

**Armstrong Atlantic State University
College of Education**



**University Supervisor Handbook
Fall 2009**



**Office of Field Experiences,
Clinical Practice and
Partnerships**

Armstrong Atlantic State University
11935 Abercorn Street
Savannah, Georgia 31419-1997
Phone: 912.344.2757 • Fax:
912.344.3412

Dear University Supervisor,

On behalf of the College of Education at Armstrong Atlantic State University, thank you for agreeing to be an AASU College of Education university supervisor. The College of Education realizes the importance of this critical role for our students, cooperating teachers and partner schools. We recognize how much time, effort, and initiative it takes to prepare and guide our interns through Internship II/Graduate Internship.

In order to support your hard work and to guide your efforts, we have created a resource handbook for your use as you perform your responsibilities. We hope the handbook will also clearly identify your responsibilities to the interns, cooperating teachers, partner schools, and to the College of Education's Conceptual Framework. In addition, pertinent information and "News and Events" are posted on the Office of Field Experiences, Clinical Practice and Partnerships' website. Please encourage your interns to use this resource, as well.

Please contact me at susan.cooke@armstrong.edu or 1-912-344-3155, if I can provide any further support, information, or answer any questions. Thank you in advance for your hard work this semester with our aspiring educators.

Sincerely,

Susan L. Cooke

Susan L. Cooke,
Director of Field Experiences, Clinical Practice and Partnerships

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AASU University Supervisor Goals and Roles

The university supervisor will effectively supervise and coach student interns during Internship II/Graduate Internship, a 15 week capstone clinical practice program at Armstrong Atlantic State University. The university supervisor's role is to provide clear expectations, guidance, descriptive feedback, and coaching to each intern. The university supervisor supports the intern as she/he improves her/his teaching skills and consciously reflects on his/her internship experience. The university supervisor also provides guidance and support to the cooperating teacher and related school personnel during the fifteen week period.

Internship II/Graduate Internship Orientation:

The university supervisor will be expected to attend the Internship II/Graduate Internship orientation sessions. At that orientation, the Director of Field Experiences, Clinical Practice and Partnerships will review all expectations, including professionalism. She will present the Internship II Handbook and related materials needed to begin Internship II/Graduate Internship. Each university supervisor will have an opportunity to meet with his/her interns in small groups, as well.

Three Conferences

There will be three 3 Way Conferences with the university supervisor, cooperating teacher, and student intern. The first meeting will be held within the first two weeks of Internship II/Graduate Internship. The cooperating teacher will have received the Cooperating Teacher's Handbook and some forms to complete from the Office of Field Experiences, Clinical Practice and Partnerships. The purpose of this meeting is to review the expectations for the semester and to answer any questions the intern or cooperating teacher might have. The university supervisor will use the Internship II/Graduate Internship Handbook, and the Performance Outcomes Assessment (POA) tool to provide a clear framework for supervision and evaluation. He/she will share the POA with the intern and cooperating teacher. The university supervisor will discuss the indicators and ensure that the intern and the cooperating teacher understand the meaning of the four Domains and the twenty-seven indicators.

The university supervisor will utilize the Dispositions form and Domain 4 indicators to ensure the intern and cooperating teacher understand the expectations of professionalism for aspiring educators. The cooperating teacher and university supervisor will be expected to complete a Dispositions form at the completion of Internship II/Graduate Internship. It will be submitted in LiveText.

The mid-term Three Way Conference will focus on the progress the intern has made during the first half of Internship II/Graduate Internship. Using the POA as the framework for discussion, the university supervisor and the cooperating teacher will share areas of strength and needed growth with the intern. The cooperating teacher and the university supervisor will jointly complete the formative assessment (POA) and share it with the intern. If a candidate scores below the "Basic Level" for a POA Domain, the intern, cooperating teacher and supervisor will create a specific, written remediation plan. (See Appendix of the Internship II/Graduate Internship Handbook)

At the final Three Way Conference, the university supervisor and cooperating teacher will complete the summative POA and review the intern's growth during the semester. Please note: if the intern is a "Teacher of Record", the university supervisor will meet with the intern.

Observations:

There will be at least five formal observations (30 minute minimum) completed by the university supervisor. Most observations will be pre-arranged. The observations can be unannounced. For all announced observations, the student is responsible for submitting the lesson plan in advance to the university supervisor. For unannounced observations, the lesson plan should be available to the university supervisor, as he/she reviews the notebook. After the observation, the intern and university supervisor will meet to discuss the lesson. The university supervisor will provide the student with substantive feedback, coaching, and guidance. The university supervisor will require a written reflection of the teaching experience by the intern and the university supervisor will provide a written summary of the observation to the intern within five days.

Other Responsibilities

The university supervisor will:

1. collect the 5 Day Report provided by the University and place it in the student's COE folder.
2. review any departmental requirements with the intern and cooperating teacher.
3. submit a completed midterm (formative) and final (summative) POA, a copy of the Disposition report jointly completed by the cooperating teacher and university supervisor and place them in the intern's AASU file.
4. enter the final (summative) POA in LiveText, using the appropriate POA rubric.
5. submit a Dispositions Report through LiveText for each intern at the completion of the semester. The cooperating teacher will provide input and comments for this form and will sign it. The written Dispositions Report will be placed in the intern's university folder.
6. ensure that the intern's ECE folder is complete and returned to the Office of Field Experiences, Clinical Practice and Partnerships by the posted due dates.

To be included:

- 1 copy of the final Dispositions Report
- POAs (midterm and final)
- 5 summaries of formal observations by University professor
- other departmental requirements

The University Supervisor's Role with Teachers of Record

The College of Education's graduate programs has a number of graduate interns in our MAT and M.Ed programs who are Teachers of Record. They are teaching with a provisional certificate and are also seeking initial certification. The expectations for the Teachers of Record graduate interns are identical to the other graduate and undergraduate interns with these noted differences:

The Teachers of Record have no Cooperating Teacher. They are supervised by their school's administrative personnel. Almost all Teachers of Record who are graduate interns have a mentor. The mentor is employed by the school district and is not part of the AASU program. Therefore, the mentor is not expected to attend conferences and meetings or to share information about the mentor's performance with the university

supervisor. The university supervisor does not report on the intern's progress or lack thereof to the school personnel or the mentor. If the mentor is effective, he/she will be working closely with the Teacher of Record to ensure the mentee is supported and guided throughout the school year.

In some cases, the Teacher of Record is an experienced teacher and will benefit from the university supervisor's input and feedback. If the Teacher of Record is progressing well, the university supervisor may elect, in these cases, to reduce the number of formal observations to four.

Directions to University Supervisors for Using and Completing the Performance Outcomes Assessment Tool (POA)

The Performance Outcomes Assessment tool is organized into four Domains with 27 indicators. It gives all the constituents of the AASU College of Education a common understanding of the multiple skills, knowledge, and responsibilities that proficient professional educators demonstrate. The cooperating teacher and the university supervisor will use the POA as the primary assessment tool to assess the professional growth of the intern during Internship II/Graduate Internship, the 15 week semester that is considered to be student teaching. The intern will receive one POA, a formative assessment, at the mid-term conference and another POA, a summative assessment, at the final conference. Copies of the formative and summative POAs will be submitted by the university supervisor to the intern's COE file. The university supervisor will also submit the final, summative report in LiveText.

The university supervisor will review the POA with the cooperating teacher and the intern during the first three way conference. The university supervisor will ensure that the cooperating teacher and intern understand the four Domains and the 27 indicators. The Components of Professional Practice will also be shared with the cooperating teacher and intern as a resource for further explanation of the indicators.

In order to complete a mid-term POA, the university supervisor will confer with and assist the cooperating teacher at the mid-term conference. The intern will receive feedback about his/her strengths and identified areas of needed growth during the conference with the university supervisor and cooperating teacher. If there are any areas of serious concern, an improvement plan with specific remedial strategies will be developed and implemented in a timely manner.

(See the Internship II/Graduate Internship Handbook Appendix for format).

It is expected that AASU interns will receive "Basic" in most areas as they are beginning to develop their professional skills. It is expected that experienced "Teachers of Record" could receive "Emergent" or "Proficient" if they demonstrate superior teaching skills. When recording evidence for each Domain, please write the letter that matches the indicator. For example, if a university supervisor and cooperating teacher record evidence that supports Domain 1a, please write "a" before the comment. It will help COE to collect data and therefore, improve our program.

The university supervisor will submit the final POA (summative assessment) in LIVETEXT by the end of the semester.

Mileage Reimbursement Requirements

Due to the high cost of travel, the AASU College of Education expects university Supervisors to combine as many observations and conferences as possible when visiting/observing in a school. The Office of Field Experiences, Clinical Practice and Partnerships has placed interns in schools to enable effective scheduling. The Office of Field Experiences, Clinical Practice and Partnerships acknowledges and understands that it is not always possible for interns to accommodate schedules for university supervisors due to the competing needs of the cooperating teachers, testing and school schedules. Please encourage and when possible, expect your interns to help you accomplish the goal of maximizing your observation and conference schedules.

Please visit the AASU Employee Self –Service website, enroll and place a travel authorization, based on the number of visits and conferences you expect to make to each of your specific schools during the semester. For example: if you have three interns at one school, AASU expects you will combine the observations to at least two, perhaps three during a school day. That would also include the post conference and any three way conferences, as needed. Please print out a copy of your travel authorization and return it to Susan Cooke, Room 231, University Hall, by August 21, 2009. Please contact susan.cooke@armstrong.edu if you have any questions about the travel authorization and documentation processes.

Outline of AASU Travel Authorization Information:

In most cases, the university supervisor will use the mileage from AASU to the school and return. If your home address is closer to the school, the university supervisor will use that designation. Please remember that any side trips, appointments, or errands are to be deducted from the mileage report.

University Supervisor's Checklist

___ Attend Internship II/Graduate Internship Orientation sessions with interns. Meet with interns at the conclusion of the orientation sessions to review the expectations for Internship II/Graduate Internship. Provide contact information to the interns and gather the interns' contact information.

___ Within first two weeks, meet with interns and cooperating teachers.

- Ensure the following resources are available to the intern: school handbook, emergency plan, class schedule, curriculum materials, text copies, and any other resources you feel are appropriate.
- Review the POA, Dispositions Report, and Lesson Plan format with intern and cooperating teacher.
- Set a tentative schedule for gradual assumption of responsibilities to 10 days of consecutive full time teaching, with 10 additional full time days scheduled, as the cooperating teacher's schedule allows.
- Encourage the cooperating teacher and intern to confer daily.
- Remind cooperating teacher to review the teacher candidate's lesson plans prior to implementation. Suggest that he/she provide suggestions or feedback in order to improve the lesson plan prior to teaching. Request that he/she provide specific, timely feedback to the teacher candidate after the lesson is completed.

___ Expect that the cooperating teacher will confer with the university supervisor regarding teacher candidate's strengths, growth, and issues of concern.

___ Formally observe the intern five times during internship; provide timely, specific feedback during a formal post conference.

___ Conduct a mid term meeting with the cooperating teacher and intern. Complete a formative POA assessment. Identify areas of strength and areas of needed improvement.

___ At the conclusion of Internship II/Graduate Internship, complete a final Dispositions report with input from the cooperating teacher university supervisor and submit it in LiveText. Also place a paper copy in the intern's COE file.

___ At the final conference, complete a summative POA assessment, with input from the cooperating teacher and intern, and submit it in LiveText. Also place a paper copy in the intern's COE file.

___ Ensure that paper copies of the formative and summative POAs and the final Disposition report, and the five observation reports are included in the intern's file. Return it to the Office of Field Experiences, Clinical Practice and Partnership at the conclusion of the semester.

___ Submit the summative POA and final Dispositions report .using the designated rubric in LiveText.



Armstrong Atlantic State University College of Education

Performance Outcomes Assessment – Initial Preparation

The Performance Outcomes Assessment Instrument is for collecting both formative and summative assessment data for candidates in teacher preparation programs at AASU. Four outcomes derived from the literature on best practice for teaching and learning, are assessed. Each outcome is defined by performance indicators. A candidate is to be rated on each indicator using the Likert scale 1 - 5. An overall mean score determines the final grade of Satisfactory Performance (S) or Unsatisfactory Performance (U) for each outcome. The Likert scale does not equate to the A,B,C,D,F, grading scale.

Rubrics define what is expected of the candidate for each indicator for each of the four domains.

All ratings are to be determined by the quality of the evidence provided by the university supervisor, the LEA supervisor and/or the candidate. Evidence falls into three main categories, authentic evidence or documentation, explanations and reflections, and validation entries. Authentic evidence or documentation are things one actually did, e.g. lesson plans, teacher-made materials, photos of bulletin boards, examples of technology used or examples of differentiated instruction. Explanations and reflections are the narrative that provides context for and clarification of the authentic evidence in the artifact. Validation entries such as observations, are the third-party view of the event or product. Artifacts should accompany the assessment instrument when appropriate.

If the instrument is being used for the first time during student teaching or a paid internship, it is conceivable that a candidate could demonstrate a Basic (3) level of performance on one domain indicator and Proficient (5) performance on a different domain indicator and still earn the Satisfactory rating required to pass.

Directions for using the Performance Outcomes Assessment Instrument:

Four domains and associated indicators of the performance outcomes are to be assessed using the criteria provided in the scoring rubric. Each indicator is to be rated and the numerical indices recorded on the outcome matrix. A mean score is to be calculated for each domain. If there is an indicator where no evidence can be provided by the university supervisor, the LEA supervisor, or the candidate, mark the indicator as *NO* for “not observed”.

A mean score of 3 or greater is required on each outcome in order to pass student teaching or the internship. **The final grade will be an S (satisfactory) or a U (unsatisfactory) for student teaching and a letter grade for the internship.**

EXAMPLE

Domain 1: Planning and Preparation

The teacher candidate designs and organizes instruction and assessment procedures for all students based upon a thorough knowledge of subject matter, pedagogy, and students.

U	NI	B	E	P	NO	
1	2	3	4	5		Domain 1: Planning and Preparation
				x		(a) Demonstrates knowledge of students (age group, diversity, interests, heritage) <i>*Reflection; Diversity</i>
			x			(b) Demonstrates knowledge of content and pedagogy <i>*Authentic assessment; professionalism</i>
		x				(c) Selects instructional goals appropriate for lesson and students <i>*Authentic assessment; professionalism</i>
			x			(d) Demonstrates knowledge of content by designing instruction that connects past, present, and future content <i>* Authentic assessment; Professionalism</i>
				x		(e) Demonstrates knowledge of pedagogy by planning appropriate instructional methods and learning activities, using appropriate materials and resources <i>*Authentic assessment</i>
			x			(f) Assesses student learning by planning assessments appropriate for students and aligned with learning goals <i>* Authentic assessment; Reflection</i>

** Conceptual Framework tenets*

Mean score formula: $\frac{\text{sum of indicator scores}}{\text{number of scores}}$

The candidate would pass this outcome based on the mean score of 3 .

Reflective statement: Based on evidence provided, this candidate has demonstrated they know how to create a classroom profile for their students (4), but needs more professional development in selecting instructional goals appropriate for these students (3).

Key: U = Unsatisfactory B = Basic P = Proficient
 NI = Needs Improvement E = Emergent NO = not observed



Performance Outcomes Assessment

Candidate Name: _____ Candidate ID: _____ Date: _____

Level of Candidate _____ Major: _____ Assessor(s): _____

Purpose of Assessment _____ formative assessment date _____

_____ summative assessment date _____

Domain 1: Planning and Preparation

The teacher candidate designs and organizes instruction and assessment procedures for all students based upon a thorough knowledge of subject matter, pedagogy, and students.

U	NI	B	E	P	NO	
1	2	3	4	5		Domain 1: Planning and Preparation
						(a) Demonstrates knowledge of students (age group, diversity, interests, heritage) <i>*Reflection</i>
						(b) Demonstrates knowledge of content and pedagogy <i>*Authentic assessment ; Professionalism</i>
						(c) Selects instructional goals appropriate for lesson and students <i>*Authentic assessment; Professionalism</i>
						(d) Demonstrates knowledge of content by designing instruction that connects past, present, and future content <i>* Authentic assessment; Professionalism</i>
						(e) Demonstrates knowledge of pedagogy by planning appropriate instructional methods and learning activities, using appropriate materials and resources <i>* Authentic assessment</i>
						(e) Assesses student learning by planning assessments appropriate for students and aligned with learning goals <i>*Authentic assessment; Reflection</i>

* *Conceptual Framework tenets*

Mean score: _____

Evidence:

Key: U = Unsatisfactory B = Basic P = Proficient
 NI = Needs Improvement E = Emergent NO = not observed

Candidate: _____ Date: _____

Domain 2: The Classroom Environment

The teacher candidate uses appropriate, effective classroom practices, procedures, and pedagogies to create and manage a productive learning environment.

U	NI	B	E	P	NO	Domain 2: The Classroom Environment
1	2	3	4	5		
						(a) Creates an environment that promotes fairness <i>*Diversity</i>
						(b) Creates an environment of respect and rapport <i>*Diversity</i>
						(c) Communicates challenging learning expectations <i>*Reflection</i>
						(d) Establishes and maintains consistent standards of behavior <i>*Authentic assessment; Diversity</i>
						(e) Manages classroom procedures <i>*Professionalism</i>
						(f) Organizes physical space for maximum learning and safety <i>*Professionalism</i>

**Conceptual Framework tenets*

Mean score: _____

Evidence:

Key: U = Unsatisfactory B = Basic P = Proficient
 NI = Needs Improvement E = Emergent NO = not observed

Candidate: _____ Date: _____

Domain 3: Instruction

The teacher candidate demonstrates strong communication skills, employs effective teaching strategies and methodologies, integrates technology into instruction, and uses a variety of assessment measures to impact student learning.

U	NI	B	E	P	NO	Domain 3: Instruction
1	2	3	4	5		
						(a) Communicates learning goals and instructional procedures <i>*Authentic assessment; Professionalism; Reflection</i>
						(b) Communicates clearly and accurately (in speaking and writing), encourages students to communicate effectively <i>*Authentic assessment; Professionalism; Reflection; Diversity</i>
						(c) Makes content comprehensible to students (coherent structure, makes material relevant to students) <i>*Authentic assessment; Reflection</i>
						(d) Encourages critical thinking through effective use of questioning and discussion techniques <i>*Authentic Assessment; Professionalism; Assessment</i>
						(e) Monitors learning, provides feedback, and adjusts learning activities to meet the needs of all students <i>* Authentic assessment; Reflection</i>
						(f) Uses instructional time effectively <i>* Authentic assessment; Professionalism; Reflection</i>
						(g) Impacts student learning as evidenced by formative and/or summative assessments <i>* Authentic assessment</i>
						(h) Integrates technology into instruction <i>*Technology</i>

**Conceptual Framework*

Mean score: _____

Evidence:

Key: U = Unsatisfactory B = Basic P = Proficient
 NI = Needs Improvement E = Emergent NO = not observed

Candidate: _____ Date: _____

Domain 4: Professional Responsibilities

The teacher candidate engages in professional development, demonstrates ethical conduct in working with all constituencies (students, colleagues, parents/guardians, and community members), and reflects upon instruction and student learning to assess teaching effectiveness.

U NI B E P NO Domain 4: Professional Responsibilities
 1 2 3 4 5

						(a) Reflects on teaching <i>*Reflection</i>
						(b) Demonstrates a sense of efficacy (assumes responsibility for student learning) <i>* Professionalism</i>
						(c) Builds professional relationships <i>*Collaboration</i>
						(d) Communicates with families and communities <i>*Reflection</i>
						(e) Maintains accurate records <i>* Professionalism</i>
						(f) Grows and develops professionally (service, memberships, use of research) <i>*Reflection</i>
						(g) Maintains professional demeanor (adheres to school policies, dresses and behaves in a professional manner) <i>*Professionalism</i>

**Conceptual Framework*

Mean score: _____

Evidence:

Key: U = Unsatisfactory B = Basic P = Proficient
 NI = Needs Improvement E = Emergent NO = not observed

Components of Professional Practice

This document provides key indicators to guide the observer in deciding on the evidence they will use to support the rating of each performance outcome. As an example, an artifact that provides evidence that a candidate demonstrates knowledge of students may be a lesson plan that shows varied approaches to learning will be used by the candidate.

Domain 1: Planning and Preparation

(1a). Demonstrates knowledge of students (age group, diversity, interests, heritage)

- Knowledge of characteristics of age group
- Knowledge of students' varied approaches to learning
- Knowledge of students' skills and knowledge
- Knowledge of students' interests and cultural heritage
- Considers development of character, aspirations and civic virtues

(1b). Demonstrates knowledge of content and pedagogy

- Knowledge of content
- Knowledge of pre-requisite relationships
- Knowledge of content-related pedagogy

(1c). Selects instructional goals appropriate for lesson and students

- Value
- Clarity
- Suitability for diverse students
- Balance
- Interdisciplinary learning experiences across subject areas

(1d). Demonstrates knowledge of content by designing instruction that connects past, present, and future content

- Knowledge of content
- Relates current learning to past and future learning
- Knowledge of prerequisite relationships

(1e). Demonstrates knowledge of pedagogy by planning appropriate instructional methods and learning activities, using appropriate materials and resources

- Knowledge of content-related pedagogy
- Instructional methods
- Instructional groups
- Learning activities
- Instructional materials and resources
- Lesson and unit structure and sequence

(1f). Assesses student learning by planning assessments appropriate for students and aligned with learning goals

- Congruence with instructional goals
- Criteria and standards
- Use for planning

Domain 2: The Classroom Environment

(2a). Creates an environment that promotes fairness

- Access to learning
- Students equally valued
- All students important

- Students treat each other fairly
- (2b) Creates an environment of respect and rapport**
Teacher interaction with students
Student interaction
- (2c). Communicates challenging learning expectations**
Selecting challenging learning goals
Expectations for learning and achievement
Importance of content
Students understand teacher's expectations of achievement
- (2d). Establishes and maintains consistent standards of behavior**
Expectations
Monitoring of student behavior
Response to student behavior, including misbehavior
- (2e). Manages classroom procedures**
Routines and procedures established
Classroom functions smoothly
Minimal loss of instructional time
- (2f). Organizes physical space for maximum learning and safety**
Safety and arrangement of furniture
Accessibility to learning and use of physical resources
Match between lesson or activity and room configuration

Domain 3: Instruction

- (3a). Communicates learning goals and instructional procedures**
Learning goals communicated to students
Directions for instructional procedures clear
All students understand learning goals of lesson (accommodations for diverse learners)
Students carry out instructional procedures
- (3b). Communicates clearly and accurately (in speaking and writing), encourages students to communicate effectively**
Oral language
Written language
Assists students to communicate effectively
Integrates reading, writing, listening and speaking into all curricula
- (3c). Makes content comprehensible to students (coherent structure, makes material relevant to students)**
Representation of content
Activities and assignments
Instructional materials and resources
Lesson structure coherent
Students engaged in content
Lesson connects to student's lives
Lesson builds on student background knowledge
Coherent lesson
Grouping of students
Quality of discussion and questioning techniques
Student participation
Enthusiasm for the discipline and teaching
Uses opportunities to extend student thinking

- (3d). **Encourages critical thinking through effective use of questioning and discussion techniques**
 Current content used as springboard to independent, creative, or critical thinking
 Challenges student thinking relevant to background knowledge and experiences
 Specific activities structured to extend thinking
 Asks students to compare, contrast, support answers, create examples, etc.
- (3e). **Monitors learning, provides feedback, and adjusts learning activities to meet the needs of all students**
 Quality: accurate, substantive, constructive, and specific
 Timeliness
 Adjusts learning activities as needed
- (3f). **Uses instructional time effectively**
 Structure and pacing
 Established routines and procedures
 Meaningful work or activities for entire instructional time
 Management of instructional groups
 Management of transitions
 Management of materials and supplies
 Performance of non-instructional duties
- (3g). **Impacts student learning as evidenced by formative and/or summative assessments**
- (3h). **Integrates technology into instruction**

Domain 4: Professional Responsibilities

- (4a). **Reflects on teaching**
 Accuracy
 Judgments about goals being met
 Teacher supports judgment of goals met or not met
 Explanation for deviations from instructional plan
 Teacher able to analyze effectiveness of teaching strategies
 Teacher articulates insights gained for future instruction
- (4b). **Demonstrates a sense of efficacy (assumes responsibility for student learning)**
 Conveys sense of efficacy with respect to student learning
 Specific actions stated for working with students not meeting learning goals
- (4c). **Builds professional relationships**
 Identify colleagues able to assist
 Consults with colleagues on matters related to learning and instruction
 Collaborates to coordinate learning activities and address teaching concerns
 Service to the school
 Participation in school and district projects
 Advocates for student learning and school improvement
- (4d). **Communicates with families and communities**
 Information about the instructional program
 Information about individual students
 Engagement of the families in the instructional program
- (4e). **Maintains accurate records**
 Student completion of assignments
 Student progress in learning
 Non-instructional records

(4f). Grows and develops professionally (service, memberships, use of research)

Enhancement of content knowledge and pedagogical skill

Service to the profession

Utilizes research to improve instruction

Develops and maintains professional presence and growth plan

(4g). Professional demeanor (adheres to school policies, dresses and behaves in a professional manner)

Service to students

Advocacy

Decision making

Appropriate dress

Follow school procedures and policies

Utilizes human, material, community, and financial resources

