 2 D P A N

<b>e. Provides a safe environment for learning</b>	Creates a classroom environment that is BOTH emotionally and physically safe for each student individually and all students collectively	Creates a classroom environment that is BOTH emotionally and physically safe for MOST students	Creates a classroom environment that is physically OR emotionally safe for most or all students BUT is inconsistent in one OR the other forms of safety	Fails to create an emotionally AND physically safe environment for students	<b>Cycle 1 D P A N</b>
					<b>Cycle 2 D P A N</b>

**FEEDBACK AND QUESTIONS ON CANDIDATE PERFORMANCE ON STANDARD 3**

<b>Cycle 1</b>	
<b>Cycle 2</b>	

If more space is needed for feedback, attach additional pages. Be sure that the candidate's name and the date are on any additional pages

## STANDARD 4: THE TEACHER IMPLEMENTS & MANAGES INSTRUCTION

The teacher candidate introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

### HOLISTIC SCORING OF STANDARD 4

<u>Distinguished</u>				<u>Proficient</u>				<u>Apprentice</u>				<u>Novice</u>			
<b>Cycle 1</b>	<b>4+</b>	<b>4</b>	<b>4-</b>	<b>Cycle 1</b>	<b>3+</b>	<b>3</b>	<b>3-</b>	<b>Cycle 1</b>	<b>2+</b>	<b>2</b>	<b>2-</b>	<b>Cycle 1</b>	<b>1+</b>	<b>1</b>	<b>1-</b>
<b>Cycle 2</b>	<b>4+</b>	<b>4</b>	<b>4-</b>	<b>Cycle 2</b>	<b>3+</b>	<b>3</b>	<b>3-</b>	<b>Cycle 2</b>	<b>2+</b>	<b>2</b>	<b>2-</b>	<b>Cycle 2</b>	<b>1+</b>	<b>1</b>	<b>1-</b>

### ANALYTIC SCORING OF STANDARD 4 INDICATORS

Rating □ Indicator □	Distinguished	Proficient	Apprentice	Novice	Indicator Rating
<b>a. Uses a variety of effective instructional strategies that engage students in active learning aligned with learning outcomes and students' prior knowledge</b>	Uses a wide variety of effective instructional strategies that engage students throughout the lesson on tasks aligned with learning outcomes, student's prior knowledge and individual needs	Uses a variety of effective instructional strategies that engage students throughout the lesson on tasks aligned with learning outcomes and student's prior knowledge	Uses a variety of effective instructional strategies that engage students BUT are not aligned with learning outcomes and/or student's prior knowledge OR tasks are aligned with learning outcomes BUT do not keep students engaged	Uses instructional strategies that do not engage student AND are not aligned with learning outcomes or student's prior knowledge	<b>Cycle 1</b> D P A N
					<b>Cycle 2</b> D P A N
<b>b. Implements planned instruction based on diverse student needs and assessment data; demonstrates specific accommodations</b>	Implements planned instruction based on diverse student needs and assessment data AND adapts instruction to individual needs and / or unanticipated circumstances if necessary	Implements planned instruction based on diverse student needs and assessment data AND adapts instruction to unanticipated circumstances if necessary	Implements planned instruction based on diverse student needs and assessment data BUT does not adapt instruction to unanticipated circumstances	Does not base instruction on diverse student needs and assessment data AND does not adapt instruction to unanticipated circumstances	<b>Cycle 1</b> D P A N
					<b>Cycle 2</b> D P A N
<b>c. Uses time effectively; paces instruction to appropriately meet the needs of students</b>	Establishes organized procedures for performing non-instructional tasks, handling materials and supplies, managing transitions, and organizing and monitoring group work so that there is MINIMAL loss of instructional time	Establishes organized procedures for performing non-instructional tasks, handling materials and supplies, managing transitions, and organizing and monitoring group work so that there is SOME loss of instructional time	Establishes SOMEWHAT organized procedures for performing non-instructional tasks, handling materials and supplies, managing transitions, and organizing and monitoring group work that vary in their effectiveness so there is loss of instructional time	Fails to establish consistent procedures for performing non-instructional tasks, handling materials and supplies, managing transitions, and organizing and monitoring group work resulting in significant loss of instructional time	<b>Cycle 1</b> D P A N
					<b>Cycle 2</b> D P A N



<b>d. Uses space and materials effectively</b>	Uses classroom space AND materials effectively to facilitate student learning and support individual needs	Uses classroom space AND materials effectively to facilitate student learning but neglects individual needs	Fails to uses classroom space or materials to effectively facilitate student learning	Fails to effectively use classroom space AND materials to facilitate student learning	<b>Cycle 1</b> D P A N
					<b>Cycle 2</b> D P A N
<b>e. Implements and manages instruction in ways that facilitate higher order thinking</b>	Maximizes the use of instruction which includes higher order thinking	MOST instruction includes higher order thinking	SOME instruction includes higher order thinking	LITTLE or NO instruction includes higher order thinking	<b>Cycle 1</b> D P A N
					<b>Cycle 2</b> D P A N

**FEEDBACK AND QUESTIONS ON CANDIDATE PERFORMANCE ON STANDARD 4**

<b>Cycle 1</b>	
<b>Cycle 2</b>	

If more space is needed for feedback, attach additional pages. Be sure that the candidate's name and the date are on any additional pages.

## STANDARD 5: THE TEACHER ASSESSES & COMMUNICATES LEARNING RESULTS

The teacher candidate assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

### HOLISTIC SCORING OF STANDARD 5

<u>Distinguished</u>				<u>Proficient</u>				<u>Apprentice</u>				<u>Novice</u>			
Cycle 1	4+	4	4-	Cycle 1	3+	3	3-	Cycle 1	2+	2	2-	Cycle 1	1+	1	1-
Cycle 2	4+	4	4-	Cycle 2	3+	3	3-	Cycle 2	2+	2	2-	Cycle 2	1+	1	1-

### ANALYTIC SCORING OF STANDARD 5 INDICATORS

Rating □ Indicator □	Distinguished	Proficient	Apprentice	Novice	Indicator Rating
<b>a. Uses assessments that are aligned with learning outcomes</b>	ALL assessments align with learning outcomes	REGULARLY uses assessments that are aligned with learning outcomes	OCCASIONALLY uses assessments that are aligned with learning outcomes	RARELY or NEVER uses assessments that are aligned with learning outcomes	Cycle 1 D P A N
					Cycle 2 D P A N
<b>b. Uses a variety of assessments (baseline, formative &amp; summative) to measure student learning</b>	REGULARLY uses a variety of assessments to allow each student individually and all students collectively to demonstrate learning based on individual needs	REGULARLY uses a variety of assessments AND assessments provide students increased opportunities to demonstrate learning	REGULARLY uses a variety of assessments BUT these assessments do not provide students increased opportunities to demonstrate learning OR uses a few types of assessments that provide students opportunities to demonstrate learning	RARELY or NEVER uses a variety of assessments AND these assessments do not provide students increased opportunities to demonstrate learning	Cycle 1 D P A N
					Cycle 2 D P A N
<b>c. Analyzes assessment data to guide instruction and learning and to measure learning progress</b>	REGULARLY analyzes assessment data to guide instruction and learning and measure learning progress for each student individually and all students collectively	REGULARLY analyzes assessment data to guide instruction and learning and measure learning progress for each student individually OR all students collectively	OCCASIONALLY analyzes assessment data to guide instruction and learning and measure learning progress for each student individually OR all students collectively	RARELY or NEVER analyzes assessment data to guide instruction and learning and measure learning progress	Cycle 1 D P A N
					Cycle 2 D P A N
<b>d. Communicates learning results to students and parents</b>	REGULAR communication of learning results to students AND parents in a meaningful and timely manner has been established for each student individually and all students collectively	REGULARLY communicates learning results to students AND parents in a meaningful and timely manner for each student individually OR all students collectively	REGULARLY communicates learning results to students OR parents in a meaningful and timely manner	RARELY or NEVER communicates learning results to students AND parents in a meaningful and timely manner	Cycle 1 D P A N
					Cycle 2 D P A N

<b>e. Based on student performance data, adapts assessments to accommodate diverse learning needs and situations</b>	Based on student performance data, CONTINUOUSLY adapts assessments to accommodate diverse learning needs AND situations for each student individually and all students collectively	Based on student performance data, REGULARLY adapts assessments to accommodate diverse learning needs AND situations	Based on student performance data REGULARLY adapts assessments to accommodate diverse learning needs OR situations	Based on student performance data RARELY or NEVER adapts assessments to accommodate diverse learning needs AND situations	<b>Cycle 1 D P A N</b>
					<b>Cycle 2 D P A N</b>

**FEEDBACK AND QUESTIONS ON CANDIDATE PERFORMANCE ON STANDARD 5**

<b>Cycle 1</b>	
<b>Cycle 2</b>	

If more space is needed for feedback, attach additional pages. Be sure that the candidate's name and the date are on any additional pages.

## STANDARD 6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY

The teacher candidate uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research. **STANDARD 6 IS ONLY SCORED ONE TIME. Candidates are to attach the lesson plan that demonstrates Standard 6 into the Standard 6 assignment in LiveText. Additionally, Candidates provide a list of technological resources used during the Professional Semester at the Standard 6 assignment in LiveText.**

### HOLISTIC SCORING OF STANDARD 6

<u>Distinguished</u>			<u>Proficient</u>			<u>Apprentice</u>			<u>Novice</u>		
4+	4	4-	3+	3	3-	2+	2	2-	1+	1	1-

### ANALYTIC SCORING OF STANDARD 6 INDICATORS

Rating □ Indicator □	Distinguished	Proficient	Apprentice	Novice	Indicator Rating
<b>a. Uses technology to design and plan instruction</b>	REGULARLY uses technology to design and plan instruction and justifies appropriate versus inappropriate usage	REGULARLY uses technology to design and plan instruction when appropriate.	SOMETIMES uses technology to design and plan instruction when appropriate	RARELY or NEVER uses technology to design and plan instruction when appropriate	<b>D P A N</b>
<b>b. Uses technology to implement instruction and facilitate student learning</b>	REGULARLY uses technology to implement instruction and facilitate student learning and justifies appropriate versus inappropriate usage	REGULARLY uses technology to implement instruction and facilitate student learning when appropriate	SOMETIMES uses technology to implement instruction and facilitate student learning when appropriate	RARELY or NEVER uses technology to implement instruction and facilitate student learning when appropriate	<b>D P A N</b>
<b>c. Uses technology to assess and communicate student learning</b>	REGULARLY uses technology to assess and communicate student learning and justifies appropriate versus inappropriate usage	REGULARLY uses technology to assess and communicate student learning when appropriate	SOMETIMES uses technology to assess and communicate student learning when appropriate	RARELY or NEVER uses technology to assess and communicate student learning when appropriate	<b>D P A N</b>
<b>d. Integrates student use of technology into instruction (legally &amp; ethically)</b>	REGULARLY integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs and justifies appropriate versus inappropriate	REGULARLY integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs when appropriate	SOMETIMES integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs when appropriate	RARELY or NEVER integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs when appropriate	<b>D P A N</b>

### FEEDBACK AND QUESTIONS ON CANDIDATE PERFORMANCE ON STANDARD 6

If more space is needed for feedback, attach additional pages. Be sure that the candidate's name and the date are on any additional pages.

## STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING

The teacher candidate reflects on and evaluates specific teaching/learning situations and/or programs.

### HOLISTIC SCORING OF STANDARD 7

<u>Distinguished</u>				<u>Proficient</u>				<u>Apprentice</u>				<u>Novice</u>			
<b>Cycle 1</b>	<b>4+</b>	<b>4</b>	<b>4-</b>	<b>Cycle 1</b>	<b>3+</b>	<b>3</b>	<b>3-</b>	<b>Cycle 1</b>	<b>2+</b>	<b>2</b>	<b>2-</b>	<b>Cycle 1</b>	<b>1+</b>	<b>1</b>	<b>1-</b>
<b>Cycle 2</b>	<b>4+</b>	<b>4</b>	<b>4-</b>	<b>Cycle 2</b>	<b>3+</b>	<b>3</b>	<b>3-</b>	<b>Cycle 2</b>	<b>2+</b>	<b>2</b>	<b>2-</b>	<b>Cycle 2</b>	<b>1+</b>	<b>1</b>	<b>1-</b>

### ANALYTIC SCORING OF STANDARD 7 INDICATORS

Rating □ Indicator □	Distinguished	Proficient	Apprentice	Novice	Indicator Rating
<b>a. Uses data to reflect on and evaluate student learning</b>	REGULARLY reflects on and evaluates individual and collective student learning using appropriate data	REGULARLY reflects on and evaluates individual OR collective student learning using appropriate data	SOMETIMES reflects on and evaluates student learning using appropriate data	RARELY or NEVER reflects on and evaluates student learning using appropriate data	<b>Cycle 1</b> D P A N
					<b>Cycle 2</b> D P A N
<b>b. Uses data to reflect on and evaluate instructional practice</b>	REGULARLY reflects on and evaluates instructional practice using appropriate individual and collective student data	REGULARLY reflects on and evaluates instructional practice using appropriate individual OR collective student data	SOMETIMES reflects on and evaluates instructional practice using appropriate data	RARELY or NEVER reflects on or evaluates instructional practice using appropriate data	<b>Cycle 1</b> D P A N
					<b>Cycle 2</b> D P A N
<b>c. Uses data to identify areas for professional growth</b>	REGULARLY identifies areas for professional growth using appropriate individual and collective student data	REGULARLY identifies areas for professional growth using appropriate individual OR collective student data	SOMETIMES identifies areas for professional growth using appropriate data	RARELY or NEVER identifies areas for professional growth using appropriate data	<b>Cycle 1</b> D P A N
					<b>Cycle 2</b> D P A N

**FEEDBACK AND QUESTIONS ON CANDIDATE PERFORMANCE ON STANDARD 7**

**Cycle 1**

**Cycle 2**

If more space is needed for feedback, attach additional pages. Be sure that the candidate's name and the date are on any additional pages.

**STANDARDS 8 & 10: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS & DEMONSTRATES PROFESSIONAL LEADERSHIP WITHIN SCHOOL/COMMUNITY/EDUCATION**

The teacher candidate collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge. The teacher candidate also provides professional leadership within the school, community, and education profession to improve student learning and well-being.

**HOLISTIC SCORING OF STANDARDS 8 & 10**

<u>Distinguished</u>			<u>Proficient</u>			<u>Apprentice</u>			<u>Novice</u>		
4+	4	4-	3+	3	3-	2+	2	2-	1+	1	1-

**ANALYTIC SCORING OF STANDARDS 8 & 10 INDICATORS**

Rating □ Indicator □	Distinguished	Proficient	Apprentice	Novice	Indicator Rating
<b>a. Identifies students/situations whose/when learning could be enhanced by collaboration</b>	Identifies multiple students or situations whose/when learning could be enhanced by collaboration AND provides a well-articulated and richly-detailed rationale	Identifies multiple students or situations whose/when learning could be enhanced by collaboration AND provides an appropriate rationale	Identifies ONE student whose learning could be enhanced by collaboration AND provides an appropriate rationale	Does not identify any students whose learning could be enhanced by collaboration OR identifies students or situation but provides no or an inappropriate rationale	<b>D P A N</b>
<b>b. Collaborative effort builds from a synthesis and summary of the research literature and theory</b>	The synthesis and summary of research is EXTREMELY WELL ARTICULATED AND RICHLY DETAILED. Analysis of the research includes MANY themes, important figures and teacher/student, school/community, or teacher/parent roles.	The synthesis and summary of research is WELL STATED. Analysis of the research includes themes, important figures and teacher/student, school/community, or teacher/parent roles.	The synthesis and summary of research is EVIDENT, but analysis of the research LACKS detailed themes, important figures, and/or teacher/student, school/community, or teacher/parent roles.	Synthesis and summary of research is VAGUE, and analysis of research lacks detailed themes, important figures, and/or teacher/student, school/community, or teacher/parent roles	<b>D P A N</b>
<b>c. Designs and implements a plan to enhance student learning that includes all parties in the collaborative/leadership effort</b>	The collaboration plan is RICHLY DETAILED and makes EXPLICIT connections to the research	The collaboration plan is CLEARLY STATED and connects to the research	The collaboration is NOT CLEAR and/or only LOOSE connections are made to the research	The collaboration is VAGUE and DISCONNECTED to the research	<b>D P A N</b>
<b>d. Illustrates how this collaborative/leadership effort will demonstrate professional leadership</b>	Demonstration of leadership is RICHLY DETAILED and makes EXPLICIT connections to the research	Demonstration of leadership is CLEARLY STATED and shows some grounding in the research	Demonstration of leadership is NOT COMPLETELY CLEAR and/or only LOOSE connections are made to the research	Demonstration of leadership is VAGUE and DISCONNECTED to the research	<b>D P A N</b>

<p><b>e. Provides plan to analyze data in order to evaluate the outcomes of collaborative/leadership efforts</b></p>	<p>Plan shows how student learning data will be analyzed in order to evaluate the outcomes of collaboration AND provides explicit details for next steps</p>	<p>Plan shows how student learning data will be analyzed in order to evaluate the outcomes of collaboration AND identifies next steps</p>	<p>Plan shows how student learning data will be analyzed in order to evaluate the outcomes of collaboration BUT does not identify next steps</p>	<p>Plan does not show how student learning will be analyzed or evaluated</p>	<p><b>D P A N</b></p>
<p><b>f. Reflection</b></p>	<p>Reflection specifically connects assignment to performance criteria of standards; areas for growth and of strength within the standards are explicit; extensive use of three of Valli's forms of reflection: In and On Action, Critical Reflection, and Deliberative Reflection, is evident to elaborate on decisions related to the assignment.</p>	<p>Reflection connects assignment to performance criteria of standards; areas for growth and of strength within the standards are clear; adequate use of three of Valli's forms of reflection: In and On Action, Critical Reflection, and Deliberative Reflection, is evident to elaborate on decisions related to the assignment.</p>	<p>Reflection is minimally connected to performance criteria of standards; minimal areas for growth and of strength within the standards are included; little use of three of Valli's forms of reflection: In and On Action, Critical Reflection, and Deliberative Reflection, is evident to elaborate on decisions related to the assignment.</p>	<p>Reflection does not adequately or accurately connect performance criteria to standards; areas for growth and of strength within the standards are vague and/or ambiguous; minimal use of three of Valli's forms of reflection: In and On Action, Critical Reflection, and Deliberative Reflection, is evident to elaborate on decisions related to the assignment.</p>	<p><b>D P A N</b></p>

**FEEDBACK AND QUESTIONS ON CANDIDATE PERFORMANCE ON STANDARDS 8 & 10**

If more space is needed for feedback, attach additional pages. Be sure that the candidate's name and the date are on any additional pages.



## STANDARD 9: EVALUATES TEACHING & IMPLEMENTS PROFESSIONAL DEVELOPMENT

The teacher candidate evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.

### HOLISTIC SCORING OF STANDARD 9

<u>Distinguished</u>			<u>Proficient</u>			<u>Apprentice</u>			<u>Novice</u>		
4+	4	4-	3+	3	3-	2+	2	2-	1+	1	1-

### ANALYTIC SCORING OF STANDARD 9 INDICATORS

Rating □ Indicator □	Distinguished	Proficient	Apprentice	Novice	Indicator Rating
<b>a. Self-assesses performance relative to Kentucky's Teacher Standards</b>	THOROUGHLY and ACCURATELY assesses current performance on all Kentucky Teacher Standards	ACCURATELY assesses current performance on all Kentucky Teacher Standards	PARTIALLY assesses current performance on some Kentucky Teacher Standards	Does not assess current performance on Kentucky Teacher Standards	<b>D P A N</b>
<b>b. Identifies priorities for professional development based on self-assessment, student performance and feedback from colleagues</b>	Identifies priority areas for growth based on self-assessment, student performance AND feedback from colleagues	Identifies priority areas for growth based on two of the following; self-assessment, student performance AND/OR feedback from colleagues	Identifies priority areas for growth based on one of the following; self-assessment, student performance OR feedback from colleagues	Does not identify priority areas OR identified areas are not based on any self-assessment, student performance information or feedback from colleagues	<b>D P A N</b>
<b>c. Designs a professional growth plan that addresses identified priorities</b>	Designs a professional growth plan that is RICHLY DETAILED and logical AND addresses all identified priorities	Designs a professional growth plan that is CLEAR and logical AND addresses all identified priorities	Designs a professional growth plan that is SOMEWHAT CLEAR and logical and addresses all identified priorities OR only clearly and logically addresses some identified priorities	Designs a professional growth plan that is NOT CLEAR and logical AND does not address identified priorities	<b>D P A N</b>
<b>d. Shows evidence of professional growth and reflection relative to identified priority areas and impact on instructional effectiveness and student learning</b>	Shows RICHLY DETAILED evidence of professional growth and reflection relative to identified priority areas and impact on instructional effectiveness and student learning	Shows CLEAR evidence of professional growth and reflection relative to identified priority areas and impact on instructional effectiveness and student learning	Shows SOME evidence of professional growth relative to identified priority areas and impact on instructional effectiveness and student learning	Shows LITTLE evidence of professional growth relative to identified priority areas and impact on instructional effectiveness and student learning	<b>D P A N</b>

**FEEDBACK AND QUESTIONS ON CANDIDATE PERFORMANCE ON STANDARD 9**

If more space is needed for feedback, attach additional pages. Be sure that the candidate's name and the date are on any additional pages.

# Bellarmine University Standards Based Unit of Study



<b>Component I: Classroom Teaching Task A-1: Teaching and Learning Context</b>		
<b>Teacher Candidate:</b>		<b>Date:</b>
<b>Content Areas:</b>	<b>Grade Level(s):</b>	<b>Daily average number of students taught</b>
<p><b><u>School Instructional Goals</u></b></p> <p>Analyze major school instructional goals and briefly describe your anticipated contribution. Work with cooperating teacher to help identify these goals.</p> <p>(Multiple sources of data should include faculty meeting notes, Comprehensive School Improvement Plan, School-Based Decision Making Council minutes, continuous assessment data, content literacy plans, and other sources of data)(e.g., Program Review process being developed).</p>		
<p><b><u>Resources/Assistance</u></b></p> <p>Develop (conduct) an inventory of available resources and assistance. (Possible examples: technology, parent involvement, supplies, and human resources available to you.)</p> <p>Describe how you will utilize resources to implement school and instructional goals.</p>		
<p><b><u>Critical Student Characteristics or Attributes</u></b></p> <ol style="list-style-type: none"> <li>a. Using appropriate student achievement and demographic data, identify and describe the characteristics of your students that will require differentiated instruction to meet their diverse needs. (In developing your response, you may need to examine characteristics such as differences in culture, language, and learning styles as well as differences in developmental levels and achievement levels.)</li>   <li>b. Based on the diversities you've described in a above develop a profile for three specific students in your class(es) that you teach during your school day.</li> </ol> <p><b>One student struggling to meet lesson objectives or targets:</b></p>  <p><b>One student meeting lesson objectives or targets:</b></p>  <p><b>One student exceeding lesson objectives or targets:</b></p>		

*\*Form must be completed and approved by Instructor or University Supervisor before beginning unit preparation.*

## Component I: Classroom Teaching

### Task A-2: Lesson Plan

Students will complete the following lesson plan template (A-2) for two consecutive lessons. **Both** of the lessons **must** be taught and observed; one by the university supervisor and one by the cooperating teacher.

#### Demographic Information

Teacher Candidate:                      Date:                      # of Students:                      Age/Grade Level:

Content Area:                      Unit Title:                      Lesson Title:

#### Lesson Alignment to Unit

Respond to the following items:

- a) Which specific unit objective(s) or target(s) are addressed by this lesson?
  
  
  
  
  
  
  
  
  
  
- b) Connect the objectives to the state curricular documents, i.e., Program of Studies, Kentucky Core Content, and/or Kentucky Core Academic Standards.
  
  
  
  
  
  
  
  
  
  
- c) Describe students' prior knowledge or focus of the previous learning.
  
  
  
  
  
  
  
  
  
  
- d) Explain how this lesson connects to the unit's summative assessment.
  
  
  
  
  
  
  
  
  
  
- e) Explain the rationale for differentiating instruction to meet diverse needs.
  
  
  
  
  
  
  
  
  
  
- f) Pre-Assessment: Describe your analysis of pre-assessment data used in developing lesson objectives/learning targets.
  
  
  
  
  
  
  
  
  
  
- g) Describe how you will activate prior knowledge.

**Instruction and Assessment Plan**

**Lesson Objectives/  
Learning Targets**  
Add rows as necessary.

**Lesson Assessment**  
In parentheses, indicate the Bloom's Taxonomy level (knowledge, comprehension, application, etc....) for each assessment item. Each learning objective/target is measured by a formative assessment item.

**Objective/target:**

**Formative Assessment Item:**

**Formative Assessment Accommodations:**

**Objective/target:**

**Formative Assessment Item:**

**Formative Assessment Accommodations:**

**Procedures**

List in chronological order the sequence of strategies and activities you will use to engage students and accomplish your objectives. Within this sequence, describe how the differentiated strategies will meet individual student needs and diverse learners in your plan. (Use this section to outline the who, what, when, and where of the instructional strategies and activities.) – Add more rows as necessary.

Time Range	Description

**Media/Technologies/Resources:**

List all media, technology, and resources utilized in this lesson. Cite where appropriate.

**Component I: Classroom Teaching**

**Task C: Lesson Analysis and Reflection**

**Teacher Candidate:**

**Date:**

Complete Task C only for each specific lesson taught.

1. Explain how you determined the levels of student performance on your objective(s)/learning targets. Refer to criteria and student work used to make this determination.

2. For each lesson objective/learning target, sort the student performance into three categories

Learning Objective / Target	Below Criteria	Meeting Criteria	Exceeding Criteria

3. Reflect on the following:

- a) How effective was your instruction based on analysis of student performance identified in number 2 above?
- b) What new professional learning and resources could help you increase your instructional effectiveness?
- c) Describe common patterns in student performance. How will these patterns be used in planning and instruction?

Student Group	Differentiated Instruction
Below Criteria (Design corrective / intervention)	
Meeting Criteria (Design enrichment / extension)	
Exceeding Criteria (Design enrichment / extension)	

4. Describe how you communicate continuous progress with students and parents/caregivers (other than school grade reporting).

### Component III: Instructional Unit

#### Task G: Designing the Instructional Unit

Teacher Candidate:

Date:

# of Students:

Age/Grade Level:

Content:

Unit Title: Unit Duration:

**Respond to the following items:**

- 1) Identify unit objectives that indicate the knowledge, reasoning, performance skills, and/or products that underpin the standard(s) addressed by the unit. Show the connection of the objectives to the state curriculum documents, i.e., Program of Studies, Kentucky Core Content, and/or Kentucky Core Academic Standards. Utilize district curriculum maps, PLC data, content literacy plans, 21<sup>st</sup> Century Skills, etc., to help formulate the unit objectives.

Learning Objective / Target	National / Kentucky Core Content Standards

- 2) Provide an overview of technology that will be integrated to enhance instruction and demonstrate student use of technology.

## Component III: Instructional Unit

### Task H: The Assessment Plan

Teacher Candidate:

Date:

#### 1. Pre-Assessment Plan

Unit Objectives	Type of Formative Assessment	Items/performances measuring attainment of unit objective

#### 2. Pre-instruction Assessment Analysis (attach tables, charts, or graphs to support your analysis)

- Describe the patterns of student performance you found relative to each learning outcome. (Attach tables, graphs or charts of student performance that allowed you to identify the patterns of student performance noted.) *Complete only if Alt. Cert or in Professional Semester.*
- Describe how you use(d) the analysis of your pre-assessment data in your design of instruction. *Complete only if Alt. Cert or in Professional Semester.*
- Describe how you use(d) pre-assessment data to plan your instruction.

#### 3. Summative Assessment Plan

Unit Objectives	Type of Assessment	Items/performances measuring attainment of unit objective



## Component III: Instructional Unit

### Task I: Designing Instructional Strategies and Activities

Day: \_\_\_\_\_ (Form should be completed for 10-15 instructional days- add additional tables for each day as necessary)

Lesson Objectives/ Learning Targets	Lesson Assessment In parenthesis, indicate the Bloom's Taxonomy level (knowledge, comprehension, application, etc....) for each assessment item.	Instructional Strategy/Activity
Objective(s)/target(s):	<b>Formative Assessment Item(s):</b>  <b>Formative Assessment Accommodations:</b>	<b>Strategy/Activity:</b>  <b>Activity Adaptations:</b>  <b>Media/technologies/resources:</b>

Procedures: List in chronological order the sequence of strategies and activities you will use to engage students and accomplish your objectives. Within this sequence, describe how the differentiated strategies will meet individual student needs and diverse learners in your plan. (Use this section to outline the who, what, when, and where of the instructional strategies and activities.) – Add more rows as necessary.

Time Range	Description

## Directions for J-1: Reflecting on the Impact of Instruction

### Reflecting on the Impact of Instruction

Based on your organization and analysis of the assessment data complete the following template, *Task J-1, Reflecting on the Impact of Instruction*. Typically, a majority of students (more than 50 percent) will meet the objectives that are established. However, it is unlikely that all students will meet all of the objectives all of the time. When students do not meet the objectives, you must reflect on the objectives themselves, the planned assessment(s), and the instruction that took place.

Component III: Instructional Unit	
Task J-1: Reflecting on the Impact of Instruction	
Teacher Candidate:	Date:
1. Select the unit objective on which your students were <b>most</b> successful based on your analysis of student learning. Based on samples of student work, provide <u>two or more</u> possible reasons for this success.	
2. Select the unit objective on which your students were <b>least</b> successful based on your analysis of student learning. Based on samples of student work, provide <u>two or more</u> possible reasons for this lack of success.	
3. Describe the performance of the identified diverse or gap group(s) in your class compared to the performance of the class as a whole. What factors contributed to their success/failure?	
4. To ensure that all your students are making continuous progress, what are your plans to address issues identified in the unit?	
5. Based on your reflection about your students' performances, describe at least two areas for professional growth that you believe have the potential to increase your instructional effectiveness and thereby improve your students' learning. Utilize the Kentucky Teacher Standards: Initial Level in constructing your response.	
6. Use Valli's Technical Reflection to explain and elaborate upon key decisions related to the development of your unit.	

## Directions for Completing Task J-2

Using the Task J-2 template, document the information provided and the methods used to communicate with students, parents/caregivers, and colleagues regarding classroom expectations, student progress, and how students, parents/caregivers, and colleagues can become more involved in learning.

### Component III (continued): Instructional Unit Task J-2: Communication and Follow-Up

**Teacher Candidate:**

**Date:**

1. Describe how you use(d) formative assessment data to monitor student progress and guide instruction throughout the unit. Give specific examples.
  
2. What opportunities for self-reflection did you offer the students?
  
3. As indicated in the table below, describe the information you would provide to the students, parents/caregivers, and colleagues. Include how you can communicate that information.

Information Provided and Methods Used			
Group	Prior to Instruction	During Instruction	After Instruction
Students			
Parents/Caregivers			
Colleagues			

**Bellarmino University**  
**Lesson Plan Rubric**  
**Task A-2 & C**

\*Each row on the rubric receives an individual score (1-4)



Lesson Plan Component	Distinguished (4 points)	Proficient (3 points)	Apprentice (2 points)	Novice (1 point)
<b>Demographic Information</b>	Complete: Teacher candidate, date, # of students, age/grade level, content area, unit title, & lesson title	Mostly Complete: Teacher candidate, date, # of students, age/grade level, content area, unit title, & lesson title	Partially Complete: Teacher candidate, date, # of students, age/grade level, content area, unit title, & lesson title	Incomplete: Teacher candidate, date, # of students, age/grade level, content area, unit title, & lesson title
<b>Lesson Alignment to Unit</b>	Each specific unit objective/target addressed by this lesson is stated clearly and is measurable.	Each specific unit objective/target addressed by this lesson is stated and is measurable.	Each specific unit objective/learning target addressed by this lesson is either unclear or not measurable.	Each specific unit objective/learning target addressed by this lesson is unclear and not measurable, or absent.
	Objectives/targets are clearly connected to appropriate curricular documents/standards.	Objectives/targets are based upon applicable curricular documents/standards.	Most objectives/targets are based upon curricular documents/standards.	Objectives/targets are not based upon curricular documents/standards.
	Clearly analyzes students' prior knowledge of lesson's content.	Analyzes students' prior knowledge of lesson's content.	Mentions students' prior knowledge of lesson's content.	Fails to describe students' prior knowledge.
	Clearly describes summative assessment(s) for this particular unit and explains how this lesson contributes.	Describes summative assessment(s) for this particular unit and how this lesson contributes.	Vaguely describes summative assessment(s) for this particular unit and explains how this lesson contributes.	Fails to describes summative assessment(s) for this particular unit and how this lesson contributes.
	Explains the basis for differentiating instruction to meet diverse student needs.	Offers some rationale for differentiating instruction to meet diverse student needs.	Identifies student characteristics or attributes that affects learning.	Omits rationale or does not differentiate instruction to meet diverse student needs.
	Provides a detailed and clear description of pre-assessment analysis that is supported by data.	Provides an adequate description of pre-assessment analysis that is supported by data.	Provides a vague description of pre-assessment analysis that is supported by data.	Omits a description of pre-assessment analysis that is supported by data.
	Includes a thorough description of how prior knowledge will be activated.	Includes an adequate description of how prior knowledge will be activated.	Includes a vague description of how prior knowledge will be activated.	Omits a description of how prior knowledge will be activated.

<b>Instruction and Assessment Plan</b>	Each assessment item clearly measures the intended learning objective/target.	Each assessment item measures the intended learning objective/target.	Each assessment item attempts to measure the intended learning objective/target.	Each assessment item does not measure the learning objectives/targets.
	Varied assessment items have the appropriate Bloom's taxonomy level.	Each assessment item has the appropriate Bloom's taxonomy level.	Some assessment items designate the appropriate Bloom's taxonomy level.	Assessment items do not have Bloom's taxonomy level.
	Assessment accommodations are varied and appropriate as specified by IEPs/504 plans.	Assessment accommodations are appropriate as specified by IEPs/504 plans.	Some assessment accommodations are appropriate as specified by IEPs/504 plans.	Assessment accommodations do not meet IEPs/504 plans.
<b>Procedures</b>	Lists chronologically in detail each instructional activity.	Lists chronologically each instructional activity.	Lists each instructional activity.	Neglects to list each instructional activity.
	Denotes specific and realistic time estimates for each activity.	Denotes realistic time estimates for each activity.	Denotes estimated time for each activity.	Lacks estimated times for activities.
	Specifies in detail the student role and teacher role during each part of the lesson.	Specifies student role and teacher role during the lesson.	Specifies student role or teacher role during the lesson.	Does not identify student or teacher role during the lesson.
	Strategically incorporates formative assessment(s) chronologically.	Incorporates formative assessment(s) chronologically.	Incorporates formative assessment(s).	Lacks formative assessment.
	Differentiates instructional activities based on specific student differences.	Differentiates instructional activities based on student differences.	Differentiates instructional activities.	Does not differentiate instructional activities.
	Varies instructional activities based on student differences to enhance content of the lesson.	Varies instructional activities based on student differences.	Varies instructional activities.	Does not vary instructional activities.
	Engages each student in activities.	Engages most students in activities.	Engages some students in activities.	Engages few students in activities.
<b>Media/ Technology/ Resources</b>	All materials and resources including quantity and type (citing when necessary) are listed; complete listing of teacher and/or student technology.	Most materials and resources including quantity and type (citing when necessary) are listed; mostly complete listing of teacher and/or student technology.	Some materials and resources including quantity and type (citing when necessary) are listed; incomplete listing of teacher and/or student technology.	Neglects to list materials and resources and/or omits citations when necessary.
<b>Lesson Analysis and Reflection</b>	Specifies the levels of student performance for each learning objective/target, with reference to criteria and/or student work.	Specifies the levels of student performance for each learning objective/target.	States levels of student performance for learning objective(s)/target(s).	Neglects to identify levels of student performance for learning objective(s)/target(s).
	Determines whether students exceeded, met or did not meet the established criteria for <b>each</b> learning objective/target.	Determines whether students exceeded, met or did not meet the established criteria for <b>most</b> learning objective/target.	Determines whether students exceeded, met or did not meet the established criteria for <b>some</b> learning objective/target.	Neglects to group students based on criteria.

	Specifically relates student performance on each objective to effectiveness of instruction.	Relates student performance on each objective to effectiveness of instruction.	Relates student performance on some objectives to effectiveness of instruction.	Does not relate student performance on objectives to effectiveness of instruction.
	Analyzes professional learning and resources that specifically relate to these objectives and instructional effectiveness.	Describes professional learning and resources that relate to these objectives and instructional effectiveness.	Describes professional learning and resources that loosely relate to these objectives and instructional effectiveness.	Does not describe professional learning and resources that relate to these objectives or instructional effectiveness.
	Clearly addresses patterns and trends for planning the next lesson.	Addresses patterns and trends for planning the next lesson.	Addresses patterns and trends.	Disregards patterns or trends in student performance levels.
	Develops three corrective activities for reteaching students who did not meet the learning objective(s)/target(s).	Develops two corrective activities for reteaching students who did not meet the learning objective(s)/target(s).	Develops one corrective activity for reteaching students who did not meet the learning objective(s)/target(s).	Neglects to develop corrective activities or does not link corrective activity to learning objective(s)/target(s).
	Creates three enrichment activities to extend learning for students who did meet the learning objective(s)/target(s).	Creates two enrichment activities to extend learning for students who did meet the learning objective(s)/target(s).	Creates one enrichment activity to extend learning for students who did meet the learning objective(s)/target(s).	Neglects to create enrichment activities or does not link corrective activity to learning objective(s)/target(s).
	Creates three enrichment activities to extend learning for students who exceeded the learning objective(s)/target(s).	Creates two enrichment activity to extend learning for students who exceeded the learning objective(s)/target(s).	Creates one enrichment activity to extend learning for students who exceeded the learning objective(s)/target(s).	Neglects to create enrichment activities or does not link corrective activity to learning objective(s)/target(s).
	Constructs a clear and detailed plan to communicate learning results to students and parents.	Constructs a plan to communicate learning results to students and parents.	Constructs a plan to communicate learning results to students or parents.	Constructs inadequate plan to communicate learning results.
<b>Mechanics</b>	No spelling or grammatical errors distract from readability.	Minimal spelling or grammatical errors distract from readability.	Some spelling or grammatical errors distract from readability.	Numerous spelling and/or grammatical errors distract from readability.

**TOTAL POINTS POSSIBLE = \_\_\_\_/116**

**COMMENTS:**

# Bellarmine University

## Unit Rubric

Task A-1, G, H, I, J-1, J-2

\*Each row on the rubric receives an individual score (1-4)



Lesson Plan Component	Distinguished (4 points)	Proficient (3 points)	Apprentice (2 points)	Novice (1 point)
<b>Teaching and Learning Context (Task A-1)</b>	Complete: Teacher candidate, date, # of students, age/grade level, & content area	Mostly Complete: Teacher candidate, date, # of students, age/grade level, & content area	Partially Complete: Teacher candidate, date, # of students, age/grade level, & content area	Incomplete: Teacher candidate, date, # of students, age/grade level, & content area
	Analyzes school's instructional goals using multiple sources of data and specifically addresses his/her contribution.	Describes school's instructional goals using data and addresses his/her contribution.	Describes school's instructional goals and addresses his/her contribution.	Does not describe school's instructional goals nor addresses his/her contribution.
	Identifies multiple resources available and clearly explains how they will be utilized.	Identifies resources available and explains how they will be utilized.	Identifies resources available but does not explain how they will be utilized.	Does not identify resources available nor explain how they will be utilized.
	Analyzes data on characteristics of students for differentiation of instructional goals.	Describes characteristics of students for differentiation of instructional goals.	Describes some characteristics of students to identify differentiated instructional goals.	Does not describe characteristics of students for differentiation of instructional goals.
	Thoroughly profiles each of the three types of students with regard to lesson objectives.	Profiles each of the three types of students with regard to lesson objectives.	Somewhat describes each of the three types of students with regard to lesson objectives.	Does not describe the three types of students with regard to lesson objectives.
<b>Designing the Unit (Task G)</b>	Complete: Teacher candidate, date, # of students, age/grade level, content area, unit title & duration.	Mostly Complete: Teacher candidate, date, # of students, age/grade level, content area, unit title & duration.	Partially Complete: Teacher candidate, date, # of students, age/grade level, content area, unit title & duration.	Incomplete: Teacher candidate, date, # of students, age/grade level, content area, unit title & duration.
	Each specific unit objective/target addressed by this lesson is stated clearly and is measurable.	Each specific unit objective/target addressed by this lesson is stated and is measurable.	Each specific unit objective/learning target addressed by this lesson is either unclear or not measurable.	Each specific unit objective/learning target addressed by this lesson is unclear and not measurable, or absent.
	Objectives/targets are clearly connected to appropriate curricular documents/standards.	Objectives/targets are based upon applicable curricular documents/standards.	Most objectives/targets are based upon curricular documents/standards.	Objectives/targets are not based upon curricular documents/standards.
	All technology resources including quantity and type (citing when necessary) are listed; complete description of student technology usage.	Complete listing of teacher and student technology (citing when necessary).	Incomplete listing of teacher and/or student technology.	Neglects to list technology resources and/or omits explanation of student use when necessary.
<b>Assessment Plan (Task H)</b>	Each assessment item clearly measures the intended learning objective/target.	Each assessment item measures the intended learning objective/target.	Each assessment item attempts to measure the intended learning objective/target.	Each assessment item does not measure the learning objectives/targets.

	Formative assessment items have been selected appropriately to measure unit objectives.	Most formative assessment items measure the unit objectives appropriately.	Some formative assessment items measure the unit objectives appropriately.	Formative assessment items do not adequately measure stated objectives.
	Clearly analyzes students' prior knowledge of lesson's content.	Describes students' prior knowledge of lesson's content.	Mentions students' prior knowledge of lesson's content.	Fails to describe students' prior knowledge.
	Provides a detailed and clear description of pre-assessment analysis that is supported by data.	Provides an adequate description of pre-assessment analysis that is supported by data.	Provides a vague description of pre-assessment analysis that is supported by data.	Omits a description of pre-assessment analysis that is supported by data.
	Clearly describes how each summative assessment(s) item aligns with intended learning objective.	Describes how each summative assessment(s) item aligns with intended learning objective.	Vaguely describes how each summative assessment(s) item aligns with intended learning objective.	Fails to describes how each summative assessment(s) item aligns with intended learning objective.
<b>Instructional Strategies and Activities (Task I)</b>	Lists chronologically in detail each instructional activity.	Lists chronologically each instructional activity.	Lists each instructional activity.	Neglects to list each instructional activity.
	Denotes specific and realistic time estimates for each activity.	Denotes realistic time estimates for each activity.	Denotes estimated time for each activity.	Lacks estimated times for activities.
	Specifies in detail the student role and teacher role during each part of the lesson.	Specifies student role and teacher role during the lesson.	Specifies student role or teacher role during the lesson.	Does not identify student or teacher role during the lesson.
	Strategically incorporates formative assessment(s) chronologically.	Incorporates formative assessment(s) chronologically.	Incorporates formative assessment(s).	Lacks formative assessment.
	Differentiates instructional activities based on specific student differences.	Differentiates instructional activities based on student differences.	Differentiates instructional activities.	Does not differentiate instructional activities.
	Includes a complete listing of teacher and/or student technology.	Lists most teacher and/or student technology.	Lists some teacher and/or student technology.	Omits list of teacher and/or student technology.
	Varies instructional activities based on student differences to enhance content of the lesson.	Varies instructional activities based on student differences.	Varies instructional activities.	Does not vary instructional activities.
	Engages each student in activities.	Engages most students in activities.	Engages some students in activities.	Engages few or no students in activities.
<b>Reflection (Task J-1)</b>	Specifies the most successful learning objective/target based on student performance, with reference to criteria and/or student work.	Specifies the most successful learning objective/target based on student performance.	States the most successful learning objective/target based on student performance.	Does not identify successful learning objective/target(s) based on student performance.
	Specifies the least successful learning objective/target based on student performance, with reference to criteria and/or student work.	Specifies the least successful learning objective/target based on student performance.	States the least successful learning objective/target based on student performance.	Neglects to identify the least successful learning objective/target based on student performance.
	Clearly identifies and compares patterns and trends for students in diverse or gap group to whole class.	Identifies and compares patterns and trends for students in diverse or gap group to whole class.	Identifies patterns and trends for students in diverse or gap group.	Disregards patterns or trends for students in diverse or gap group.



	Constructs a clear and detailed plan to address all issues identified in the unit.	Constructs a specific plan to address issues identified in the unit.	Constructs a general plan to address issues identified in the unit.	Constructs no plan address issues identified in the unit.
	Reflects on specific areas of strength and for growth within the Kentucky Teacher Standards.	Reflects on areas of strength and for growth within the Kentucky Teacher Standards.	Reflects on areas of strength or growth within the Kentucky Teacher Standards.	Does not reflect on areas of strength or growth within the Kentucky Teacher Standards.
	Intentionally and thoroughly utilizes Valli's Technical Reflection to analyze unit development in rich detail.	Utilizes Valli's Technical Reflection to discuss unit development.	Makes some use of Valli's Technical Reflection to describe unit.	Shows minimal or inappropriate use of Valli's Technical Reflection to describe unit.
<b>Communication and Follow Up (Task J-2)</b>	Constructs a clear and detailed plan to communicate learning results to students, parents/caregivers, and colleagues.	Constructs a plan to communicate learning results to students, parents/caregivers, and colleagues.	Constructs a plan to communicate learning results to either students, parents/caregivers, or colleagues.	Constructs inadequate plan to communicate learning results.
	Provides specific examples of formative assessment data guiding the instruction of the unit.	Provides examples of formative assessment data guiding the instruction of the unit.	Mentions formative assessment data guiding the instruction of the unit.	Does not mention formative assessment data guiding the instruction of the unit.
	Clearly describes opportunities for student self-reflection.	Describes opportunities for student self-reflection.	Mentions an opportunity for student self-reflection.	Omits description of opportunities for student self-reflection.
	Specifically relates student performance on each objective to effectiveness of instruction.	Relates student performance on each objective to effectiveness of instruction.	Relates student performance on some objectives to effectiveness of instruction	Does not relate student performance on objectives to effectiveness of instruction.

**TOTAL POINTS POSSIBLE = \_\_\_\_/128**  
**COMMENTS:**

# BELLARMINE UNIVERSITY

## Collaboration Leadership Project

Each student should prepare a 7+ page, double-spaced, typed, APA-formatted research paper that explores a potential collaborative project and demonstrates leadership potential. This project is intended to (partially) fulfill elements D and F of the Teacher Work Sample, which connect to Teacher Standards 8 (Collaborates with Colleagues, Parents, and Others) and 10 (Demonstrates Professional Leadership within School/Community/Education). *Possible* topics for exploration include:

- Service-Learning Partnership(s)
- Parent-teacher conferences
- Parental involvement in schools: Implications for school adjustment and achievement
- Pedagogical/Instructional Strategies

Each paper should begin by discussing what has prompted you to explore this collaboration (i.e., what learning needs have you identified? What do you hope to accomplish?). The next portion of the paper should synthesize and summarize the research on the topic you chose (e.g., parent-teacher conferences, service-learning, etc.). The next portion of the paper should describe your collaboration with colleagues, parents, and/or others: Who is involved? What will the collaboration look like? What are the intended outcomes? The next section of the paper describes how implementation of this project/partnership/collaboration will demonstrate professional leadership: How will you be a leader for others (parents, teachers, students, school, and/or community)? How might this collaboration improve student learning? How might this collaboration improve the school culture? The final section provides a plan to analyze data gathered from the collaboration and evaluate the outcome of the efforts.

**NOTE: This paper should include APA style text citations and references**

**Reflection:** Each paper should conclude with a benchmark reflection that connects your project/experience to the teacher standards outlined below, discusses your strengths and weaknesses related to these standards, and evaluates your use of Valli's forms of reflection in the planning/research/implementation (during Transition Point III) of the collaboration.

Again, your reflections for the For the Collaboration / Benchmark Assignment should address the following:

- Reflections provide clear connections to performance criteria of Kentucky's Teacher Standards.
- Areas of strength and for growth within Kentucky's Teacher Standards are clear.
- Valli's forms of reflection: In and On Action, Critical Reflection, and Deliberative Reflection are used to elaborate on decisions related to the assignment.

**The rubric for scoring this project is located within the CPR (Standards 8 & 10) and is to be completed at the end of the professional semester by the Bellarmine University Supervisor.**

# BELLARMINE

## UNIVERSITY

### Collaboration / Leadership Project

#### Planning Worksheet

#### Orientation meeting

Discuss collaboration / leadership ideas and select a project with cooperating teacher and university supervisor input

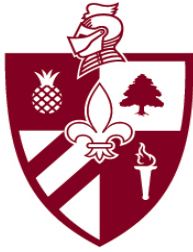
Identify the need for collaboration in which students' learning will be enhanced	
Objectives: What do you plan to accomplish? And, how will your leadership be demonstrated	
How will you measure the impact of the collaborative efforts?	
Proposed Activities	
Timeline	
Persons involved	
Resources needed	
Periodically describe the progress made. Provide documentation and evidence of achievement	

# BELLARMINE UNIVERSITY

## Professional Growth Plan – Planning Worksheet

Design and implement a professional growth plan that results in measurable improvement of your performance using the Kentucky Teacher Standards. “Share” this project with your university supervisor and cooperating teacher, who will review and evaluate your performance on this task using Standard 9: Evaluates Teaching & Implements Professional Development.

<b>Professional Growth Plan Planning Worksheet</b>	
<ul style="list-style-type: none"> <li>• Complete the Kentucky Teacher Standards Self-Assessment, completed via ‘forms’ in LiveText Use your reflections, student performance data, feedback from your faculty, and work with your University Supervisor and/or Cooperating Teacher to:                             <ul style="list-style-type: none"> <li>○ Identify and document your strengths and areas for professional growth related to the Kentucky Teacher Standards, and</li> <li>○ Develop a work plan for improving your teaching performance by the end of the Candidateship year.</li> </ul> </li> <li>• Your PGP should be a MS word document organized using the following format:                             <ul style="list-style-type: none"> <li>○ Strengths related to Kentucky Teacher Standards.</li> <li>○ Areas for Professional Growth (mark priority areas with an asterisk).</li> <li>○ Work Plan for Priority Areas for Growth (one plan for each area).</li> <li>○ Outcomes – what you plan to accomplish.</li> </ul> </li> </ul>	
Identify areas of strength related to the Kentucky Teacher Standards	
Identify areas for growth:	
Choose two priority areas for growth:	
Work Plan: What will you do to work on these areas for growth?	
What do you hope to accomplish?	
How will you monitor your progress?	
Periodically describe the progress made. Provide documentation and evidence of achievement.	



**School of Education**  
Final Evaluation of Professional Semester

<b>Candidate:</b>	<b>Date of Evaluation:</b>
<b>School:</b>	<b>Subject/Grade of Assignment:</b>

Describe this candidate's major strengths at this point in his/her professional semester.

Identify areas for the candidate's professional growth in terms of refining his/her skills and abilities.

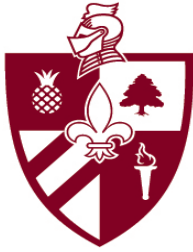
Has this candidate passed student teaching successfully? \_\_\_\_ Yes \_\_\_\_ No  
If no, please explain.

Can your recommendation be added to the candidate's placement file? \_\_\_\_ Yes \_\_\_\_ No

\_\_\_\_\_  
Cooperating Teacher/Univ. Supervisor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Teacher Candidate Signature Date



**School of Education**  
Final Evaluation of Professional Semester

Please record a number for the following **dispositional work behaviors** that best describe the teacher candidate. As you contemplate your score, compare the teacher candidate with others you have supervised during a professional semester.

- 4: Distinguished -- The candidate's dispositional work behavior is exemplary.
- 3: Proficient -- The candidate's dispositional work behavior is satisfactory.
- 2: Apprentice -- The candidate's dispositional work behavior needs improvement.
- 1: Novice -- The candidate's dispositional work behavior is unsatisfactory.

Attendance and Dependability		Judgment and Common Sense	
Leadership Potential		Cooperation with Others	
Correct Use of Standard English		Maturity (poise and self-control)	
Personal hygiene and grooming		Enthusiasm for learning and teaching	
Vitality		Positive attitude toward supervision	
Flexibility		Initiative	
Integrity		Professional attitude	
Punctuality			

**Describe this candidate's major strengths at this point in his/her professional semester.**

**Identify areas for the candidate's professional growth in terms of refining his/her skills and abilities.**

\_\_\_\_\_  
Cooperating Teacher/University Supervisor Signature Date

\_\_\_\_\_  
Teacher Candidate

\_\_\_\_\_  
Date

# BELLARMINE UNIVERSITY

## Evaluation of the Bellarmine University Supervisor Completed by Cooperating Teachers

<b>Name of School:</b>	<b>Name of Principal:</b>	
<b>Cooperating Teacher(s):</b>	<b>Subject/Grade Observed:</b>	
<b>University Instructor:</b>	<b>Semester:</b>	<b>Year:</b>

Please rate the Bellarmine University Supervisor of your student teacher on the following:

1. Did the Bellarmine Supervisor conduct an initial meeting with you in a timely manner? **YES / NO**
2. Was the necessary information (handbook, evaluation forms) shared with you and thoroughly explained? **YES / NO**
3. Did the Bellarmine Supervisor discuss the progress of the student teacher with you? **YES / NO**
4. Was the Bellarmine Supervisor available to discuss any problems relative to the student teacher? **YES / NO**
5. Overall, how would you rate the Bellarmine Supervisor? (circle the appropriate rating)

**Distinguished Proficient      Apprentice      Novice**

**Comments:**

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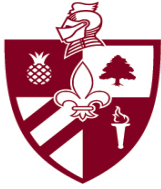
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**BELLARMINE UNIVERSITY**  
**Annsley Frazier Thornton School of Education**  
**Self or Institutional Educator Dispositions Assessment**

Candidate: \_\_\_\_\_ Candidate ID Number: \_\_\_\_\_  
Date: \_\_\_\_\_ Program: \_\_\_\_\_ Name of Evaluator: \_\_\_\_\_

- Self-Assessment    Institutional Assessment    Transition Pt. 1    Transition Pt. 2  
 Transition Pt. 3

**Directions:** Each disposition described below is an expected behavior of education candidates. Please determine if the candidate exhibits each disposition. Dispositions that meet **acceptable** criteria are rated “**A**” for **Acceptable**. Absence of a disposition, or behaviors that are in conflict with the expectation are rated “**G**” for **Area for Growth**. Dispositional issues that are of strong concern and require remediation are rated “**R**” for **Remediation**. A Dispositions Intervention Plan must be developed with any “R” for Remediation ratings.

**THEME I: Continuous Reflection and Lifelong Learning**

“**A**” Acceptable (This disposition meets acceptable criteria and/or exceeds expectations.)

“**G**” Area for Growth (An Area for Growth includes absence of the disposition, or behaviors that are in conflict with the expectation. A Dispositions Intervention Plan may be developed.)

“**R**” Remediation (A Remediation indicates dispositional issue is of strong concern. A Dispositions Intervention Plan must be developed.)

- \_\_\_\_ 1. Seeks opportunities to learn new skills, knowledge of content, and develop professionally  
\_\_\_\_ 2. Exercises critical thinking and problem-solving skills to generate appropriate solutions  
\_\_\_\_ 3. Views reflection as integral to the instructional process  
\_\_\_\_ 4. Values learning beyond minimal expectations

*If a “G” or “R” were marked on any of the above items, please provide explanation/example(s):*

**THEME II: Personal Integrity**

“**A**” Acceptable (This disposition meets acceptable criteria and/or exceeds expectations.)

“**G**” Area for Growth (An Area for Growth includes absence of the disposition, or behaviors that are in conflict with the expectation. A Dispositions Intervention Plan may be developed.)

“**R**” Remediation (A Remediation indicates dispositional issue is of strong concern. A Dispositions Intervention Plan must be developed.)

- \_\_\_\_ 5. Demonstrates respect, empathy, and caring for others  
\_\_\_\_ 6. Accepts responsibility for own actions and their consequences  
\_\_\_\_ 7. Is present, punctual and prepared  
\_\_\_\_ 8. Maintains integrity and honesty in academic work, and keeps personal and professional confidences  
\_\_\_\_ 9. Displays steady emotional temperament

*If a “G” or “R” were marked on any of the above items, please provide explanation/example(s):*

**THEME III: Cultural Responsiveness**

“**A**” Acceptable (This disposition meets acceptable criteria and/or exceeds expectations.)

“**G**” Area for Growth (An Area for Growth includes absence of the disposition, or behaviors that are in conflict with the expectation. A Dispositions Intervention Plan may be developed.)



“R” Remediation (A Remediation indicates dispositional issue is of strong concern. A Dispositions Intervention Plan must be developed.)

- \_\_\_ 10. Demonstrates unbiased, fair, and non-prejudicial treatment of each person
- \_\_\_ 11. Demonstrates the belief that diversity in the classroom, in the school, and in society enhances learning
- \_\_\_ 12. Holds high expectations for each student
- \_\_\_ 13. Shows willingness to use culturally responsive strategies and non-discriminatory assessment in applying effective instructional strategies

*If a “G” or “R” were marked on any of the above items, please provide explanation/example(s):*

**THEME IV: Professional Integrity**

- \_\_\_ 14. Solicits and values feedback from others and responds to that feedback
- \_\_\_ 15. Maintains a professional and engaging demeanor, appearance, and voice
- \_\_\_ 16. Values correct grammar in oral and written communication
- \_\_\_ 17. Actively and respectfully listens to students, parents, instructors, and colleagues
- \_\_\_ 18. Uses respectful and appropriate language with students, parents, and all professionals
- \_\_\_ 19. Demonstrates organizational ability by functioning in a proactive and dependable manner
- \_\_\_ 20. Demonstrates a positive work ethic through willingness to exceed minimum requirements
- \_\_\_ 21. Shows flexibility in dealing with the unexpected and can change plans in response
- \_\_\_ 22. Accepts responsibility for following established rules, procedures, policies, course and program requirements

*If a “G” or “R” were marked on any of the above items, please provide explanation/example(s):*

**THEME V: Collaboration and Leadership**

“A” Acceptable (This disposition meets acceptable criteria and/or exceeds expectations.)  
“G” Area for Growth (An Area for Growth includes absence of the disposition, or behaviors that are in conflict with the expectation. A Dispositions Intervention Plan may be developed.)  
“R” Remediation (A Remediation indicates dispositional issue is of strong concern. A Dispositions Intervention Plan must be developed.)

- \_\_\_ 23. Demonstrates effective interpersonal skills (communication, enthusiasm, positive attitude) in working with teachers, parents, and education professionals
- \_\_\_ 24. Shares information, ideas, and materials willingly with others
- \_\_\_ 25. Seeks to resolve conflict effectively
- \_\_\_ 26. Takes initiative in goal setting, prioritizing, and distributing responsibilities to others
- \_\_\_ 27. Uses research to develop and/or improve practice
- \_\_\_ 28. Coaches and mentors colleagues as appropriate

*If a “G” or “R” were marked on any of the above items, please provide explanation/example(s):*

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name

**NOTE:** If designated **Areas for Growth** are considered by the evaluator to be significant in number or severity, a **Dispositions Intervention Plan** should be developed with the candidate. A Dispositions Intervention Plan must be developed for designated **Remediation** areas.

# BELLARMINE UNIVERSITY

## Survey of Candidate Professional Semester Preparation for Candidates, Cooperating Teachers, and University Supervisors Annsley Frazier Thornton School of Education

**Part I:** Please mark the appropriate boxes to describe the program of the teacher candidate supervised during the professional semester \_\_\_\_\_ (date, ie. Fall 2014).

Please mark the appropriate boxes to describe the teacher candidate's program:

Candidate Name \_\_\_\_\_

Undergraduate elementary/LBD     Undergraduate middle/LBD     Undergraduate secondary

(secondary content area: \_\_\_\_\_)

MAT elementary                       MAT middle                       MAT secondary

(secondary content area: \_\_\_\_\_)

School assigned: \_\_\_\_\_ Semester \_\_\_\_\_ Year \_\_\_\_\_

**Part II:** Using various sources of data (observations, conversations, work products, etc.), rate your perception of how well the Annsley Frazier Thornton School of Education at Bellarmine University prepares teacher candidates for the Professional Semester. Responses to this survey are **confidential**.

**4:**Distinguished -- The candidate's preparation is exemplary.

**3:**Proficient -- The candidate's preparation is satisfactory.

**2:**Apprentice -- The candidate's preparation needs improvement.

**1:**Novice -- The candidate's preparation is unsatisfactory.

### Design and Implementation of Instruction

1. Preparation in designing lessons/units that focus on learning goals, program of studies, and core content for assessment.

4    3    2    1    Not Observed    Comments: \_\_\_\_\_

2. Preparation in using information about the community and backgrounds of students to design and implement learning tasks.

4    3    2    1    Not Observed    Comments: \_\_\_\_\_

3. Preparation in designing instruction and implementing learning tasks that connect core content to real life experiences for students.

4    3    2    1    Not Observed    Comments: \_\_\_\_\_

4. Preparation in planning over a period of time (i.e., planning for several days vs. planning a one day lesson).

4    3    2    1    Not Observed    Comments: \_\_\_\_\_

5. Preparation in designing and using a variety of instructional strategies that address the learning needs of students.

4 3 2 1 Not Observed Comments: \_\_\_\_\_

6. Preparation in using questioning techniques to enhance instruction.

4 3 2 1 Not Observed Comments: \_\_\_\_\_

#### Assessment

7. Preparation in designing classroom assessments that are aligned with core content and CATS.

4 3 2 1 Not Observed Comments: \_\_\_\_\_

8. Preparation in designing classroom assessments that reliably measure student learning.

4 3 2 1 Not Observed Comments: \_\_\_\_\_

9. Preparation in designing formative assessments that provide feedback to students and guide their learning.

4 3 2 1 Not Observed Comments: \_\_\_\_\_

10. Preparation in using multiple assessments and data sources to interpret learning results for students.

4 3 2 1 Not Observed Comments: \_\_\_\_\_

11. Preparation in developing graphic and written presentations to show evidence of student learning resulting from instruction.

4 3 2 1 Not Observed Comments: \_\_\_\_\_

#### Technology

12. Preparation in using technology to enhance and extend learning tasks related to core concepts and/or content standards.

4 3 2 1 Not Observed Comments: \_\_\_\_\_

#### Classroom Environment

13. Preparation in using classroom management techniques.

4 3 2 1 Not Observed Comments: \_\_\_\_\_

14. Preparation in establishing a positive classroom climate.

4 3 2 1 Not Observed Comments: \_\_\_\_\_

15. Preparation in promoting high standards for students.

4 3 2 1 Not Observed Comments: \_\_\_\_\_

16. Preparation in implementing conflict management, de-escalation strategies, and behavior interventions.

4 3 2 1 Not Observed Comments: \_\_\_\_\_

Exceptional Child Education

17. Preparation in identifying characteristics of students with learning and/or behavioral disorders.

4 3 2 1 Not Observed Comments: \_\_\_\_\_

18. Preparation in understanding the legal requirements of Kentucky regulations and the Individuals with Disabilities Education Act, especially the implementation and monitoring of IEPs and 504 plans.

4 3 2 1 Not Observed Comments: \_\_\_\_\_

19. Preparation in developing useful strategies to address the learning and/or behavioral needs of students with disabilities included in the regular classroom.

4 3 2 1 Not Observed Comments: \_\_\_\_\_

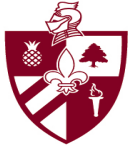
20. Preparation in designing instruction and assessments for students with disabilities in the regular classroom and/or special education environment.

4 3 2 1 Not Observed Comments: \_\_\_\_\_

**Signature(s) (as appropriate)**

\_\_\_\_\_  
(Candidate) (Date) \_\_\_\_\_

\_\_\_\_\_  
(University Supervisor) (Date) \_\_\_\_\_



**PROFESSIONAL SEMESTER LOG OF HOURS**

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

Name of School Site:					
Name of Principal:					
Host Teacher(s):					
Subject/Grade:		Semester:		Year:	
Date/Week	Time IN & OUT-	Hours	Tasks Performed in Placement(s)	Authorized Signature	
1)					
2)					
3)					
4)					
5)					

\_\_\_\_\_ (Total Number of Hours)  
***My signature indicates that the information above is true and accurate to the best of my knowledge.***

\_\_\_\_\_  
Student signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Cooperating Teacher

\_\_\_\_\_  
Date

## **Suggestions for Professional Semester Activities**

OC – observation of (Insert Content)

OS –observation of (insert Strategy)

SGA - Small group assistance – be specific

SGT - Small Group teaching- be specific

WCT - Whole Class teaching – be specific

WCA – Whole class assistance – be specific

ELLA–Assisting with ELL students- be specific

SPED A –Assisting with special needs students- be specific

PLCA – Professional Learning Communities/Development attendance

AT – Assisting teacher in other classroom instructional activities- be specific

FA – Attend faculty meetings

ESS- Assist with ESS or Interventions

OD – Other duties outside classroom (bus, detention)

PTA – Attend and help with PTA sessions or Family nights

PPC – Parent Phone calls

PM – Parent Meetings

IEPM – IEP Meetings

CLP \_ Collaboration Leadership Projects

OA – Other Activities- Be specific

TEM- Teaming and or collaborating with your teacher