

# OFFICE OF CATHOLIC SCHOOLS ONE YEAR SUPERVISED PRACTICUM

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## ARCHDIOCESE OF ATLANTA

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# INTRODUCTION TO THE OFFICE OF CATHOLIC SCHOOLS, ARCHDIOCESE OF ATLANTA

As a service of the Archbishop of Atlanta, and with the assistance of the Archdiocesan School Advisory Council, the Office of Catholic Schools provides support, assistance, and guidance for administrators, faculties, local school councils and parents of the 15 elementary and three secondary schools of the Archdiocese of Atlanta.

## MISSION STATEMENT

The Catholic Schools of the Archdiocese of Atlanta serve a vital role in the educational ministry of the Church. Our schools are committed to providing quality education in an environment of spiritual, intellectual, and moral formation in accordance with the teachings of the Roman Catholic Church.

## PHILOSOPHY

In order for a curriculum series to have validity, it must have the learner as its central focus. Courses, which are planned, should be developmentally responsive. Instruction should be engaging and cause the learner to be an active participant. Secular subject areas should be represented as well as the universal truths which are reflected by the history and tradition of the Church. In general, subject areas should acknowledge the present, study and reflect on the past and assume a posture of openness to the future.

When developing curriculum, the unique features of each school should be taken into consideration. In addition, all professional educators should understand that it is the curriculum which drives the entire educational process. This document allows teachers to make implementation decisions on a local level for the improvement of educational programs.

## GOALS

1. Communicate the Gospel message.
2. Engender a sense of responsibility as members of a church community.
3. Empower learners to accept responsibility for the acquisition and use of knowledge.
4. Cultivate a desire for continuous learning through formal and informal education.
5. Develop a sense of responsibility as citizens within a democracy.
6. Enable learners to make informed choices.
7. Utilize independent and critical thinking skills to respond effectively to student needs.
8. Strive toward connectedness of all learning.
9. Implement instruction, which is developmentally appropriate
10. Work toward clear and accurate oral and written language communication through the development of a variety of skills.
11. Represent all subject areas resulting in comprehensive literacy.
12. Apply all available technologies to support instruction.
13. Employ effective prevention programs as early as possible for students who demonstrate learning challenges.
14. Ensure a thorough foundation of knowledge for successful transition into secondary study.

## RATIONALE

Every student deserves a knowledgeable, competent, and qualified teacher to instruct them in the key foundational content and skills necessary to prepare them for the next level of education as well as to contribute as a productive member of society. The Office of Catholic Schools of the Archdiocese of Atlanta believes that

effective teacher preparation and mentorship are both vital to teacher success and, by extension, the success of students in the classroom. To this end the Office of Catholic Schools has instituted the requirement that all newly hired teachers be state certified or in the process of seeking certification. Being able to provide professional services as a Practicum Provider would enable the Office of Catholic Schools to contribute to the ongoing development of new teachers within our system of schools rather than asking talented individuals to look outside our institutions for professional development. Through a curriculum review process anchored in national and state standards, ongoing professional development, and dedication of both human and financial resources the Office of Catholic Schools of the Archdiocese of Atlanta is committed to ensuring an excellent educational experience for all students. Approval as a Practicum Provider would assist the Office of Catholic Schools in continuing to meet the needs of our professional teachers as well as the students entrusted to us to educate.

## **RESOURCES**

Professional development in our schools utilizes a wide variety of documents and resources. Of widespread use in our schools are Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson and Classroom Instruction that Works: Research Based Strategies for Increasing Student Achievement by Robert Marzano, et al. Other resources include professional journals such as Educational Leadership (a publication of the Association for Supervision and Curriculum Development) and The School Administrator (a publication of the American Association of School Administrators) as well as memberships in the National Catholic Educators Association and Association for Supervision and Curriculum Development among others. Each school's professional library is constantly updated with current articles and resources regarding best practice for teachers.

## STEPS TO ONE YEAR SUPERVISED PRACTICUM PROGRAM

The following application steps are required to ensure that the applicant meets all Georgia Professional Standards Commission requirements for the OYSP as set forth in 505-3-07, 505-2-08 and 505-2-20. **Failure to meet PSC requirements will result in non-admittance to the program.**

### FIRST STEPS:

1. Request all College Transcripts be sent from the institution to the Office of Catholic Schools:
  - Copies of original transcript from all accredited college(s) attended
2. Successfully meet the requirements for GACE content assessments (previously PRAXIS I and PRAXIS II) and the GACE Professional Pedagogy Assessment (previously PRAXIS PLT).

### SECOND STEPS:

1. Secure employment by a local Archdiocesan Catholic School and serve one full year as a teacher.
2. Email Ceci McAuliffe, [cmcauliffe@archatl.com](mailto:cmcauliffe@archatl.com), to request an application.
3. To be assessed for eligibility in the One-Year Supervised Practicum Program, please mail:
  - a. Proof of GACE Basic Skills scores (or proof of exemption), previously PRAXIS I
  - b. Proof of GACE Subject Area scores, previously PRAXIS II
  - c. Proof of GACE Professional Pedagogy Assessment Scores, previously Principles of Learning and Teaching
  - d. The Office of Catholic Schools One-Year Supervised Practicum Program application
  - e. Resume including contact phone number and email address
  - f. One letter of recommendation from the Principal
  - g. Copy of criminal background screening (forwarded to the OCS by employing school)

*All documents must be submitted to the Office of Catholic Schools upon application.*

Mail all of this in one package to:

**Archdiocese of Atlanta  
Office of Catholic Schools  
Attn: Ceci McAuliffe  
680 W. Peachtree St, NW  
Atlanta, GA 30308**

### THIRD STEPS:

1. All application materials will be reviewed for compliance with GA PSC OYSP requirements by the Office of Catholic School Supervisor.
2. The applicant will be notified of the admission decision by the OCS Supervisor.

***ONLY UPON SUCCESSFUL COMPLETION OF THESE STEPS ARE YOU ELIGIBLE FOR THE ONE YEAR SUPERVISED PRACTICUM PROGRAM***

**THE OFFICE OF CATHOLIC SCHOOLS  
ARCHDIOCESE OF ATLANTA  
ONE-YEAR SUPERVISED PRACTICUM PROGRAM**

The one-year supervised practicum is for individuals pursuing certification through the test based option for alternative certification in order to place a highly-qualified teacher in each classroom. An individual pursuing certification through this option should hold a degree or closely related degree in the field and have successfully met the requirements for the GACE Basic Skills (scores or proof of exemption see below), GACE Subject Area (previously PRAXIS I and PRAXIS II) and the GACE Professional Pedagogy assessment (previously PRAXIS PLT). PRAXIS scores, if already taken and passed within the previous five years will apply. The supervised practicum involves observation and participation in and teaching of one's content area under the guidance and supervision of a qualified mentor and program supervisor. The candidate may hold a five-year non-renewable certificate and may begin the one-year practicum as soon as he/she is hired by the Archdiocesan Catholic School and has taught for one full year.

**Does the Applicant Meet the Criteria?**

1. Candidates admitted hold a degree or closely related degree in the field in which they seek certification.
2. Candidates admitted have criminal background clearance.
3. Candidates admitted have passed the PSC's required basic skills test or provided documentation of exemption. Exemption scores are as follows:
  - SAT exemption: minimum combined verbal and mathematics scores totaling 1000
  - GRE exemption: minimum combined verbal and quantitative scores totaling 1030
  - ACT exemption: minimum combined English and mathematics scores totaling 43
4. Candidates admitted have passed the GACE subject area content assessment required for their certification field.
5. Candidates admitted have passed the GACE Professional Pedagogy Assessment. This is the only pedagogy test which the PSC accepts to support this Approved Practicum Route to Georgia teacher certification. If you do not pass this test prior to requesting your test-based certification, you will be required to complete an approved program at a college or other approved provider in order to be recommended for full renewable certification.
6. Candidates admitted have been offered a full-time teaching position in a participating Archdiocese of Atlanta School and have completed one year of teaching.
7. Candidates will be assisted by a three person support team, including a school-based coach mentor, a building administrator, and an Office of Catholic Schools supervisor.

## HOW DOES THE PROGRAM WORK?

Upon assurance of employment and receipt of all required documents from the Candidate, School-Based Administrator, and system contact:

1. The OCS Supervisor will assign a mentor and administrator to the candidate.
2. The OCS Supervisor will contact the candidate to set up the Candidate Support Team orientation for all members.
3. Candidate Support Team members will fulfill their roles and responsibilities.
4. Candidate completes program requirements.
5. Candidate Support Team signs the Completion Form when all requirements are met.
6. The Office of Catholic Schools will complete the Georgia Professional Standards Commission approved Recommendation Form.
7. Local Archdiocesan Catholic School will complete the certification packet, send the packet to the PSC and maintain all supporting documentation.

## GUIDELINES FOR THE ONE YEAR SUPERVISED PRACTICUM:

**A. MENTORING:** The program shall provide mentoring by qualified teachers who demonstrate competencies in the knowledge, skills, and dispositions required for accomplished teaching.

**GUIDELINE 1:** A trained supervisor from the practicum provider shall be assigned to fulfill the following responsibilities in supporting the professional development of the candidate.

1. Conference with the candidate a minimum of three times during the school year.
2. Meet with the Candidate Support Team at least three times during the school year. If more guidance is necessary, the Candidate Support Team should meet additional times.
3. Observe the candidate for the duration of the class at least three times during the school year.
4. Conduct a pre-observation conference to provide a focus for the observation if necessary. The mentor and the candidate should agree on the time for the observation and the purpose of the observation.
5. Conduct a post-observation conference to facilitate the candidate in gaining a perspective on teaching through dialogue and joint reflection.

**GUIDELINE 2:** A building administrator shall be assigned to fulfill the following responsibilities in supporting the professional development of the candidate.

1. Assign a school-based mentor in the same or comparable field as the candidate.
2. Support the efforts of the mentor and the activities of the candidate.
3. Assist the mentor in arranging conference and observation times.
4. Assist the mentor with logistical matters.
5. Provide release time for the mentor to fulfill the responsibilities of a mentor.
6. Conference with and observe the candidate.
7. Serve on the Candidate Support Team.

**GUIDELINE 3:** A school based mentor who holds a Clear Renewable Certificate and is preferably Teacher Support Specialist (TSS) endorsed, shall be assigned to fulfill the following responsibilities in supporting the professional development of the candidate:

1. Provide the following support:
  - a. Create a supportive and reflective environment for addressing issues facing the candidates.
  - b. Use student work to assess and inform practice.
  - c. Use effective instructional coaching to assist teachers in planning, implementing, and assessing classroom instruction, engaging all students in active learning.
  - d. Collaborate with the candidate in the development and implementation of an Individual Induction Plan that supports the professional growth of the teacher.
  - e. Support the candidate in the construction of a portfolio that demonstrates professional growth in standards-based practices.
  - f. Collaborates with the candidate in order to help support the candidate fulfill the religious mission of the school.
2. Meet with the candidate for a total of at least thirty-six clock hours of out of class time to provide additional guidance.
3. Observe the candidate a minimum of four times for the duration of the class during the school year.
4. Conduct a pre-observation conference to provide a focus for the observation. The mentor and the candidate should agree on the time for the observation and the purpose of the observation.
5. Conduct a post-observation conference to facilitate the candidate in gaining a perspective on teaching through dialogue and joint reflection.
6. Meet with the Candidate Support Team at least three times. If more guidance is necessary, the Candidate Support Team shall meet additional times.

GUIDELINE 4: A Candidate Support Team composed of the supervisor, the school-based mentor, and a building administrator shall be assigned to the candidate to fulfill the following responsibilities.

1. Meet at least three times.
  - a. Beginning of practicum, which is at the start of the process (to discuss expectations and requirements)
  - b. Middle of the practicum (January- to discuss progress and recommend further actions to support professional growth)
  - c. End of the practicum (to review the portfolio and determine if the candidate has completed the requirements for the practicum satisfactorily)
2. Evaluate progress of the candidate and areas that need to be addressed.
3. Review the teaching performance portfolio.
4. Determine if the candidate has completed the requirements for the practicum satisfactorily and make recommendations if additional work is necessary.

**B. DEMONSTRATION OF KNOWLEDGE, SKILLS, AND DISPOSITIONS: The program shall require the demonstration in the use of competencies in the knowledge, skills, and dispositions required for a candidate.**

GUIDELINE 5: The candidate shall develop a portfolio to demonstrate professional competencies aligned with Danielson’s Framework including the following:

1. The candidate’s philosophy of education
2. Artifacts to address the four domains of the framework such as classroom rules and procedures, sample lesson plans, student work samples and analysis, parent communication, evidence of collaboration in working with colleagues and contributing to the life of the school, etc.; and
3. A sample unit plan for a minimum of five instructional periods, including student work, analysis, and instruction planned on assessments used.

*Detailed instructions shall be provided to the candidate regarding the specific requirements for the teacher performance portfolio.*

GUIDELINE 6: The candidate, in conjunction with the mentor teacher, shall develop an Individual Induction Plan to guide the professional growth of the teacher addressing the following:

1. Classroom Environment (Domain Two: Danielson Framework)
2. Instructional Planning and Delivery (Domains One and Three: Danielson Framework), and
3. Evidence of Student Learning (Domains One, Three and Four: Danielson Framework)

GUIDELINE 7: The candidate shall observe at least five master teachers, selected by the Candidate Support Team, who teach the grade levels appropriate for the teaching field, and reflect on each observation, identifying teaching strategies and their impact on student learning.

GUIDELINE 8: The candidate shall analyze and evaluate the practicum, including supervised experience in working with students, parents and working with interdisciplinary teams of professionals.

GUIDELINE 9: The candidate shall maintain satisfactory progress in fulfilling classroom responsibilities.

GUIDELINE 10: The program shall require the candidate to meet the requirements as specified in rule 505-2-08 and 505-2-20, Special Georgia Requirements.

## CREDENTIALS FOR CANDIDATE SUPPORT TEAM

**Office of Catholic School Supervisor: (Must have masters degree in a field of education, trained as Teacher Mentor)**

Name: Ceci McAuliffe

Employer: Archdiocese of Atlanta

Position Held: Director of Special Services

Credentials (certification, degrees, etc.): Education Specialist (UGA); GA Educational Leadership Certificate P-12; Instructional Supervision Endorsement

Signature: \_\_\_\_\_

**Building Administrator: (Principal, Assistant Principal, Curriculum Coordinator or other)**

Name: \_\_\_\_\_

Employer: \_\_\_\_\_

Position Held: \_\_\_\_\_

Credentials (certification, degrees, etc.): \_\_\_\_\_

Signature: \_\_\_\_\_

**Mentor: (Must be certified in same area as candidate or closely related field)**

Name: \_\_\_\_\_

Employer: \_\_\_\_\_

Position Held: \_\_\_\_\_

Credentials (certification, degrees, etc.): \_\_\_\_\_

Signature: \_\_\_\_\_

**Candidate:**

Name: \_\_\_\_\_

Employer: \_\_\_\_\_

Position Held: \_\_\_\_\_

Credentials (certification, degrees, etc.): \_\_\_\_\_

- Holds a Bachelors' degree or higher from a PSC-accepted accredited institution with a degree major in or related to the employment field
- Is currently employed in an Archdiocesan school, full time, in the field listed above.

**Test Affirmations**

Please confirm that you have met the Practicum test requirements.

Test Name	Test Date
GACE Basic Skills Assessment—Praxis I	_____
GACE Content Assessment—Praxis II	_____
GACE Professional Pedagogy Assessment—Praxis PLT	_____

Grade Level: \_\_\_\_\_

Field: \_\_\_\_\_

Signature: \_\_\_\_\_

# PSC ONE-YEAR PRACTICUM REQUIREMENTS

## I. Philosophy of Education

At the beginning of the school year the candidate should complete their Philosophy of Education. This statement should be shared with the school-based mentor as the starting point for their collaboration. At the end of the practicum experience the candidate and mentor will reflect on the Philosophy of Education and how the teacher's philosophy has evolved over the course of the year. The Philosophy of Education should be included in the portfolio and include the following:

- Statement of overarching beliefs regarding Catholic education
- Nature of instruction in your classroom (What is the role of the teacher? The student?)
- Beliefs on how students learn
- Beliefs on the importance of a faith based education
- Values/beliefs that guide your decision making

## II. Portfolio

The candidate should collect a wide variety of artifacts that document your practice and serve as evidence of the components in *Charlotte Danielson's Enhancing Professional Practice: A Framework for Teaching*.

- a. Class schedules
- b. Sample activities, lesson plans, unit plans
- c. Examples of handouts and worksheets
- d. Classroom rules and procedures
- e. Student profiles
- f. Student work samples and analysis
- g. Examples of written feedback to students
- h. Parent communication
- i. Self-assessment
- j. Evidence of collaboration in working with colleagues and contributing to the life of the school
- k. Individual Induction Plan

Other artifacts might include photographs of bulletin boards or learning centers, examples of games, reward systems, classroom floor plans, examples of technology integration, etc. All of the artifacts should be informative and selected purposefully to document your professional practice. It should not be a "scrapbook" of personal mementos or a "steamer truck" filled to the brim with an assortment of papers and materials!

**Each artifact should be accompanied by a brief statement or caption** which identifies it and describes the component of the framework that the evidence supports. This may be accomplished in one or two sentences. Special emphasis should be given to lessons learned through the experience the artifact represents; what worked, what did not work, and why.

Assemble your portfolio in a loose-leaf notebook. While the OCS supervisor will review your progress on the portfolio during each visit, you will formally share the portfolio with both your mentor and OCS supervisor in a summative portfolio conference. During this conference you will share the process you went through in selecting artifacts and the evidence each provides in documenting your professional growth.

These observations must include a written description of the focus of the observation and a summary of what was learned and how it might be applied in the candidate's classroom.

### **III. Professional Growth/Induction Plan**

1. First observation: The induction plan should focus on Domain 2: Classroom Environment
2. Second observation: The induction plan should focus on Domain 3: Instructional Planning and Delivery
3. Third observation: The induction plan should focus on evidence of student learning-Domain 1: Planning and Preparation, Domain: 3: Instructional Planning and Domain 4: Professional Responsibilities.

### **IV. Professional Reviews**

1. Each candidate is required to review at least two professional documents or audiovisual materials related to each observation's action plan focus.
2. Two reviews should be completed in each of Danielson's Four Domains for a total of eight reviews.

### **V. Textbooks/Selected Readings**

1. Reference throughout your portfolio how you incorporated researched-based practices. For example on a lesson-plan reference the research-based technique you used.
2. Critique each of the assigned textbooks in a format of your choice. (Maximum 4 or 5 pages per textbook)

#### **Assigned Textbooks/Selected Readings**

Danielson, C. (2007). *Enhancing Professional Practice: A Framework for Teaching*. Alexandria, Virginia: Association for Supervision and Curriculum Development.

Marzano, Robert. (2003) *Classroom Instruction that Works: Researched-Based Strategies for Increasing Student Achievement*. Alexandria, Virginia: Association for Supervision and Curriculum

Tomlinson, Carol Ann. (2003). *The Differentiated Classroom: Responding to the Needs of All Learners*. Alexandria, Virginia: Association for Supervision and Curriculum Development.

#### **Recommended Textbooks/Selected Readings**

Wong, Harry K. & Rosemary. (2005). *How to be an Effective Teacher: The First Days of School*. Mountain View, CA: Harry W. Wong Publications, Inc.

### **VI. Journal**

A weekly journal should document your professional growth as you reflect on your practice. Write brief journal entries describing your greatest accomplishment of the week, your greatest concern, and how you are addressing the concern.

## VII. Classroom Observations

### **By the Candidate**

- The candidate shall observe at least five teachers, one of which must be the mentor, and reflect on the observations. (One of these should be in a school setting that is culturally and socio-economically different from the candidate's home school. It should be an entire day at that school.)

These observations must include a written description of the focus of the observation and a summary of what was learned and how it might be applied in the Candidate's classroom.

### **By the Mentor**

The mentor shall conduct structured observations of the candidate a minimum of four times over the course of the year, twice each semester.

### **By the Office of Catholic Schools Supervisor**

The supervisor shall conduct structured observations of the candidate a minimum of three times over the course of the year, once each semester.

The school will be responsible for providing the candidate and the mentor release time for the structured observations. The candidate and the mentor will need release time for the pre-observation conferences, conferences, and post-observations with the Office of Catholic Schools supervisor.

Observations must include the following:

- A pre-observation conference conducted separately by the mentor and the administrator with the candidate is required. The conferences are necessary to provide focus for the observation, the purpose of the observation, and a time for the post observation conference. The Office of Catholic Schools supervisor may attend, if requested.
- The observations
- An Observation Reflection Form completed by the candidate after all observation are completed
- A post-observation conference. This conference is the heart of the process, for it is here that the candidate gains a perspective on teaching through dialogue and joint reflection that is otherwise unavailable. The mentor and administrator will usually begin the conference by encouraging the candidates self-reflection and analysis of the lesson. Through the observation-feedback sessions, the candidate reflects on the act of teaching, begins to see the reflection as a means of self-improvement, and makes decisions regarding the improvement of teaching practices. The OCS supervisor may conduct the post-observation conference on the same day as the observation and the administrator will provide release time for the candidate.

## **VIII. Recommendation for Certification**

At the conclusion of the practicum experience the Office of Catholic Schools will make the recommendation for certification based on a review of the candidate's overall performance throughout the program and the satisfaction of all program requirements. The recommendation will be chosen from the following options:

1. The candidate has demonstrated that he/she is proficient in all items and will be recommended by the Office of Catholic Schools for certification by the Professional Standards Commission.
2. The candidate has demonstrated that he/she is proficient in some areas, but additional time is needed before the teacher can be recommended for full certification by the Professional Standards Commission.
3. The candidate has not demonstrated that he/she is proficient in the required areas. The Office of Catholic Schools will not recommend certification by the Professional Standards Commission. The current school administration will make the decision on contract renewal for subsequent years.

## Candidate Portfolio Assessment Rubric

Dimensions	Levels of Achievement		
	Mastery	Minimum Requirements	Below Requirements
<p><b>Organization</b></p> <p><b>This dimension must be met before the remaining dimensions will be scored.</b></p>	<ul style="list-style-type: none"> <li>• Evidence neatly arranged in a large three- ring binder</li> <li>• Sections divided into the four domains from the <i><b>OCS Competencies Certification Form</b></i> are clearly marked and color coded</li> <li>• Section under each labeled domain, for each competency, clearly identified and connected to competency</li> <li>• Evidence that meets more than one competency is copied and placed under each appropriate section clearly labeled</li> <li>• Each section is clearly labeled detailed with an explanation as to how the evidence collected supports competency selected</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence arranged in a large three-ring binder</li> <li>• Sections divided into the four domains from the <i><b>OCS Competencies Certification Form</b></i></li> <li>• Section under each domain labeled for each competency</li> <li>• Evidence that meets more than one competency is copied and placed under each appropriate section</li> <li>• Each section is labeled with an explanation as to how the evidence collected supports the competency selected</li> </ul>	<ul style="list-style-type: none"> <li>• No binder or not arranged in orderly fashion</li> <li>• Sections not divided or not marked</li> <li>• No label for each competency or not marked</li> <li>• No multiple copies of evidence that meets more than one competency</li> <li>• No connections made or unclear</li> </ul>
<p><b>Content</b></p>	<ul style="list-style-type: none"> <li>• For each domain, three quality examples that exceed the required level of performance for each of the following categories (<b>Rubrics used in scoring each component must be included</b>)</li> </ul> <p><b>Domain 1-Planning and Preparation</b></p> <ol style="list-style-type: none"> <li>1. Lesson Plans that include all of the key components of Acquisition and Extending/Refining Lessons</li> <li>2. Examples of Differentiation Strategies</li> <li>3. Graphic Organizers</li> <li>4. Authentic Tasks and Assessments</li> </ol>	<p>For each domain, two quality examples that meet the required level of performance for each of the following categories (<b>Rubrics used in scoring each component must be included</b>)</p> <p><b>Domain 1-Planning and Preparation</b></p> <ol style="list-style-type: none"> <li>1. Lesson Plans that include some of the key components of Acquisition and Extending/Refining Lessons</li> <li>2. Examples of Differentiation Strategies</li> <li>3. Graphic Organizers</li> <li>4. Authentic Tasks and Assessments</li> </ol>	<p>Less than two examples from categories listed in the previous two columns.</p> <p>Examples may not meet the required level of performance according to the rubric. (<b>Rubrics used in scoring each component must be included.</b>)</p> <p><b>Not ALL Domains have examples</b></p>

Dimensions	Levels of Achievement		
	Mastery	Minimum Requirements	Below Requirements
	<p><b>Domain 2-The Classroom Environment: (Rubrics met at the Mastery Level and must be included.)</b></p> <ol style="list-style-type: none"> <li>1. Discipline Plan</li> <li>2. Classroom Floor Plan and Rationale</li> <li>3. Classroom Rules</li> <li>4. Classroom Environment Plan</li> <li>5. Other Classroom Environment documentation such as student surveys or interviews documenting proficiency in Classroom Environment</li> </ol> <p><b>Domain 3-Instruction:</b></p> <ol style="list-style-type: none"> <li>1. Observation Record documenting Mentor Observations and Conferences</li> <li>2. Examples of Student Work from various levels of achievement of the lesson/unit goals and/or expectations</li> <li>3. Copies of Written Feedback to Students</li> </ol> <p><b>Domain 4-Professional Responsibilities</b></p> <ol style="list-style-type: none"> <li>1. Copies of Administrator's Evaluations</li> <li>2. Documentation of Participation in School/Community/Activities</li> <li>3. Examples of Records Maintained</li> <li>4. Documentation of Participation in School Improvement Process</li> <li>5. Additional</li> </ol>	<p><b>Domain 2-The Classroom Environment: (Rubrics met at the Minimum Level and must be included.)</b></p> <ol style="list-style-type: none"> <li>1. Discipline Plan</li> <li>2. Classroom Floor Plan and Rationale</li> <li>3. Classroom Rules</li> <li>4. Classroom Environment Plan</li> <li>5. Other Classroom Environment documentation such as student surveys or interviews documenting proficiency in Classroom Environment</li> </ol> <p><b>Domain 3-Instruction:</b></p> <ol style="list-style-type: none"> <li>1. Observation Record documenting Mentor Observations and Conferences</li> <li>2. Examples of Student Work from various levels of achievement of the lesson/unit goals and/or expectations</li> <li>3. Copies of Written Feedback to Students</li> </ol> <p><b>Domain 4-Professional Responsibilities</b></p> <ol style="list-style-type: none"> <li>1. Copies of Administrator's Evaluations</li> <li>2. Documentation of Participation in School/Community/Activities</li> <li>3. Examples of Records Maintained</li> <li>4. Documentation of Participation in School Improvement Process</li> </ol>	<ul style="list-style-type: none"> <li>• Little or no documentation throughout portfolio</li> </ul>

	documentation such as Family Contact Log etc... 6. Teacher generated newsletters to families		
<b>Dimensions</b>	<b>Levels of Achievement</b>		
	<b>Mastery</b>	<b>Minimum Requirements</b>	<b>Below Requirements</b>
<b>Connections</b>	<p><b>Documentation from Required/Recommended Courses and Practicum:</b></p> <ol style="list-style-type: none"> <li>1. Transcripts from Required Courses</li> <li>2. Evidence of Implementation of Recommended Coursework</li> <li>3. Record of Pre/Post Conferences with Mentor Indicating Practicum Focus</li> <li>4. Journal of Practicum Experiences</li> </ol> <p><b>Other Artifacts Might Include:</b></p> <ol style="list-style-type: none"> <li>1. Photographs of Bulletin Boards or Learning Centers</li> <li>2. Examples of Games, Reward Systems</li> <li>3. Examples of Technology Integration</li> <li>4. Letters from Parents/Community Member</li> </ol> <p><b>All connections are clearly stated and clearly labeled</b></p> <ol style="list-style-type: none"> <li>1. Clear articulation throughout portfolio connecting Essential Curriculum, Instruction, Assessment, and Environment as evidenced by student work</li> <li>2. Evidence connected to 29 competencies</li> </ol>	<p><b>Documentation from Required/Recommended Courses and Practicum:</b></p> <ol style="list-style-type: none"> <li>1. Transcripts from Required Courses</li> <li>2. Evidence of Implementation of Recommended Coursework</li> <li>3. Record of Pre/Post Conferences with Mentor Indicating Practicum Focus</li> <li>4. Journal of Practicum Experiences</li> </ol> <p><b>Other Artifacts Might Include:</b></p> <ol style="list-style-type: none"> <li>1. Photographs of Bulletin Boards or Learning Centers</li> <li>2. Examples of Games, Reward Systems</li> <li>3. Examples of Technology Integration</li> <li>4. Letters from Parents/Community Member</li> </ol> <p><b>Most connections are clearly stated and clearly labeled</b></p> <ol style="list-style-type: none"> <li>1. Articulation throughout portfolio connecting Essential Curriculum, Instruction, Assessment, and Environment as evidenced by student work</li> <li>2. Evidence connected to 29 competencies</li> </ol>	<p><b>Few, if any, connections are clearly stated and clearly labeled</b></p> <ol style="list-style-type: none"> <li>1. Little articulation throughout portfolio connecting Essential Curriculum, Instruction, Assessment, and Environment as evidenced by student work</li> <li>2. Little evidence connected to 29 competencies</li> </ol>

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# INDIVIDUAL INDUCTION PLAN

## STEPS FOR COMPLETING THE INDIVIDUAL INDUCTION PLAN

- Step 1: The mentor and candidate discuss Domains 1, 2, 3, and 4 and the rubrics that accompany them.
- Step 2: After each observation, the mentor and administrator will meet to discuss goals for the Candidate to consider for each domain.
- Step 3: The mentor and candidate prioritize the list of practices selecting the two or three most important and set those improvement practices as goals.
- Step 4: The mentor and candidate determine which of the effective practices the candidate would most like to focus on and why.
- Step 5: Together the pair completes one Individual Induction Plan form per goal as follows:
- Circle the appropriate Domain containing the practice.
  - Write down the Improvement goal(s) for that practice.
  - Begin with the end in mind: Answer the two questions with specific teacher or student behaviors that would indicate that the goal had been achieved. What products or performance would be evidence of achievement?
  - Methods/Strategies determine what the candidate needs to do to accomplish the goal--- what strategy, i.e., a professional learning course, observing a master teacher in that goal, a case study...
  - Time Line: When does the candidate need to participate in the strategies and have all recommended strategies or methods completed?
  - Resources/Support: Who supplies the strategy/method or arranges it for the candidate? For example, the mentor may need to set up an observation, a principal may need to arrange release time, and the candidate may need to register for a Professional Learning class...
  - Indicators of Progress: This is a working tool that the mentor and the candidate visit often. What is evident in the candidate's practice that indicates that improvement is or is not taking place? How will the candidate respond to challenges to improvement? These indicators could be from products or performance of the candidate.

# INDIVIDUAL INDUCTION PLAN

Candidate \_\_\_\_\_

School \_\_\_\_\_

Mentor \_\_\_\_\_

**Component of: Domain 1**

**Domain 2**  
(Circle appropriate domain)

**Domain 3**

**Domain 4**

**Goals:**

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How will I know when I'm there? What evidence will support my conclusion?

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<b>Methods/Strategies</b>	<b>Time Line</b>	<b>Resources/Support</b>	<b>Indicators of Progress</b>

\_\_\_\_\_  
Candidate Signature

\_\_\_\_\_  
Mentor Signature





## CANDIDATE PRE-CONFERENCE OBSERVATION FORM

Candidate:		CST Observer:	
Dates of Pre-conference:			
<b>Lesson Information:</b>			
1. What subject will the teacher be teaching when observed?			
2. What is (are) the objective(s) of the lesson that will be observed?			
3. List your pre-conference question(s), as well as the response for each question. <b>Bold each question.</b>			
<b>OBSERVATION:</b>			
1. What is the specific focus of the observation?			
2. How will the observational data be recorded?			
Date the observation will take place:			
Location:		Time:	
Date the post-conference will take place:			

\_\_\_\_\_  
Candidate Signature

\_\_\_\_\_  
Observer Signature

CLASSROOM OBSERVATION RECORD FOR CST MEMBERS

DOMAIN 2: THE CLASSROOM ENVIRONMENT

Candidate

Observer:

: \_\_\_\_\_

Subject:

Date:

U= Unsatisfactory

B=Basic

P=Proficient

D=Distinguished

2a: Respect and Rapport	Level of Performance	U	B	P	D
	<b>Teacher Interaction w/students:</b> Interactions are friendly, demonstrate warmth, caring and respect. Students exhibit respect for teacher.				
	<b>Student Interaction:</b> Student interactions are polite and respectful.				
2b: Culture for Learning	Level of Performance	U	B	P	D
	<b>Importance of Content:</b> Teacher conveys genuine enthusiasm for subject/students demonstrate consistent commitment to content.				
	<b>Student Pride in Work</b> Teacher provides opportunities for students to demonstrate pride in their work.				
	<b>Expectations for Learning and Achievement</b> Instructional goals, activities, interactions, and classroom environment convey expectations for student achievement.				
	Teacher models Christian conduct and Catholic values in classroom instruction.				
2c: Classroom Procedures	Level of Performance.	U	B	P	D
	<b>Management of Inst. Groups</b> Tasks for groups are organized/groups are managed so students are engaged.				
	Transitions are smooth/little time is wasted.				
	Materials are handled routinely and smoothly/little time is lost.				
	Non-instructional duties are efficient with little waste of time.				
	Volunteers/para-pros are productively and independently engaged during the entire class time.				
2d: Student Behavior	Level of Performance	U	B	P	D
	<b>Managing Student Behavior Expectations:</b> Student behavior reflects expectations of Christian conduct.				
	<b>Monitoring:</b> Teacher is alert to student behavior at all times.				
	<b>Response to Misbehavior:</b> Teacher response to misbehavior is appropriate and successful; respects student's dignity.				
2e: Classroom Environment	Level of Performance	U	B	P	D
	<b>Safety and Arrangement:</b> The classroom is safe, welcoming and attractive and the arrangement is a resource for learning activities.				
	Classroom environment reflects the presence and centrality of Catholic identity.				

**Accessibility to Learning and Use of Physical Resources:**

Teacher uses physical resources skillfully, and all learning is equally accessible to all students.

## CLASSROOM OBSERVATION RECORD FOR CST MEMBERS

### DOMAIN 3: INSTRUCTION

Candidate \_\_\_\_\_

Observer: \_\_\_\_\_

Subject: \_\_\_\_\_

Date: \_\_\_\_\_

**U= Unsatisfactory****B=Basic****P=Proficient****D=Distinguished**

	<b>U</b>	<b>B</b>	<b>P</b>	<b>D</b>
<b>3a: Communicating Clearly and Accurately</b>	<b>Level of Performance</b>			
	<b>Directions and Procedures:</b> These are clear to students and anticipate student misunderstanding.			
	<b>Oral and Written Language:</b> Teacher's spoken and written language is correct and expressive, with well chosen vocabulary that enriches the lesson.			
<b>3b: Using Questioning and Discussion Techniques</b>	<b>Level of Performance</b>			
	<b>Quality of Questions:</b> Questions are uniformly high quality. Adequate time is given to students to respond. Students are encouraged to formulate questions.			
	<b>Discussion Techniques:</b> Teacher provides opportunities for students to assume responsibility for success of discussion, initiating topics, and making unsolicited contributions.			
	<b>Student Participation:</b> Teacher provides opportunities for students to ensure that all voices are heard in the discussion.			
<b>3c: Engaging Students in Learning</b>	<b>Level of Performance.</b>			
	Representation of content is appropriate and links to students' prior knowledge and experience.			
	<b>Activities and Assignments:</b> Teacher ensures that all students are engaged in their exploration of content.			
	<b>Grouping of students:</b> Instructional groups are productive and appropriate to the instructional goals of the lesson.			
	Instructional materials and resources are suitable to the instructional goals and engage students.			
	Structure and pacing of the lesson is highly coherent, allowing for reflection and closure as appropriate.			
<b>3d: Providing Feedback to Students</b>	<b>Level of Performance</b>			
	Quality of feedback is accurate, substantive, constructive and specific.			
	<b>Timeliness:</b> Feedback is consistently provided in a timely fashion.			
	Teacher encourages students to make prompt use of feedback.			
<b>3e: Demonstrating Flexibility and Responsiveness</b>	<b>Level of Performance</b>			
	<b>Lesson Adjustment:</b> Teacher successfully makes a major adjustment to a lesson if necessary.			
	<b>Response to Students:</b> Teacher seizes a major opportunity to enhance student learning, building on a spontaneous event.			

	<b>Persistence:</b> Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting extra resources from the school when necessary.				
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RUBRIC FOR LEARNING UNIT:  
DOMAIN 1

	<b>Mastery</b>	<b>Minimum Requirements</b>	<b>Below Requirements</b>	
<b>Content</b>	Alignment with curriculum standards is clear and explicit with learning activities and assessments directly related to students' attainment of the standards	Clear alignment with curriculum standards with most learning activities and assessments directly related to students' attainment of the standards	Alignment with curriculum standards is difficult to determine or learning activities and assessments are not related to the students' attainment of the standards	
	Content is organized around a substantive objective and learning clearly leads to an understanding of the concept	Content is organized around an objective but concept may not be completely developed in the learning activities	Content is not organized around an objective	
	Objectives are clearly communicated to articulate facts, understandings stated as generalizations, and skills	Objectives for the most part involve facts, understandings, and skills	Objectives are unclear or only address factual knowledge	
	<b>Essential Questions</b>	Questions clearly communicate the learning objectives, provide the central focus, and inspire student interest	Questions communicate the learning objectives	Questions are missing, unclear, or poorly stated or do not relate to unit objectives
		Lesson essential questions support and lead to understanding of the unit essential question	Most lesson essential questions support the unit essential question	Lesson essential questions do not relate to the unit essential question
		Students are given many opportunities to answer the essential questions	Opportunities are provided for students to answer the essential questions	Students do not answer the essential questions

	<b>Mastery</b>	<b>Minimum Requirements</b>	<b>Below Requirements</b>
<b>Assessment</b>	The product or performance is authentic and clearly assesses the unit objectives	The product or performance assesses the unit objectives	Assessment is unrelated to the unit objectives
	The scoring rubric clearly describes the dimensions, criteria, and levels of quality	The scoring rubric describes the dimensions, criteria, and levels of quality	Scoring rubric is absent or is only a checklist
	Formative assessment is used throughout the unit and clearly drives instruction	Formative assessment is used throughout the unit	No evidence of formative assessment
<b>Lessons</b>	Acquisition lessons implement all the key components: activating strategies, collaborative pairs, graphic organizers, and summarizing strategies	Acquisition lessons use most of the key components: activating strategies, collaborative pairs, graphic organizers, and summarizing	Missing key components
	Extending and refining lessons are well developed, engaging, and use higher level thinking skills such as compare and contrast, induction, decision-making, etc. requiring students to do something with their knowledge	Extending and refining lessons use higher level thinking skills such as compare and contrast, induction, decision-making, etc requiring students to do something with their knowledge	Few if any extending and refining lessons not use higher level thinking skills and only require students to recall information
<b>Differentiation</b>	Uses appropriately challenging tiered activities involving higher level thinking and focused on key understandings	Most tiered activities involve higher level thinking and focus on key concepts and generalizations	No tiered activities or activities not designed to differentiate according to student readiness
	Varies many tasks by student interest or learning profile	Varies some tasks by student interest or learning profile	No accommodation for student interest or learning profile

LEARNING UNIT TEMPLATE: DOMAIN 1

Date: \_\_\_\_\_

Day	Subject	Objective or Essential Questions	Activities	Materials/Technology	Evaluation/HW
1					
2					
3					
4					
5					

# KNOWLEDGE OF STUDENTS AND SUPPORTING RESOURCES FORM

## DOMAIN 1

Name \_\_\_\_\_ School \_\_\_\_\_

Grade Level \_\_\_\_\_ Subject \_\_\_\_\_ Date \_\_\_\_\_

1. What techniques do you use to learn about your students' ....background knowledge and skills?

....interests outside school?

....cultural heritage?

2. What instructional resources are available to enhance your students' experience in this subject? (Examples are films, videos, museums, and experts in the community.)

3. What student support resources are available for students if needed? (Examples are counseling, medical facilities, and clothing contributions.)

CLASSROOM OBSERVATION RECORD FOR CST MEMBERS  
DOMAIN 1: PLANNING AND PREPARATION

Teacher: \_\_\_\_\_ Observer: \_\_\_\_\_

Subject: \_\_\_\_\_ Date: \_\_\_\_\_

**U= Unsatisfactory      B=Basic      P=Proficient      D=Distinguished**

<b>1a: Demonstrating Knowledge of Content and Pedagogy</b>	<b>Level of Performance</b>	<b>U</b>	<b>B</b>	<b>P</b>	<b>D</b>
	<b>Knowledge of Content:</b> Teacher displays extensive content knowledge.				
	<b>Knowledge of Content Related Pedagogy:</b> Teacher displays continuing search for best practice. Teacher anticipates student misconceptions.				
	<b>Knowledge of Prerequisite Relationships:</b> Teacher actively builds on knowledge of Prerequisite relationships by describing instruction or seeking causes for student misunderstanding.				
<b>1b: Demonstrating Knowledge of Students</b>	<b>Level of Performance</b>	<b>U</b>	<b>B</b>	<b>P</b>	<b>D</b>
	<b>Knowledge of Characteristics of Age Group:</b> Teachers display knowledge of developmental characteristics, patterns, and how each student follows patterns.				
	<b>Knowledge of Students' Varied Approaches to Learning:</b> Teacher uses this knowledge in instructional planning.				
	<b>Knowledge of Students' Skills and Knowledge:</b> Teacher displays this knowledge for all students, including those with special needs.				
	<b>Knowledge of Students Interests and Cultural Heritage:</b> Teacher displays this knowledge for each student.				
<b>1c: Selecting Instructional Goals</b>	<b>Level of Performance.</b>	<b>U</b>	<b>B</b>	<b>P</b>	<b>D</b>
	<b>Value:</b> Goals are valuable and are clearly articulated by the teacher. Goals have high expectations. Goals relate to the curriculum and standards.				
	<b>Clarity:</b> Goals are clear, written for student clarity, and permit varied methods of assessment.				

<p><b>1c: Selecting Instructional Goals (cont.)</b></p>	<p><b>Suitability for Diverse Students:</b> Goals account for varying learning needs of all students.</p>				
<p><b>1d: Demonstrating Knowledge of Resources</b></p>	<p><b>Balance:</b> Goals reflect student initiative in essential learning.</p>				
<p><b>1e: Designing Coherent Instruction</b></p>	<p><b>Level of Performance</b></p>	U	B	P	D
<p><b>1f: Assessing Student Learning</b></p>	<p><b>Resources for Teaching:</b> Teacher actively seeks school, Archdiocesan and outside resources to enhance instruction.</p>				
<p><b>1f: Assessing Student Learning</b></p>	<p><b>Resources for Students:</b> Teacher actively seeks Archdiocesan and additional resources available through the community for instruction.</p>				
<p><b>1f: Assessing Student Learning</b></p>	<p><b>Level of Performance</b></p>	U	B	P	D
<p><b>1f: Assessing Student Learning</b></p>	<p><b>Learning activities:</b> Activities are relevant to students and instructional goals. Student progress coherently produces a unified whole and reflects current research.</p>				
<p><b>1f: Assessing Student Learning</b></p>	<p><b>Instructional Materials and Resources:</b> Materials support instructional goals and engage students in meaningful learning. There is evidence of student participation in selecting materials.</p>				
<p><b>1f: Assessing Student Learning</b></p>	<p><b>Instructional Groups:</b> Groups are varied. Evidence exists of student choice in selecting different patterns of instructional groups.</p>				
<p><b>1f: Assessing Student Learning</b></p>	<p><b>Lesson and Unit structure:</b> Structure is clear and allows for different pathways according to student needs.</p>				
<p><b>1f: Assessing Student Learning</b></p>	<p><b>Level of Performance</b></p>	U	B	P	D
<p><b>1f: Assessing Student Learning</b></p>	<p><b>Congruence with Instructional Goals:</b> Assessment is congruent with content and process instructional goals.</p>				
<p><b>1f: Assessing Student Learning</b></p>	<p><b>Criteria and Standards:</b> These are clear and have been clearly communicated to the students. Evidences exists that students have contributed to their development.</p>				
<p><b>1f: Assessing Student Learning</b></p>	<p><b>Use for Planning:</b> Students are aware of how they are meeting the established standards and participate in the planning of the next step.</p>				

## MASTER TEACHER OBSERVATION FORM

This information is to be maintained by the candidate during each year and included in the portfolio. **A minimum of five (5) experiences are required during the practicum year. One experience should be an entire day in another school.**

Name \_\_\_\_\_ School \_\_\_\_\_ School Year \_\_\_\_\_

<i>Competency</i>	<i>Date</i>	<b>Teacher/ Location (Name and School)</b>	<b>Activity</b>	<b>Focus of Observation (ex. behavior management)</b>	<b>Benefits Derived by the Candidate</b>
Comp. 2					
Comp. 6					
Comp. 13					
Comp. 17					
Comp. 20					

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Candidate Signature                      Date

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Mentor Signature                      Date









**Teacher:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Observer:** \_\_\_\_\_ **Time of Observation:** \_\_\_\_\_

**Subject:** \_\_\_\_\_

This checklist represents activities directly observed during a 10-20 minute, unannounced, drop-in observation period for the above named teacher.

\_\_\_\_\_ Teacher was present in the classroom.

\_\_\_\_\_ Teacher was engaged in active instruction

\_\_\_\_\_ Teacher introduced lesson

\_\_\_\_\_ Teacher used a variety of teaching techniques

\_\_\_\_\_ Teacher asked lower and higher level questions

\_\_\_\_\_ Teacher summarized main points of the lesson

\_\_\_\_\_ Teacher asked questions to monitor for student understanding

\_\_\_\_\_ Teacher assigned appropriate homework

\_\_\_\_\_ Teacher allowed adequate time for homework to be copied

\_\_\_\_\_ Students were engaged in lesson

\_\_\_\_\_ Students were attentive to lesson

\_\_\_\_\_ Students were working at their seat (silently reading, seatwork)

\_\_\_\_\_ Students were working in cooperative groups

\_\_\_\_\_ Students were taking a test/quiz

\_\_\_\_\_ Teacher maintained classroom control

\_\_\_\_\_ Teacher circulated around classroom

\_\_\_\_\_ Teacher used a variety of classroom management techniques to maintain classroom control-  
proximity control, voice, humor, visual cues, and/or respect

\_\_\_\_\_ Teacher was working on the computer.

Other Comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Competencies	Evidence	Notes
<b>Domain 1: Planning and Preparation</b>		
1. The candidate demonstrates solid knowledge of content, of connections and prerequisite relationships, of content-related pedagogy and of connections with technology.  1a	<ul style="list-style-type: none"> <li>• Philosophy of Education</li> <li>• Current Georgia Certificate</li> <li>• College Transcripts</li> <li>• Professional Learning Log</li> <li>• GACE/Praxis Pedagogy Scores</li> <li>• GACE/Praxis Content Scores</li> <li>• GACE Basic Skills Scores or evidence of exemption</li> <li>• Exceptional Children’s Class</li> <li>• Class Syllabus</li> <li>• Feedback on student work</li> </ul>	
2. The candidate demonstrates a working knowledge of age-group characteristics, different students’ approaches to learning, students’ skills, knowledge levels, interests, cultural heritage, and special needs.  1b	TWO lesson plans demonstrating knowledge of-- <ul style="list-style-type: none"> <li>• Learning styles</li> <li>• Differentiation strategies</li> <li>• Age-group characteristics</li> <li>• Student interests and cultural heritage</li> <li>• Master Teacher Evaluation Form</li> <li>• Knowledge of Students and Supporting Resources Form</li> </ul>	Knowledge of Students and Supporting Resources Form
3. The candidate demonstrates an appreciation of the diversity of the students, the staff, and of the community and capitalizes on the richness of that diversity.  1b	TWO lesson plans demonstrating knowledge of diversity relating to-- <ul style="list-style-type: none"> <li>• Students</li> <li>• Staff</li> <li>• Community</li> <li>• Knowledge of Students and Supporting Resources Form</li> </ul>	Knowledge of Students and Supporting Resources Form
4. The candidate selects goals that are valuable, clear, suitable for diverse students, and balanced among types of learning.  1c	TWO Unit Plans <ul style="list-style-type: none"> <li>• Acquisition lessons or lesson plan</li> <li>• Extending and refining lessons</li> <li>• Graphic organizers</li> <li>• Differentiation strategies</li> <li>• Authentic tasks and assessments</li> <li>• Rubrics or grading policies</li> <li>• Clarified learning goals</li> </ul>	Unit Planning Template Unit Plan Rubric
5. The candidate actively seeks and utilizes varied instructional materials and community resources, including technology, to enhance teaching and learning  1d.	TWO lesson plans utilizing varied-- <ul style="list-style-type: none"> <li>• Instructional materials</li> <li>• Community resources</li> <li>• Use of technology</li> <li>• Inclusion of guest speaker</li> </ul>	
Competencies	Evidence	Notes

<p>6. The candidate's instructional plans are coherent, structured and varied in selection of learning activities, resources, groupings, and time allocations and suitable to the students and to the instructional goals.</p> <p style="text-align: right;">1e</p>	<p>TWO Unit Plans</p> <ul style="list-style-type: none"> <li>• Acquisition lessons or lesson plans</li> <li>• Extending and refining lessons</li> <li>• Graphic organizers</li> <li>• Differentiation strategies</li> <li>• Authentic tasks and assessments</li> <li>• Rubrics or grading policies</li> <li>• Clarified learning goals</li> <li>• Master Teacher Evaluation Form</li> </ul>	<p>Unit Planning Template Unit Planning Rubric</p>
<p>7. The candidate utilizes varied assessment methods, including those through technology, that are congruent with the goals for learning; students understand the criteria and standards; and the candidate utilizes assessment results to plan for and differentiate instruction.</p> <p style="text-align: right;">1f</p>	<p>Assessments</p> <ul style="list-style-type: none"> <li>• Two Formal</li> <li>• Two Informal</li> </ul> <p>Note: Copyrighted materials, notebooks, tests and worksheets cannot be used as documentation unless you describe how you adapted and implemented materials in your classroom.</p>	
<p>8. The candidate effectively integrates Catholic teaching in instruction.</p>	<p>Lesson Plan indicating some examples -</p> <ul style="list-style-type: none"> <li>• Opening prayer</li> <li>• Scripture reading</li> <li>• Prayer</li> <li>• Book of Intentions</li> <li>• Notes on student work</li> <li>• Other</li> </ul>	
<p>9. The candidate demonstrates a respect for the spiritual life of the school and religious curriculum.</p>	<ul style="list-style-type: none"> <li>• Copies of curriculum maps</li> <li>• Copy of planning calendar</li> <li>• Copy of program from event</li> <li>• Copy of notes from program event</li> </ul>	<p>Professional Learning Log</p>
<b>Domain 2: Classroom Environment</b>		
<p>10. The candidate /student interactions and student/student interactions are friendly, warm, caring, polite, respectful, and developmentally and culturally appropriate.</p> <p style="text-align: right;">2a</p>	<p>TWO examples of the following--</p> <ul style="list-style-type: none"> <li>• Student interviews</li> <li>• Observation record</li> <li>• Student and teacher notes</li> <li>• Student inventories or surveys</li> <li>• Administration Evaluation</li> <li>• Other</li> </ul>	
<p>11. The candidate establishes a culture of learning where students are committed to the value of the subject, accept the teacher's high expectations, and take pride in quality work and conduct.</p> <p style="text-align: right;">2b</p>	<p>TWO examples of the following--</p> <ul style="list-style-type: none"> <li>• Observation record</li> <li>• Student inventories or surveys</li> <li>• Other</li> </ul>	
<p><b>Competencies</b></p>	<p><b>Evidence</b></p>	<p><b>Notes</b></p>

<p>12. The candidate effectively manages instructional groups, transitions, materials, supplies, non-instructional duties, and supervision of volunteers and paraprofessionals.</p> <p style="text-align: right;">2c</p>	<ul style="list-style-type: none"> <li>• ONE classroom procedures plan</li> <li>• Mentor observation</li> <li>• ONE of the following: <ul style="list-style-type: none"> <li>○ Observation record</li> <li>○ Volunteer or paraprofessional plans or explanations</li> </ul> </li> </ul>	
<p>13. The candidate makes standards of conduct clear, is consistently alert to student behavior, and responds appropriately, respectfully, and successfully to student behavior.</p> <p style="text-align: right;">2d</p>	<ul style="list-style-type: none"> <li>• ONE Discipline plan</li> <li>• ALL student rules</li> <li>• ONE Observation record</li> <li>• Documentation of calls to parents</li> <li>• Copy of referral forms</li> <li>• Master Teacher Observation Form</li> </ul>	<p>Master Teacher Observation Form</p>
<p>14. The candidate arranges the classroom and organizes physical space and materials skillfully, resourcefully, and with safety in mind.</p> <p style="text-align: right;">2e</p>	<ul style="list-style-type: none"> <li>• ONE classroom floor plan and rationale</li> <li>• Seating chart</li> <li>• Observation record</li> <li>• Photographs of classroom(if available)</li> </ul>	
<p>15. The candidate appropriately models Catholic values in interaction with students.</p>	<p>Lesson Plan indicating some examples listed below--</p> <ul style="list-style-type: none"> <li>• Opening prayer</li> <li>• Scripture reading</li> <li>• Prayer</li> <li>• Book of Intentions</li> <li>• Notes on student work</li> <li>• Other</li> </ul>	
<b>Domain 3: Instruction</b>		
<p>16. The candidate's directions and procedures, both oral and written language, are communicated clearly and accurately.</p> <p style="text-align: right;">3a</p>	<ul style="list-style-type: none"> <li>• ONE Observation record</li> <li>• Lesson plans with oral and written directions and procedures</li> </ul>	
<p>17. The candidate's questions and discussion techniques use high level thinking skills and engage all students.</p> <p style="text-align: right;">3b</p>	<ul style="list-style-type: none"> <li>• ONE Observation record</li> <li>• Lesson plans that include lecture notes, questions used in class discussion, engaging activities</li> <li>• Seating charts to show questioning routines or other method to question students</li> <li>• Master Teacher Observation Form</li> </ul>	<p>Master Teacher Observation Form</p>
<b>Competencies</b>	<b>Evidence</b>	<b>Notes</b>

<p>18. The candidate utilizes engaging and varied representations of content, instructional strategies, assessment techniques, activities, assignments, technology, grouping configurations, materials and resources, structure and pacing.</p> <p style="text-align: right;">3c</p>	<ul style="list-style-type: none"> <li>• ONE Observation record</li> <li>• ONE lesson plan that includes: <ul style="list-style-type: none"> <li>○ Materials and resources</li> <li>○ Structure and pacing</li> <li>○ Instructional strategies</li> <li>○ Activities and assignments</li> <li>○ Assessment techniques</li> </ul> </li> <li>• Other evidence may include- <ul style="list-style-type: none"> <li>○ Photographs of bulletin boards or learning centers</li> <li>○ Examples of games or reward systems</li> <li>○ Grouping configurations</li> <li>○ Student performance records</li> </ul> </li> </ul>	
<p>19. The candidate's feedback to students is consistently accurate and reflective of students' work and is given in a timely manner.</p> <p style="text-align: right;">3d</p>	<ul style="list-style-type: none"> <li>• ONE Observation record</li> <li>• THREE or more examples of student work (from various levels of achievement of the lesson/goals and/or expectations with written content related feedback)</li> <li>• Three Mentor's Guide to Examining Student Work Forms</li> <li>• Master Teacher Observation Form</li> </ul>	Mentor's Guide to Examining Student Work Form
<p>20. The candidate demonstrates flexibility and responsiveness by adjusting lessons, responding to students, and being persistent.</p> <p style="text-align: right;">3e</p>	<ul style="list-style-type: none"> <li>• ENTIRE Mentor Log with ALL Mentor Observation and conferences</li> <li>• Opportunities for student self assessment and peer assessment</li> <li>• Weekly Journal</li> <li>• Master Teacher Observation Form</li> </ul>	
<b>Domain 4: Professional Responsibilities</b>		
<p>21. The candidate accurately assesses lessons' effectiveness and demonstrates an understanding of how to modify subsequent lessons.</p> <p style="text-align: right;">4a</p>	<ul style="list-style-type: none"> <li>• ALL Observation Reflection Sheets</li> <li>• ALL copies of observation with pre/post observation conferences</li> <li>• ALL copies of administrators' and supervisors' evaluations including Annual Evaluation</li> </ul>	
<p>22. The candidate maintains accurate, complete records of student assignments and learning and of non-instructional activities.</p> <p style="text-align: right;">4b</p>	<ul style="list-style-type: none"> <li>• ONE Grade Report</li> <li>• ONE Progress Report</li> <li>• ONE Attendance and assignment document (field trip list)</li> <li>• At least ONE example of each special education record (if applicable)</li> <li>• ONE non-instructional report (school committee or team)</li> </ul>	

Competencies	Evidence	Notes
23. The candidate frequently and successfully provides instructional information and student progress information to parents and engages families in the school program. 4c	<ul style="list-style-type: none"> <li>• ONE syllabus with parent signature</li> <li>• ONE weekly report (if applicable)</li> <li>• ONE teacher generated newsletter or letter to parents</li> <li>• At least ONE email documentation to parent</li> <li>• Family Contact log</li> </ul>	
24. The candidate is supportive of and cooperative with administrators, colleagues and volunteers and makes substantial contributions to school and Archdiocesan projects. 4d	<ul style="list-style-type: none"> <li>• ONE Journal of Practicum Experiences</li> <li>• ONE Professional Contribution Log</li> <li>• ONE Professional Development Log</li> <li>• Program Evaluation Form</li> </ul>	
25. The candidate actively seeks professional development to enhance content and pedagogical skills and actively assists other educators. 4e	<ul style="list-style-type: none"> <li>• ALL professional learning transcripts</li> <li>• Complete list of seminars attended</li> <li>• ONE example of implementation of recommended coursework</li> <li>• Other evidence that may include minutes from staff, department, team or grade level meetings</li> </ul>	Any additional staff development documentation
26. The candidate proactively serves all students, challenges negative attitudes, and takes a leadership role in high quality decision-making. 4f	<ul style="list-style-type: none"> <li>• At least ONE example of SST Minutes and Modifications forms</li> <li>• Other evidence that may include: <ul style="list-style-type: none"> <li>○ Before/after school tutoring or activities</li> <li>○ Department or grade level strategy meetings</li> </ul> </li> </ul>	
27. The candidate understands and actively participates in the school's School Improvement process.	<ul style="list-style-type: none"> <li>• School Improvement Plan and committee assignment</li> <li>• Documentation of participation in the School Improvement process</li> <li>• Individual Induction Plans</li> <li>• Aggregated student performance data with analysis</li> </ul>	
28. The candidate fulfills all non-teaching duties according to Archdiocesan and school policies and procedures.	<ul style="list-style-type: none"> <li>• Duty Roster</li> <li>• Local school developed policies and procedures verification</li> <li>• Signature sheet from local school employee handbook</li> <li>• Other</li> </ul>	
29. The candidate show reverence for the religious atmosphere of the school.	<ul style="list-style-type: none"> <li>• Copy of plan book to show- <ul style="list-style-type: none"> <li>○ Attendance at Mass</li> <li>○ Prayer services led by candidate</li> <li>○ Adoration schedule</li> </ul> </li> <li>• Other</li> </ul>	

## PROGRAM EVALUATION FORM

### SUPERVISOR, ADMINISTRATOR, MENTOR FEEDBACK (USE THIS FORM TO EVALUATE EACH OF THE MEMBERS OF THE CST)

Candidate: \_\_\_\_\_

Mentor/Supervisor/Administrator: \_\_\_\_\_ (Circle One)

School: \_\_\_\_\_ Date: \_\_\_\_\_

**Please comment upon the following prompts with "Yes", "No", and provide explanation if needed:**

<b>My Mentor:</b>	<b>Yes</b>	<b>No</b>	<b>N/A or Comments</b>
1. Assisted me in establishing goals for myself; for my classes			
2. Made suggestions for time management			
3. Helped me learn to plan and prepare for instruction			
4. Assisted me in understanding the diversity of my students and their families			
5. Assisted me in developing a rapport of respect with my students			
6. Helped me plan for the physical environment of my room			
7. Encouraged me to develop a variety of classroom management techniques			
8. Assisted me in developing a discipline plan			
9. Made suggestions for utilizing technology in my teaching			
10. Assisted me in utilizing different teaching strategies			
11. Helped me to learn to differentiate instruction			
12. Made suggestions for growth and improving my delivery of instruction			
13. Helped me to design alternative assessment/performance assessments			
14. Observed me frequently and provided quality feedback			
15. Made suggestions for parent conferences			
16. Encouraged me to reflect upon my own teaching and other performances			
17. Facilitated my observing other teachers			
18. Assisted me in integrating fully with the other faculty and staff			

19. Included me in all professional activities			
20. Promoted my professional growth			
21. Assisted in educating me on the spiritual mission of the school			
22. Respected my views and feelings			
23. Gave me confidence			
24. Was approachable			
25. Was accessible			

**Strong aspects of my collaboration:**

**Our collaboration could have been improved by:**

**Other comments:**

**Candidate's signature:** \_\_\_\_\_ **Date** \_\_\_\_\_

**Delivered to** \_\_\_\_\_ **at Office of Catholic Schools on** \_\_\_\_\_ **(date).**

## DISMISSAL FROM THE OFFICE OF CATHOLIC SCHOOLS ONE YEAR SUPERVISED PRACTICUM PROGRAM

The following are guidelines for a candidate's dismissal from the OCS One Year Supervised Practicum program. Candidates should understand that dismissal from One Year Supervised Practicum may lead to termination of your teaching contract.

1. A candidate may be dismissed from One Year Supervised Practicum Program at any time he/she is not making significant progress toward certification as outlined in a candidate timeline.
2. A candidate may be dismissed from not attending all informational sessions during the year.
3. A candidate may be dismissed for not taking the required courses as scheduled through the One Year Supervised Practicum Coordinator's office.
4. A candidate may be dismissed for not taking additional coursework recommended by the Candidate Support Team.
5. A candidate may be dismissed at the recommendation of the systems' Human Resource Director's office.
6. A candidate may be dismissed if he/she is not offered a contract/recommendation for employment for the following year.
7. A candidate may be dismissed for failure to pay the appropriate fees on time.

The candidate may appeal the dismissal recommendation as explained below.

Formal candidate complaints will be kept in the Office of Catholic Schools One Year Supervised Practicum Program office and presented to the One Year Supervised Practicum Advisory Committee as they occur.

Appropriate action will be taken on a case-by-case basis according to the Office of Catholic Schools appeals process.

A candidate who disagrees with the recommendation of the instructor or program coordinator may appeal according to the following procedures:

1. Within one week the candidate submits a written appeal to the instructor/coordinator stating substantial reasons that support the appeal, the instructor and candidate schedule a meeting to discuss the appeal, the instructor will give the candidate a written response within one week of the meeting.
2. If the result of the meeting with the instructor is not satisfactory, the candidate may appeal to the Office of Catholic Schools Associate Superintendent who in turn schedules a meeting with the candidate and after careful consideration of the appeal will make a decision and send written notice of the decision to the candidate within two weeks of the meeting.
3. The candidate may then appeal to the Superintendent of Catholic Schools whose decision in the matter will be final.