

Academic Unit Assessment Workspace - Public

Family

Created on: 03/01/2017 01:48:00 PM CDT
Last Modified: 03/01/2017 02:09:04 PM CDT

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General Information (Academic Unit Assessment Workspace - Public)

College: College of Health and Behavioral Sciences

Department: Family and Consumer Sciences

Program Name: Family and Consumer Sciences, Bachelor

Program Level: Undergraduate

CIP Code: 19.0101

ADHE Code: 2565

Date of Degree Start: 01/01/1985

External Accrediting Agency: N/A

Date Plan Submitted: 01/24/2017

College Dean: Jimmy Ishee

Department Chairperson: Nina Roofe

Program Director: Alicia Landry

Faculty/Assessment Committee Chair: Nina Roofe

College Curriculum Committee Chair: Denise Deemers

Department Curriculum Committee Chair: Alicia Landry

Department Website: <http://uca.edu/facs/>

Assessment Plan

Program Purpose

The primary purpose of the Bachelor of Science in Family & Consumer Sciences (FACS) degree is to provide knowledge and application of the core content of the FACS profession as it relates to the well-being of individuals, families, and communities. The field of FACS involves the study of relationships between individuals, families and communities and the social, economic, political, biological, physical, and aesthetic environments in which people function. The field includes human development, personal and family finance, housing and interior design, food science, nutrition and wellness, textiles and apparel, and consumer issues. Our graduates are educators in secondary, university/college, and Cooperative Extension; administrators and managers in various settings, researchers, and service providers with the Department of Health and the Department of Human Services.

The departmental mission is unique but consistent with that of the College of Health and Behavioral Sciences (see below) and that of the University (see below) in the quality preparation of professionals dedicated to serving the community in a variety of settings.

The mission of the College of Health and Behavioral Sciences is dedicated to the enhancement of the health and well-being of the public through the preparation of professionals, the development and advancement of knowledge, and service to its constituencies. Exceptional undergraduate and graduate programs are offered in an environment that emphasizes leadership development, cultural competence, ethical practice, lifelong learning, and interdisciplinary collaboration. The achievement of a culturally bias free learning environment that honors diversity is central to all of our programs.

The mission of the University of Central Arkansas: The University of Central Arkansas, a leader in 21st-century higher education, is committed to excellence through the delivery of outstanding undergraduate and graduate education that remains current and responsive to the diverse needs of those it serves. The university's faculty and staff promote the intellectual, professional, social, and personal development of its students through innovations in learning, scholarship, and creative endeavors. Students, faculty, and staff partner to create strong engagement with the local, national, and global communities. The University of Central Arkansas dedicates itself to academic vitality, integrity, and diversity.

Mission Statement

The mission of the Department of Family & Consumer Sciences is to provide innovative and technologically superior instruction, research, and service through scientifically-based programs. Curricula in family and consumer sciences, nutrition/dietetics, interior design, and family and consumer sciences education are designed to enhance individual wellness and quality of life to produce graduates who practice in an ethical and socially responsible manner.

Student Learning Outcomes

Family & Consumer Sciences, Bachelor Outcome Set - Public

Outcome

Outcome	Mapping
SLO 1	No Mapping
1. Students will demonstrate professional quality oral communication skills. [PG1]	
SLO 2	No Mapping
2. Students will demonstrate professional quality written communication skills. [PG1]	
SLO 3	No Mapping
3. Students will demonstrate collaborative teamwork skills in solving family and consumer science problems. [PG2]	
SLO 4	No Mapping
4. Students will demonstrate an understanding of the framework for professional focus within family and consumer sciences. [PG3]	

 **Assessment Cycle**

	Reporting Year	Report Due Date
SLO 1 – Oral Communication	1	09.30.2017
SLO 2 – Written Communication	1	09.30.2017
SLO – 3 Teamwork	2	09.30.2018
SLO 4 – Content Knowledge	3	09.30.2019

Curriculum Map

Active Curriculum Maps

- **Family & Consumer Sciences, Bachelor - Curriculum Map - Public** (See appendix)

Alignment Set: Family & Consumer Sciences, Bachelor Outcome Set - Public

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Methods and Measures

	Direct Measure(s)
SLO 1 – Oral Communication	<ul style="list-style-type: none"> • Formative: NUTR 2311 Scratch versus Convenience Presentation OR Cultural Food Project; FACS 3311 Paradigms Discussion • Summative: FACS 3456 Oral Presentation <p>80% will score 3 or higher on XX rubric.</p>
SLO 2 – Written Communication	<ul style="list-style-type: none"> • Formative: FACS 2341 Autobiography; FACS 3311 Resume • Summative: FACS 3456 Written Presentation <p>80% will score 3 or higher on XX rubric.</p>
SLO – 3 Teamwork	<ul style="list-style-type: none"> • Formative: FACS 2311 Cultural Food Project; FACS 3372 Stock Market Game & Presentation • Summative: FACS 4600 Internship Teamwork Assignment <p>80% will score 3 or higher on XX rubric.</p>
SLO 4 – Content Knowledge	<ul style="list-style-type: none"> • Formative: NUTR 1300 Journey to Be an RD Assignment; NUTR 3350 Community Needs Assessment Project • Summative: FACS 4600 Internship Content Assignment <p>80% will score 3 or higher on XX rubric.</p>

Data Collection and Review

1. Family and Consumer Sciences commits to reporting on at least one Student Learning Outcome per year, and assessing all outcomes within a three-year cycle in accordance with best practice.
2. Data will be collected annually by the Department Chair and/or his/her designee. The data will be compiled and analyzed. This data set will be shared with faculty on or before September 1st annually at the designated Curriculum Committee meeting.
3. The Curriculum Committee will discuss and interpret the data, and development programmatic improvement actions based on the information provided. Improvement actions will include a specific action, timeline, and project leader.
4. The results of data analysis, interpretation, and improvement action development will be provided to the Department Chair.
5. The FACS Department Chair will report all assessment findings, analysis, interpretation, and improvement action development to the Office of Assessment annually, no later than September 30th.
6. All members of the FACS faculty commit to using the Office of Assessment as a consultative resource if/when questions about the process, data collection, data, interpretation, or reporting arise.

The 80% benchmark was established to represent the “above average” expectation of all FACS students. As students progress through the program, the expectation is that they will hone their communication and collaboration skills as well as their content knowledge. When students struggle to meet this benchmark, it signals faculty and academic advisors of the opportunity to work with that student to improve in the area of issue. This is done in a variety of ways including meeting with the faculty member about a particular exam or assignment and/or utilizing the University’s academic and support services.

Process Participation

1. Data will be collected annually by the Department Chair and/or his/her designee. The data will be compiled and analyzed. This data set will be shared with faculty on or before September 1st annually at the designated Curriculum Committee meeting.
2. The Curriculum Committee will discuss and interpret the data, and development programmatic improvement actions based on the information provided. Improvement actions will include a specific action, timeline, and project leader.
3. The results of data analysis, interpretation, and improvement action development will be provided to the Department Chair.
4. The FACS Department Chair will report all assessment findings, analysis, interpretation, and improvement action development to the Office of Assessment annually, no later than September 30th.
5. All members of the FACS faculty commit to using the Office of Assessment as a consultative resource if/when questions about the process, data collection, data, interpretation, or reporting arise.

Data Analysis

The results of data analysis, interpretation, and improvement action development will be provided to the Department Chair.

Post-Graduate Success

Program Directors (DPD, DI, ID, and FACS) survey graduating seniors each year regarding their post-graduation plans and how students prefer to be contacted post-graduation. Then at six-months post-graduation, program directors track graduates for employment and entry into graduate school. This is reported annually for the DPD and DI to the Commission on Dietetic Registration. This is reported internally for ID and general FACS graduates.

Teaching Effectiveness

To ensure effective teaching, faculty in FACS gather input from students (course evaluations), peers (peer evaluations either within FACS or through CTE programs), and self (self-reflection as part of annual evaluation). Faculty are encouraged to attend at least one CTE workshop each academic year. All full-time faculty are evaluated annually by Department Chair. Adjunct faculty are encouraged to meet with the Department Chair each year regarding teaching effectiveness and goals.

Appendices/Attachments

File Attachments:

1. **FACS_Rubrics.pdf** (See appendix)

2016-2017 Assessment Report

 **Assessment Report**

 **Assessment Findings**

 **UCA Core Data Review**

 **Post-Graduate Success Review**

 **SET/Course Evaluation Data Review**

Appendix

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- A. **Family & Consumer Sciences, Bachelor - Curriculum Map - Public** (Curriculum Map)
 - B. **FACS_Rubrics.pdf** (Adobe Acrobat Document)
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Family & Consumer Sciences, Bachelor - Curriculum Map - Public

Courses and Activities Mapped to Family & Consumer Sciences, Bachelor Outcome Set - Public

	Outcome			
	SLO 1 1. Students will demonstrate professional quality oral communication skills. [PG1]	SLO 2 2. Students will demonstrate professional quality written communication skills. [PG1]	SLO 3 3. Students will demonstrate collaborative teamwork skills in solving family and consumer science problems. [PG2]	SLO 4 4. Students will demonstrate an understanding of the framework for professional focus within family and consumer sciences. [PG3]
Lower Division Courses				
NUTR 1300 NUTR 1300			I	I*
FACS 1370 FACS 1370				I
IDSN 1390 IDSN 1390		I		I
NUTR 2310 NUTR 2310			I	
NUTR 2311 NUTR 2311	I*		I*	
FACS 2341 FACS 2341		I*		
FACS 2351 FACS 2351		I		
FACS 2360 FACS 2360		I		
IDSN 2365 IDSN 2365	I			
Upper Division Courses				
IDSN 3300 IDSN 3300	R	R	R	
FACS 3311 FACS 3311	R*	R*		
FACS 3318 FACS 3318			R	
IDSN 3320 IDSN 3320	R	R		
IDSN 3340 IDSN 3340		R		I
IDSN 3341 IDSN 3341				R
NUTR 3350 NUTR 3350			R	R*
FACS 3360 FACS 3360				R
FACS 3361 FACS 3361				R

Outcome				
	SLO 1	SLO 2	SLO 3	SLO 4
	1. Students will demonstrate professional quality oral communication skills. [PG1]	2. Students will demonstrate professional quality written communication skills. [PG1]	3. Students will demonstrate collaborative teamwork skills in solving family and consumer science problems. [PG2]	4. Students will demonstrate an understanding of the framework for professional focus within family and consumer sciences. [PG3]
NUTR 3370 NUTR 3370		R	R	
FACS 3372 FACS 3372		R	R*	
NUTR 3380 NUTR 3380			R	
FACS 3456 FACS 3456	A*	A*		
NUTR 4301 NUTR 4301			A	R
NUTR 4315 NUTR 4315		R	A	
NUTR 4321 NUTR 4321			A	
NUTR 4355 NUTR 4355	A		A	
NUTR 4395 NUTR 4395		A		A
FACS 4600 FACS 4600			A*	A*

Legend:
I Introduced
 R Reinforced
 A Applied
 I* Introduced - Assessed
 R* Reinforced - Assessed
 A* Applied - Assessed
 X General Alignment
 Show Outcome Descriptions
 Show Course/Activity Detail

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Group Member Names: _____

Cultural Meal Presentation Rubric

ACTIVITY	Exemplary	Proficient	Partially Proficient	Incomplete	POINTS
Research and Elaboration	5 points Utilized information wisely and did not read off of the screen; elaborated on the information in detail.	3 points Utilized information adequately and rarely read off of the screen, somewhat elaborated on information.	1 point Read off of the screen quite often through much of the presentation.	0 points Read off the screen through the entire presentation.	3
Introduction ** DRAW US INTO YOUR TOPIC!!!!	5 points The introduction presents the overall topic and draws the audience into the presentation.	3 points The introduction is clear and coherent and relates to the topic.	1 point The introduction shows some structure but does not create a strong sense of what is to follow. May be overly detailed or incomplete and is somewhat appealing to the audience.	0 points The introduction does not orient the audience to what will follow. The sequencing is unclear and does not appear interesting or relevant to the audience.	3
TOTAL					____/10

Content	<ul style="list-style-type: none"> • Identify geographic region and geographic divisions (if any) in terms of culture, cuisine, etc • Investigate culture to identify traditions and customs of your chosen region, including: (3 pt each) <ul style="list-style-type: none"> ○ Traditions and customs ○ Food preferences ○ Religion/Impact on cuisine ○ Specific culinary techniques • Find three ingredients that are specifically used in area's cuisine; describe what they are and their importance to the cuisine. • Create a menu of a minimum of 4 items of foods specific to culture; include names and descriptions for each. • Prepare 4 recipe templates; be able to describe process and preparation techniques in detail. 	____/25
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Group Member Names: _____

Score	0-1: Poor/Needs Improvement	3: Average	5: Exceptional
SAFETY/SANITATION Appearance and uniform	Dressed improperly; needed to make major changes to attire, hair, and/or hands to participate	Dressed properly; minor changes to hair and/or hands to work in kitchen	Dressed properly, hair restrained, and hands washed—no changes needed before beginning activity
Work Space/Habits	Poorly maintained work space during activity; cross-contamination or unsafe conditions present Frequent touching of the hair, face, and or unclean surfaces; poor hand washing techniques/frequency	Maintained moderately clean work space; some threat of cross-contamination during the activity; Adequate hand washing technique and/or frequency; adequate concern for general cleanliness	Maintained clean work space; avoided cross-contamination or unsafe conditions during the activity; Frequent, proper hand washing technique and frequency; noticeable concern for general cleanliness
Clean-Up	Inspection shows poor to no cleaning of equipment, utensils, and/or surfaces; items must be rewashed before further use; storage is disorganized	Inspection shows adequate cleaning of equipment, utensils, and/or surfaces; some disorganization in storage	Inspection shows clean equipment, utensils, and/or surfaces; items are organized and stored with care
MISE EN PLACE	Minimal planning; lack of efficiency	Adequate planning and efficiency	Thorough planning evident
Waste	Unacceptable amount of food and/or supplies wasted due to lack of planning	Acceptable/Minimal amount of food and/or supplies wasted	Food and supplies were used, no waste
Time management	Large amount of wasted time/inactivity; not completed	Average organization; completed activity relatively on time	Completed activity and all clean-up tasks on time
EQUIPMENT Use and care	Improper use of tools and/or equipment	Adequate use of tools and/or equipment; no misuse noted	Extreme care taken with all tools and equipment
TEAMWORK Cooperation	Disrespect shown for others and/or their work or property	Works with others without supervision, but may need prompting to stay on task	Demonstrates patience and respect for all group members; eagerly assists others
DEMONSTRATION SKILLS	Did not explain process	Somewhat explained process but could use improvement in organization of information	Explained process of recipe in a detailed, organized fashion
PLATING/PRESENTATION	Little regard to plating	Plating is attractive, but could use improvement	Plating is very attractive and appealing
TASTE	Not very appetizing	Somewhat appetizing, but flavor components could be improved	Flavor components complement one another; very tasty!
TOTAL			____/55

Convenience Foods vs. Scratch Cooking

Meal Management

KRD 5.1

Objective: To apply techniques of food preparation and apply evaluation of food products. This assignment will require locating a recipe for a scratch product in addition to a similar convenience product in the grocery store. Utilize concepts learned in this course related to sensory criteria (ch 2) measuring and costing of ingredients (ch 5), and standardized recipes (ch 6) ie:making a cake from scratch vs. using a boxed cake mix.

1. Identify a convenience product and a recipe for a similar scratch product. At the grocery store, identify ingredients for your scratch product as well as the similar convenience product. For example, if making coleslaw, purchase fresh cabbage and carrots to grate for the “homemade” version. Next, find either a “convenience” coleslaw salad kit or a “convenience” deli made coleslaw. If food items are needed to prepare the convenience product, (ie. eggs and oil to a cake mix) add the cost of the additional ingredient(s). When calculating the cost of the scratch product ingredients, only add the cost for the amount used. If using 1 cup of flour from a 5 lb. Bag, determine the cost of the portion that you used from that bag. Also determine the cost per serving for each product. Use worksheet provided.
2. Prepare both the scratch and the convenience product at home. Bring both of the products to class on the assigned presentation day and set up a tasting station for the two food products. A small **sample** of each food item is to be provided for each classmate. Break cookies into small pieces, serve soup in a small dixie cup, etc. Also, develop a sensory evaluation scale for each classmate to evaluate the two products. Make about 25 copies of the sensory evaluation scale and bring to class with the two food products. **Do not use the exact same rating scale as the example.** Utilize Chapter 1 (pages 1-6) and the sensory lab information, to identify sensory criteria/terms for your particular food product. (ie. crunchiness of a homemade taco shell, creaminess of pudding, etc)
3. The nutritional value of the products will also need to be determined for comparison. The information will be readily available on the convenience products. To determine the values for the scratch product, rely on a cookbook, labels, a textbook or website. It is encouraged to find a reputable recipe that has already calculated the nutritional information. However, the USDA nutrient database is a good resource if needed. <https://ndb.nal.usda.gov/>
4. The two products will be brought to class on the assigned day. The class will sample other classmates’ products and rate them using the rating scale. After everyone’s sampling is complete, each student will give a brief description (1 minute) of the product to the class explaining the difference in cost and nutritional value between each product.
5. Bring utensils, cups, plates, napkins, etc to serve the product on the assigned day.

The completed project that should be presented in a folder with the following:

1. **Package or label from the convenience product**
2. **Recipe for the scratch product (see standardized recipe instructions below)**
3. **Comparison of the nutritional analysis of both products. (Describe and/or identify the source of your nutritional analysis)**
4. **Comparison of the price & time for preparation of both products.**
5. **Rating Scale—along with completed scales by classmates.**

Standardized recipe instructions

For your project, select any recipe of your choosing. The recipe may come from a cookbook, magazine, family recipe file or online. Print or photocopy the original recipe to include with your revised, standardized recipe. Type the revised recipe using 12 point font in typical standardized recipe format (3 columns) shown in the example on page 134.

The preferred recipe format for commercial and institutional food preparation is the **Standardized Format** which is the formatting required for this project. (**Note** this method is a blending of the Descriptive and Standardized formats found in the textbook for this course.) The Standardized Format required for this project contains descriptive instructions given with the ingredients grouped as they will be used in the recipe. Often the steps are enumerated. Besides the example below of the Standardized Recipe, the best illustration is the Descriptive format as seen on page 134 of the required textbook. Also, note when an ingredient is modified, the exact measurement should be given.

Do you see the difference in the following examples? The list on the right indicates the cook should sift the flour and then measure, or dice the carrots and then measure.

Wrong way to list:

2 cups flour, sifted
2 cups carrots, diced and cooked
2 cups brown sugar, packed
1 cup whipped cream

Right Way to list:

2 cups sifted flour
2 cups diced cooked carrots
2 cups packed brown sugar
1 cup heavy cream, whipped

Purpose of a Standardized Recipe

A **recipe** is a formula by which weighed and measured ingredients are combined in a specific procedure to meet predetermined standards. The recipe is actually a written communication tool that passes information from the foodservice manager to the ingredient room and production employees. In addition, the recipe is an excellent quality and quantity control tool, constituting a standard for each item on the menu that meets customer and management approval.

A standard recipe format includes a **recipe title** that is simple and factual, describing the food and an indication of the main ingredients and general method of preparation. Products with a name generally understood, such as chili, do not need additional descriptors. Recipe titles should provide the information necessary to locate a particular recipe in the recipe file. Indexing recipes so they can be quickly retrieved is useful.

Names of **ingredients** should be consistent and listed in the order in which they are used in preparation. List first all ingredients that must be prepared for a later step so they will be ready when needed. Using a descriptive word before the ingredient tells the kind and form of food as purchased, or the cooking or heating required before the food is used in the recipe, for example, cooked chicken, diced tomatoes. The descriptive words used after the ingredient tell the preparation necessary to make the form of food different from the form as purchased or cooked, for example, cooked chicken, diced; diced tomatoes, drained.

List **weights** when possible. **Measures** should be given in terms of standard measuring utensils such as cups, quarts, and gallons, teaspoons, tablespoons, etc

Portion size is the amount served to each customer and **yield** is the total batch weight or number of servings the recipe will make. The portion size may be count, measure, or weight. Identifying serving utensils that are correctly sized for the portion size will aid in making yield predictions accurate.

Procedures are written in sequential order. Directions should be simple, easy to understand, and placed with the ingredients involved in the production step. When possible, each step should begin with an action verb such as **blend, add, mix, or stir**. Keep directions short. Descriptive terms are not used in the directions unless needed for clarity. It is helpful if basic procedures and terminology are uniform for all recipes using similar products or similar production steps. Timing information for such procedures as mixing, cooking, and marinating is important to include.

Group **equipment** and ingredients in a way to simplify gathering. Identify oven temperature for baked products. **Serving and garnishing suggestions** should also be included.

Sensory Evaluation Example

Convenience Food Product vs. Scratch Cooking Product Lasagna

Product A

	Like Extremely	Like Moderately	Neither like nor dislike	Dislike Moderately	Dislike Extremely
Appearance	1	2	3	4	5
Odor	1	2	3	4	5
Mouthfeel (texture)	1	2	3	4	5
Taste	1	2	3	4	5

Product B

	Like Extremely	Like Moderately	Neither like nor dislike	Dislike Moderately	Dislike Extremely
Appearance	1	2	3	4	5
Odor	1	2	3	4	5
Mouthfeel (Texture)	1	2	3	4	5
Taste	1	2	3	4	5

Overall, which one do you like the best?
Product A or Product B

Scratch vs Convenience Nutritional Analysis: (Turn in with packet)

Description:

Source of Nutrition Information:

Convenience Product

Preparation Time(1 pt) :

Serving Size (1 pt): _____

Calories(1 pt): _____

Fat(1 pt): _____

Protein(1 pt): _____

Carbohydrates(1 pt): _____

Sodium(1 pt): _____

Scratch Product

Preparation Time (1 pt):

Serving Size(1 pt): _____

Calories (1pt): _____

Fat (1 pt): _____

Protein (1 pt): _____

Carbohydrates (1 pt): _____

Sodium (1 pt): _____



Cost Analysis: (Turn in with packet)

Food Product being compared: _____

Scratch Product

Ingredient (all listed=1 point)	Cost of whole ingredient (correct cost=1point)	Total Amount of ingredient (correct amt used=1 pt)	Amount Used (correct amt=1 pt)	Cost of Amount Used (correct calculations=3 pts)
Totals (included totals=1pt)				(use this total for #3)

- 1 (1 pt). **Number of Servings in 1 recipe:** _____
- 2 (1 pt). **Serving Size (this should be the same as the serving size in the convenience product):**

- 3. (1 pt) **Cost for recipe :** _____
- 4. (1 pt) **Cost per serving: (#3 divided by #1)** _____

Convenience Product

Ingredient (all listed=1 point)	Cost (correct cost=1 point)	Total # of Servings (correct food label identification=1pt)
Totals (included totals=1pt)		

- 1. (1 pt) **Number of Servings in 1 Product:** _____
- 2. (1 pt) **Serving Size (this should be the same as the serving size in the scratch product):**

- 3. (1 pt) **Cost for recipe :** _____
- 4. (1 pt) **Cost per serving:** _____

Convenience versus Scratch

Food Product: _____

Name: _____

Grading Element	Points Possible	Points Received
1. Appearance of Products	10	
2. Appropriate Products Chosen (used actual convenience product-5 pts) (used actual scratch product-5pts)	10	
3. Followed Standardized Recipe formatting	10	
3. Cost Analysis (points identified on worksheet)	20	
4.Nutritional Analysis (points identified on worksheet) (correct analysis of labels-3 pts)	20	
5. Rating Scale (unique, different from example-5 pts) (used sensory terms-5 pts)	10	
6. Original and standardized Recipe Included (5 points) Labels Included (5 points)	10	
7. Presentation of completed Project (Secured in pocket folder-5 points) (Sensory evaluations copied for classmates-5 points)	10	

LIFESPAN DEVELOPMENT AUTOBIOGRAPHY PROJECT

Objective: Your assignment is to write your life story up until now 😊.

Instructions:

1. Write a paper (double-spaced) that addresses the questions from each section below.
2. Answer all of the questions in a particular section as best as you can.
3. Label the sections in your paper and complete them in the same order they appear below.
4. Please include at least ONE CURRENT PICTURE OF YOURSELF.
5. The paper should be *at least* five (5) full pages (**NOT** including pictures).
6. Paper should have one inch margins, 12 point Times New Roman font.
7. Grading is based on the amount of effort you put into your answers as well as the entire project.

NOTE: All autobiographies are considered *confidential* and will not be shared with anyone.
If you have any questions and/or concerns about this, please let me know.

Section I: Introduction Begin your essay by telling me a little about yourself:

- How would you describe yourself to someone who doesn't know you?
- What would say is one or two of the most important things that have ever happened to you?

Section II: Cultural background Tell me a little about where are you are from:

- Where were you born? What was it like growing up there?

Section III: Family Background Tell me a little bit about your parents and/or the family that raised you:

- Describe your relationship with mom, dad, and/or anyone else you consider part of your family.

Section IV: Moral/Religious Development

- What is one of the hardest moral dilemmas you have ever faced? How was it resolved?
- What religious/spiritual ideology (or lack thereof) do you believe in? Explain why.

Section V: Career Development

- What is your current major and how did you decide on it?
- What do you see yourself doing career-wise ten years from now?

Section VI: Grieving

- Have you ever lost anyone close to you?
- What was this experience like for you?

Section VII: Conclusion

- What have you learned about yourself (or maybe just realized more deeply) from doing this assignment?

Resource Management FACS 3311 Online
Paradigms Assignment via Discussions
Point Value: 20
Snyder

I. Introduction to Paradigms:

Reference:

Soderquist, Don. *The Wal-mart way: the inside story of the world's largest company*. (2005). Nashville: T. Nelson.

When people are through changing, they are through... Bruce Barton

“Too many leaders are afraid of letting their minds wander too far; they put fences around their dreams. If you want to accomplish great things, you must dare to venture beyond today’s realities...IMAGINE THE POSSIBLE BY STRIVING FOR THE IMPOSSIBLE” (Soderquist 15)...

Impossible: felt to be incapable of being done, attained, or fulfilled. “The key phrase that jumped off the page [to me] was ‘felt to be’. There have been many events in history that people perceived impossible but then accomplished. Consider:

1. *The Pyramids of Egypt:*
We still don’t know how they were built. How did they get those big rocks on the top levels? Modern engineers still marvel.
2. *Beethoven’s Fifth:*
In 1804, Beethoven completed his Fifth Symphony in spite of the fact that he was completely deaf. He went on to write several other symphonies after losing his hearing.
3. *Breaking the 4-Minute Mile:*
Track athletes viewed running a mile in under four minutes as impossible. Some doctors believed it was past the threshold of human potential and would lead to death. Then one day, a young medical student, Roger Bannister of England, ran a mile in 3:59:4. In the next several years, runners achieved the four-minute mile over three-hundred times.
4. *The Heart Transplant:*
Dr. Christiaan Barnard of South Africa accomplished this great task.
5. *Land a Man on the Moon:*
In the 1950s, two Harvard Scientists conclusively proved that space travel was possible.

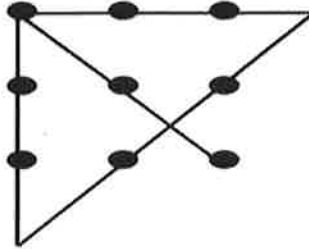
II. **Activity:**

1. ***The Nine Dot Activity:***

Directions:

Starting from any point, draw four continuous lines (without lifting the pen) so that each of the nine dots has at least one line running through it.

Solution:



2. ***The Letter Activity***

Directions:

Count the # of times the letter “f” appears in the following sentence:
FINISHED FILES ARE THE RESULT OF YEARS OF SCIENTIFIC
STUDY COMBINED WITH THE EXPERIENCE OF YEARS.

Solution:

Most people say 3 times, overlooking the word “of”.
The answer is actually 6.

3. ***The Counting Activity***

Directions:

Add up the following numbers.

$$11+5$$

$$7+8$$

$$9+9$$

$$12+6$$

$$13+8$$

Now, think of a color and a tool.

Solution:

Most people will think of a red hammer.

III. Assignment:

1. What is a paradigm? Use Google to research the internet for the term “paradigm shift”. Other words of interest might be “Thomas Kuhn” or “Joel Barker”. Think about the following questions:

- Why are paradigm shifts important?
- How do they affect the way we approach the future?
- What are the advantages of paradigms?
- What are the disadvantages of paradigms?
- What are some examples of paradigms you hold for yourself?
- How have your current paradigms affected your future goals?
- What changes can you make to embrace a “paradigm shift”?

2. Connect to the following link via the internet.

3. Using the Discussion Icon on the class homepage, post your thoughts from the questions using some of the questions from #1 (listed above), and address the following:

- Provide 1-2 specific examples of paradigms in your own life.
- How do you plan to achieve and set goals for the future now that you are aware of these paradigms?

Resume / Cover Letter Rubric

Traits	4 pts.	3 pts.	2 pts.	1 pt.
<i>Resume</i>				
Function	Audience and purpose of the resume are strong and clear.	Audience and purpose are present but could be stronger.	Audience and purpose are less clear, and weak parts remain.	Audience and purpose are not clear.
Form (functional or chronological) & content	Format of the resume is clear. Each major section includes required information (objective statement, names, dates, locations, etc.).	Format is mostly clear. Each major section includes most of the required information (objective statement, names, dates, locations, etc.).	Format is confusing. Major sections are missing information (objective statement, names, dates, locations, etc.).	Format is hard to see. Major sections are missing information (objective statement, names, dates, locations, etc.).
Effectiveness	Resume shows a very professional appearance, tone, and style.	Resume shows an appropriate appearance, tone, and style. Some inconsistencies remain.	Resume shows a less professional appearance, tone, and style. Several weaknesses need attention or revision.	Resume does not have a professional appearance, tone, or style. Much revision is needed.
Grammar & mechanics	Writer follows all guidelines for spelling, grammar, usage, mechanics, etc. Sentences are strong and have a varied structure.	Writer follows most guidelines, but some sentences are unclear, uneven, or contain errors.	Writer follows some guidelines, but sentences contain multiple errors and are difficult to understand.	Writer has difficulty following guidelines; most sentences contain numerous errors and cannot be understood.
<i>Cover letter</i>				
Function	Audience and purpose of the cover letter are strong and clear.	Audience and purpose are present but could be stronger.	Audience and purpose are less clear, and weak parts remain.	Audience and purpose are not clear.
Form & content	Format of the letter is clear. Each major section includes all required information (address, date, salutation, body, closing, signature).	Format is mostly clear. Each major section includes most required information (address, date, salutation, body, closing, signature).	Format is confusing. Major sections are missing information (address, date, salutation, body, closing, signature).	Format is hard to see. Major sections are missing information (address, date, salutation, body, closing, signature).

Effectiveness	Letter shows a very professional appearance, tone, and style.	Letter shows an appropriate appearance, tone, and style. Some inconsistencies remain.	Letter shows a less professional appearance, tone, and style. Several weaknesses need attention or revision.	Letter does not have a professional appearance, tone, or style. Much revision is needed.
Grammar & mechanics	Writer follows all guidelines for spelling, grammar, usage, mechanics, etc. Sentences are strong and varied.	Writer follows most guidelines, but some sentences are unclear, uneven, or contain errors.	Writer follows some guidelines, but sentences contain multiple errors and are difficult to understand.	Writer has difficulty following guidelines; most sentences contain numerous errors and cannot be understood.

http://www.readwritethink.org/files/resources/30847_rubric.pdf

FACS 3372 Stock Market Game

You and a group of fellow investors are going to imagine that you have \$50,000.00 to invest in the stock market. Your objective is to invest the money and when you sell your stocks your portfolio will be worth more than \$50,000.00. Research is required for this assignment. To be a good investor, you will need to research the industry, the specific company, and the current and trends in markets to know when best to sell and when to buy stock. You will put together an assignment packet with the following components:

3= Excellent (all components included, accurate, and detailed)

2= Good (most components included and accurate, some detail lacking)

1= Fair (some mistakes or parts missing)

0= Poor (major mistakes or missing parts)

Name: _____

Score: _____ / 63 = _____ %

Task	Includes	Rating	Comments
Introduction Essay: 9 points	<ol style="list-style-type: none"> 1. Describe your decision-making process regarding each stock you bought. Be specific! 2. Describe the company—what does it do or produce, who runs the company, last recorded earnings, etc. 3. What world events might affect this company? Describe scenarios and the impact on company earnings and stock values. 		
Portfolio: 24 points	Print out of the stocks you bought with original prices. You must have spent as much of the \$50,000.00 as possible. Include the name of the stock, number of shares bought, stock symbol, price of each share, total amount spent on each stock, and the date you bought them.		
Tracking: 18 points	On two separate dates (at least one month apart), write a paragraph describing your stocks performance and analysis of why you think these two stocks are performing this way. You must include news article references relating to your company to support your analysis in APA format .		
Conclusion Essay: 12 points	<ol style="list-style-type: none"> 1. Describe what you learned while investing in the stock market and how 		

	<p>you might use this information in the future.</p> <p>2. What did you learn about the companies you researched? What caused this company or industry gains or losses in the stock market?</p> <p>3. Did the stocks perform as you predicted? Why or why not? What was happening in the economy or in world events that affected the stock performance?</p> <p>4. Include your final portfolio with gains and losses.</p>		
TOTAL POINTS			

Program Development & Promotion/3456/Methods: CRITERIA/RUBRIC

Names: _____ **Date:** _____
Program Title: _____

RATING STANDARDS:

- 4 = Excellent – Exceptional; No room for improvement
- 3 = Very Good – Well prepared; some room for improvement.
- 2 = Good – Average; meets requirements
- 1 = Fair; Needs improvement
- 0 = Unsatisfactory

CHECKLIST/CRITERIA:	EXCELLENT (4)	VERY GOOD (3)	GOOD (2)	FAIR (1)	POOR (0)
Knowledge	Shows both a broad and deep understanding of the concepts/principles and their relevance to the FACS discipline. Course concepts and objectives appropriate, written correctly, achievable	Shows a general grasp of the concepts/principles and how they relate to important questions in the FACS discipline.	Shows some knowledge of the concepts/principles and can begin to relate them to important questions in the FACS discipline.	Shows some knowledge of the concepts/principles and limited ability to relate them to important questions in the FACS discipline.	
Information	Selects information from the most relevant and credible sources, without critical omissions of key sources. Research-based & relevant, Source/reference supporting need for action & program turned in with project forms.	Selects relevant information from a variety of sources, but may lack some appropriate and credible sources	Selects information from limited and similar sources.	Selects information randomly that lacks relevance and quality; or was given the information by instructor.	
Analysis	Justifies a position and/or draws a logical conclusion using appropriate disciplinary analysis on a significant question or problem. Program goals thorough, specific, and worthy of professional action	Presents a position and/or conclusion on a significant question/problem using appropriate disciplinary analysis, but lacks depth and/or draws a weak/illogical conclusion	Summarizes different perspectives used in the discipline but does not evaluate a position and/or draw a conclusion.	Recognizes there are multiple approaches to academic questions/problems.	
Program Development & Promotion	3 month plan thorough, well planned, necessary to accomplish program goals				
Component 1: News Release	Correctly written with important information at the beginning, followed by less important information. Answers the 5 W's, guidelines followed.				
Component 2: Public Service Announcement	Grabs the reader's attention and includes the 5W's				
Format and Presentation	Sketch/Outline of display board includes Title and Subheadings.				

Program Development & Promotion/3456/Methods: CRITERIA/RUBRIC

TOTAL POINTS: _____ / 28 Possible	PERCENTAGE SCORE: _____	LETTER GRADE: _____
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Additional Comments/Suggestions:

Prepared by Ryburn, R. 3/2016

Methods Presentation/3456/Methods I CRITERIA/RUBRIC

Names: _____ **Date:** _____

RATING STANDARDS:

5 = Excellent - Could not be improved upon

4 = Very Good - Only slight room for improvement

3 = Good - Average

2 = Fair - OK, Needs improvement

1 = Much room for improvement; Poor quality work

0 = Not Acceptable or not included

Lesson Title: _____ **Time: Start** _____ **Finish** _____

CHECKLIST/CRITERIA:	EXCELLENT (5)	VERY GOOD (4)	GOOD (3)	FAIR (2)	POOR (1-0)
1. Set well planned and presented; relates to objective; included a visual; caught attention of audience; Involves learners; Objectives stated <u>following</u> the set					
2. Concepts/content well planned; well researched; presented in a logical manner; easy to follow; uses examples					
3. Power Point well prepared; Six by six rule used in slide preparation; sufficient support to explain major points. Method well demonstrated; Last slide includes references .					
4. Presentation style ; diction and grammar correct; connected with students; well prepared; enthusiastic; relaxed & poised; professionally dressed (no jeans, sweat shirts, T shirts, etc.).					
5. Questioning used throughout lesson presentation; question stated - paused - called on individual student					
6. Guided (Active) practice involved students in a fun review of ALL concepts;					
7. Closure involved students & relates back to objectives					
8 Presentation length within limits (13 to 14 minutes); Lesson plan and Ppt Slides (6 per page) given to instructor in a FOLDER BEFORE the presentation					
9 Lesson plan complete, thorough, and correctly written; Objectives stated correctly on lesson.					
10. Reflection detailed description & answers; insightful and thorough; typed; 150 words					
TOTAL POINTS: _____ x 2 = _____ /100	PERCENTAGE SCORE: _____			LETTER GRADE: _____	

FACS 4600/4330 INTERNSHIP PORTFOLIO

INTERN NAME: _____ **DATE:** _____

Rating Standards:

- (4) Excellent- Could not be improve
- (3) Good- Only slight room for improvement
- (2) Average- Mediocre, use improvement

- (1) Fair- Only marginally acceptable
- (0) Unacceptable- Not acceptable

COMPONENTS	STANDARD					COMMENTS
	EXCELLENT (4)	GOOD (3)	AVERAGE (2)	FAIR (1)	UNACCEPTABLE (0)	
Portfolio Cover						
Directed Study Proposal completed and turned into instructor <i>prior</i> to beginning internship						
Professional Resume						
Written Summary of Research						
Written Summary of Interview						
Written Summary of Items Learned from Internship Experience						
Daily Logs completed and signed by supervisor <i>daily</i>						
240(FACS 4600) or 120 (FACS 4330) clock hours met						
Handouts/Materials developed while at internship						
Photographs of experience						
Confidential letter from supervisor or evaluation of intern (must be in sealed envelope with supervisor's signature across seal)						
Total						

FACS 4600/4330: INTERNSHIP PROPOSAL

Name: _____ ID #: _____

Semester Enrolled: _____ Student Cell #: _____

Internship Location: _____

Supervisor Name: _____

Address of Internship: _____
(No. & Street or P.O. Box) (City) (State & Zip Code)

Supervisor Phone Number: _____ Email: _____

I. OVERALL GOAL:

(Purpose and expected outcome of the study)

II. SPECIFIC OBJECTIVES

(Be specific as to what you plan to accomplish and dates for completing objectives)

III. SUMMARIZE

(Summarize how you plan to show evidence of successful completion of your objectives, i.e., a written paper, slide presentation, class presentation, unit of instruction, module, etc)

FACS 4600/4330 / Internship Mentor/Supervisor's Evaluation of Intern

Intern Name: _____ Semester: _____ Date: _____
 Internship Placement: _____
 Supervisor: _____ Phone #: _____ Email: _____

Rating Standards:

Excellent (4) Could not be improved *Fair* (1) Marginally acceptable
Good (3) Slight room for improvement *Unacceptable* (0) Not acceptable
Average (2) Average

CRITERIA	STANDARD				
	Excellent (4)	Good (3)	Average (2)	Fair (1)	Unacceptable (0)
Personal Qualities					
Rapport with Students, Teachers, and Colleagues					
Attitude					
Professional Dress and Appearance					
Enthusiasm					
Self-Motivation, Initiative					
Communicates Clearly and Accurately (speaking and writing)					
Encourages Effective Communication					
Encouraging to Employees, Clients, etc.					
Professionalism					
Punctuality/Promptness					
Attendance/Dependability					
Communication with Students and Mentor					
Maintains Confidentiality					
Assistance with Projects, Tasks, Curriculum					
Uses Time Effectively					
Promotes Fairness and Respect					
Demonstrates a Sense of Efficacy (Assumes responsibility)					

CRITERIA	STANDARD				
	Excellent (4)	Good (3)	Average (2)	Fair (1)	Unacceptable (0)
Builds Professional Relationships					
Exhibits Growth throughout the semester					
Demonstrates Professional Demeanor (Adheres to policies, behaves in a professional manner)					
Demonstrates Effective Organizational Skills					
Demonstrates Poise and Confidence					

Comments by Mentor/Supervisor:

Strengths:

Recommended Area(s) for Improvement:

Letter Grade Recommendation: _____

Supervisor Signature

Date

*Please place the final evaluation in a sealed envelope. Please sign across the seal. You may also include a letter.

*You may complete a mid-term assessment to assist the intern in making positive changes.

Individual Curriculum Unit FACS 4355

Name: _____

Course Name: _____ Unit Name: _____

1. Complete a **block plan** for one Unit. (may be from previous semester block plan)
 1. **concepts** only in an **outline** format.
 2. Must include **frameworks**
 3. **EXAMPLE:**

Monday	Tuesday	Wednesday	Thursday	Friday
FW: 3.1 I. Types of Vitamins A. Fat Soluble 1. Vitamin A 2. Vitamin E 3. Vitamin K 4. Vitamin D	B. Water Soluble 1. 2. 3. 4.			

2. **Develop daily lesson plans.**
 1. Must be on the form provided.
 2. Must be 5-10 day unit
3. Include **ALL** teaching materials and visuals for each lesson:
 1. **Power Points**
 2. **Independent Practice** (these can come from a student workbook or can be made by the lesson developer)
 3. **Rubrics**
 4. **Test (including modified and key)**
4. Place the unit in a binder or box with dividers
 1. **Unit plan**
 2. **Daily Lesson plans with supporting materials after each lesson plan.**
5. Complete a **Microteach**
 1. Use one daily lesson
 2. 10 minutes

Evaluation:

- **250 points possible (50 Test/150 lesson plans and supporting materials/50 microteach)**
- **Due: Rough draft block, lesson plans and materials, test due _____.**
- **Final Project Due _____.**
- **No unit** will be accepted after the due date without penalty.

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DOMAIN 1: PLANNING AND PREPARATION			
Component 1a: Demonstrating Knowledge of Content and Pedagogy			
ELEMENT	1 - UNSATISFACTORY	2 - BASIC	3 - PROFICIENT
Knowledge of content and the structure of the discipline. Knowledge of prerequisite relationships. Knowledge of content-related pedagogy	<input type="checkbox"/> In planning and practice, teacher makes content errors or does not correct errors made by students. <input type="checkbox"/> Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content. <input type="checkbox"/> Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	<input type="checkbox"/> Teacher is familiar with the important concepts in the discipline but may display lack of awareness of how these concepts relate to one another. <input type="checkbox"/> Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. <input type="checkbox"/> Teacher's plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or to the students.	<input type="checkbox"/> Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. <input type="checkbox"/> Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. <input type="checkbox"/> Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.
			4 - DISTINGUISHED
			<input type="checkbox"/> Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. <input type="checkbox"/> Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding. <input type="checkbox"/> Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.
DOMAIN 1b: Demonstrating Knowledge of Students			
ELEMENT	1 - UNSATISFACTORY	2 - BASIC	3 - PROFICIENT
Knowledge of child and adolescent development Knowledge of the learning process Knowledge of students' skills, knowledge, and language proficiency Knowledge of students' interests and cultural heritage Knowledge of students' special needs	<input type="checkbox"/> Teacher displays little or no knowledge of the developmental characteristics of the age group. <input type="checkbox"/> Teacher sees no value in understanding how students learn and does not seek such information. <input type="checkbox"/> Teacher displays little or no knowledge of students' skills, knowledge, and language proficiency and does not indicate that such knowledge is valuable. <input type="checkbox"/> Teacher displays little or no knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable. <input type="checkbox"/> Teacher displays little or no understanding of students' special learning or medical needs or why such knowledge is important.	<input type="checkbox"/> Teacher displays partial knowledge of the developmental characteristics of the age group. <input type="checkbox"/> Teacher recognizes the value of knowing how students learn, but this knowledge is limited or outdated. <input type="checkbox"/> Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency but displays this knowledge only for the class as a whole. <input type="checkbox"/> Teacher recognizes the value of understanding students' interests and cultural heritage but displays this knowledge only for the class as a whole. <input type="checkbox"/> Teacher displays awareness of the importance of knowing students' special learning or medical needs, but such knowledge may be incomplete or inaccurate.	<input type="checkbox"/> Teacher displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns. <input type="checkbox"/> Teacher's knowledge of how students learn is accurate and current. Teacher applies this knowledge to the class as a whole and to groups of students. <input type="checkbox"/> Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency and displays this knowledge for groups of students. <input type="checkbox"/> Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for groups of students. <input type="checkbox"/> Teacher is aware of students' special learning and medical needs.
			4 - DISTINGUISHED
			<input type="checkbox"/> In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, teacher displays knowledge of the extent to which individual students follow the general patterns. <input type="checkbox"/> Teacher displays extensive and subtle understanding of how students learn and applies this knowledge to individual students. <input type="checkbox"/> Teacher displays understanding of individual students' skills, knowledge, and language proficiency and has a strategy for maintaining such information. <input type="checkbox"/> Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for individual students. <input type="checkbox"/> Teacher possesses information about each student's learning and medical needs, collecting such information from a variety of sources.

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DOMAIN 1: PLANNING AND PREPARATION			
Component 1c: Setting Instructional Outcomes			
ELEMENT	1 - UNSATISFACTORY	2 - BASIC	3 - PROFICIENT
Value, sequence, and alignment	<ul style="list-style-type: none"> <input type="checkbox"/> Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning. 	<ul style="list-style-type: none"> <input type="checkbox"/> Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning. 	<ul style="list-style-type: none"> <input type="checkbox"/> Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.
Clarity	<ul style="list-style-type: none"> <input type="checkbox"/> Outcomes are either not clear or are stated as activities, not as student learning. Outcomes do not permit viable methods of assessment. 	<ul style="list-style-type: none"> <input type="checkbox"/> Outcomes are only moderately clear or consist of a combination of outcomes and activities. Some outcomes do not permit viable methods of assessment. 	<ul style="list-style-type: none"> <input type="checkbox"/> All the instructional outcomes are clear, written in the form of student learning. Most suggest viable methods of assessment.
Balance	<ul style="list-style-type: none"> <input type="checkbox"/> Outcomes reflect only one type of learning and only one discipline or strand. 	<ul style="list-style-type: none"> <input type="checkbox"/> Outcomes reflect several types of learning, but teacher has made no attempt as coordination or integration. 	<ul style="list-style-type: none"> <input type="checkbox"/> Outcomes reflect several different types of learning and opportunities for coordination.
Suitability for diverse learners	<ul style="list-style-type: none"> <input type="checkbox"/> Outcomes are not suitable for the class or are not based on any assessment of student needs. 	<ul style="list-style-type: none"> <input type="checkbox"/> Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning. 	<ul style="list-style-type: none"> <input type="checkbox"/> Most of the outcomes are suitable for all students in the class and are based on evidence of student proficiency. However, the needs of some individual students may not be accommodated.
DOMAIN 1: PLANNING AND PREPARATION			
Domain 1d: Demonstrating Knowledge of Resources			
ELEMENT	1 - UNSATISFACTORY	2 - BASIC	3 - PROFICIENT
Resources for classroom use	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher is unaware of resources for classroom use available through the school or district. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher displays awareness of resources available for classroom use through the school or district but no knowledge of resources available more broadly. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher displays awareness of resources available for classroom use through the school or district and some familiarity with resources external to the school and on the Internet.
Resources to extend content knowledge and pedagogy	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher is unaware of resources to enhance content and pedagogical knowledge available through the school or district. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district but no knowledge of resources available more broadly. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district and on the Internet.
Resources for students	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher is unaware of resources for students available through the school or district. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher displays awareness of resources for students available through the school or district but no knowledge of resources available more broadly. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher displays awareness of resources for students available through the school or district and on the Internet.
4 - DISTINGUISHED			
Value, sequence, and alignment	<ul style="list-style-type: none"> <input type="checkbox"/> All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines. 		
Clarity	<ul style="list-style-type: none"> <input type="checkbox"/> All the outcomes are clear; written in the form of student learning, and permit viable methods of assessment. 		
Balance	<ul style="list-style-type: none"> <input type="checkbox"/> Where appropriate, outcomes reflect several different types of learning and opportunities for both coordination and integration. 		
Suitability for diverse learners	<ul style="list-style-type: none"> <input type="checkbox"/> Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups. 		
4 - DISTINGUISHED			

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DOMAIN 1: PLANNING AND PREPARATION				
Domain 1e: Designing Coherent Instruction				
ELEMENT	1 - UNSATISFACTORY	2 - BASIC	3 - PROFICIENT	4 - DISTINGUISHED
Learning activities	<ul style="list-style-type: none"> <input type="checkbox"/> Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity. 	<ul style="list-style-type: none"> <input type="checkbox"/> Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with not differentiation for different students. 	<ul style="list-style-type: none"> <input type="checkbox"/> All of the learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students. 	<ul style="list-style-type: none"> <input type="checkbox"/> Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners.
Instructional materials and resources	<ul style="list-style-type: none"> <input type="checkbox"/> Materials and resources are not suitable for students and do not engage students in meaningful learning. 	<ul style="list-style-type: none"> <input type="checkbox"/> Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning. 	<ul style="list-style-type: none"> <input type="checkbox"/> All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. 	<ul style="list-style-type: none"> <input type="checkbox"/> All of the materials and resources are suitable to the students, support the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting or adapting materials.
Instructional groups	<ul style="list-style-type: none"> <input type="checkbox"/> Instructional groups do not support the instructional outcomes and offer no variety. 	<ul style="list-style-type: none"> <input type="checkbox"/> Instructional groups partially support the instructional outcomes, with an effort at providing some variety. 	<ul style="list-style-type: none"> <input type="checkbox"/> Instructional groups are varied as appropriate to the students and the different instructional outcomes. 	<ul style="list-style-type: none"> <input type="checkbox"/> Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups.
Lesson and unit structure	<ul style="list-style-type: none"> <input type="checkbox"/> The lesson has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic. 	<ul style="list-style-type: none"> <input type="checkbox"/> The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable. 	<ul style="list-style-type: none"> <input type="checkbox"/> The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations. 	<ul style="list-style-type: none"> <input type="checkbox"/> Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups. <input type="checkbox"/> The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent.
DOMAIN 1: PLANNING AND PREPARATION				
Domain 1f: Designing Student Assessments				
ELEMENT	1 - UNSATISFACTORY	2 - BASIC	3 - PROFICIENT	4 - DISTINGUISHED
Congruence with instructional outcomes	<ul style="list-style-type: none"> <input type="checkbox"/> Assessment procedures are not congruent with instructional outcomes. 	<ul style="list-style-type: none"> <input type="checkbox"/> Some of the instructional outcomes are assessed through the proposed approach, but many are not. 	<ul style="list-style-type: none"> <input type="checkbox"/> All the instructional outcomes are assessed through the approach to assessment. 	<ul style="list-style-type: none"> <input type="checkbox"/> Proposed approach to assessment is aligned with the instructional outcomes in both content and process. Assessment methodologies have been adapted for individual students, as needed.
Criteria and standards	<ul style="list-style-type: none"> <input type="checkbox"/> Proposed approach contains no criteria or standards. 	<ul style="list-style-type: none"> <input type="checkbox"/> Assessment criteria and standards have been developed, but they are not clear. 	<ul style="list-style-type: none"> <input type="checkbox"/> Methodologies may have been adapted for groups of students. <input type="checkbox"/> Assessment criteria and standards are clear. 	<ul style="list-style-type: none"> <input type="checkbox"/> Assessment methodologies have been adapted for individual students, as needed. <input type="checkbox"/> Assessment criteria and standards are clear; there is evidence that the students contributed to their development.
Design of formative assessments	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher has no plan to incorporate formative assessment in the lesson or unit. 	<ul style="list-style-type: none"> <input type="checkbox"/> Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher has well-developed strategy to using formative assessment and has designed particular approaches to be used. 	<ul style="list-style-type: none"> <input type="checkbox"/> Approach to using formative assessment is well designed and includes student as well teacher use of the assessment information.
Use of planning	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher has no plans to use assessment results in designing future instruction. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher plans to use assessment results to plan future instruction for the class as a whole. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher plans to use assessment results to plan for future instruction for groups of students. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher plans to use assessment results to plan future instruction for individual students.

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DOMAIN 2: THE CLASSROOM ENVIRONMENT			
Component 2a: Creating an Environment of Respect and Rapport			
ELEMENT	1 - UNSATISFACTORY	2 - BASIC	3 - PROFICIENT
<p>Teacher interaction with students</p> <p>Student interactions with other students</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher. <input type="checkbox"/> Student interactions are characterized by conflict, sarcasm, or put-downs. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher. <input type="checkbox"/> Students do not demonstrate disrespect for one another. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher. <input type="checkbox"/> Student interactions are generally polite and respectful.
4 - DISTINGUISHED			
<ul style="list-style-type: none"> <input type="checkbox"/> Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information. <input type="checkbox"/> Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed. 			
DOMAIN 2: THE CLASSROOM ENVIRONMENT			
Component 2b: Establishing a Culture for Learning			
ELEMENT	1 - UNSATISFACTORY	2 - BASIC	3 - PROFICIENT
<p>Importance of the content</p> <p>Expectations for learning and achievement</p> <p>Student pride in work</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others. <input type="checkbox"/> Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students. <input type="checkbox"/> Students demonstrate little or no pride in their work. They seem to be motivated by the desires to complete a task rather than to do high-quality work. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students. <input type="checkbox"/> Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement. <input type="checkbox"/> Students minimally accept the responsibility to go good work but invest little of their energy into its quality. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value. <input type="checkbox"/> Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students. <input type="checkbox"/> Students accept the teacher's insistence on work of high quality and demonstrate pride in that work.
4 - DISTINGUISHED			
<ul style="list-style-type: none"> <input type="checkbox"/> Students demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content. <input type="checkbox"/> Instructional outcomes, activities, and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations. <input type="checkbox"/> Students demonstrate attention to detail and take obvious pride in their work, initiating improvements in it by, for example, revising drafts on their own or helping peers. 			
DOMAIN 2: THE CLASSROOM ENVIRONMENT			
Component 2c: Managing Classroom Procedures			
ELEMENT	1 - UNSATISFACTORY	2 - BASIC	3 - PROFICIENT
<p>Management of instructional groups</p> <p>Management of transitions</p> <p>Management of materials and supplies</p> <p>Performance of noninstructional duties</p> <p>Supervision of volunteers and paraprofessionals</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Students not working with the teacher are not productively engaged in learning. <input type="checkbox"/> Transitions are chaotic, with much time lost between activities or lesson segments. <input type="checkbox"/> Materials and supplies are handled inefficiently, resulting in significant loss of instructional time. <input type="checkbox"/> Considerable instructional time is lost in performing noninstructional duties <input type="checkbox"/> Volunteers and paraprofessionals have no clearly defined duties and are idle most of the time. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students in only some groups are productively engaged in learning while unsupervised by the teacher. <input type="checkbox"/> Only some transitions are efficient, resulting in some loss of instructional time. <input type="checkbox"/> Routines for handling materials and supplies function moderately well, but with some loss of instructional time. <input type="checkbox"/> Systems for performing non-instructional duties are only fairly efficient, resulting in some loss of instructional time. <input type="checkbox"/> Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision. 	<ul style="list-style-type: none"> <input type="checkbox"/> Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher. <input type="checkbox"/> Transitions occur smoothly, with little loss of instructional time. <input type="checkbox"/> Routines for handling materials and supplies occur smoothly, with little loss of instructional time. <input type="checkbox"/> Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time. <input type="checkbox"/> Volunteers and paraprofessionals are productively and independently engaged during the entire class.
4 - DISTINGUISHED			
<ul style="list-style-type: none"> <input type="checkbox"/> Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity. <input type="checkbox"/> Transitions are seamless, with students assuming responsibilities in ensuring their efficient operation. <input type="checkbox"/> Routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth operation. <input type="checkbox"/> Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation. <input type="checkbox"/> Volunteers and paraprofessionals make a substantive contribution to the classroom environment. 			

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DOMAIN 2: THE CLASSROOM ENVIRONMENT			
Component 2d: Managing Student Behavior			
	2 - BASIC	3 - PROFICIENT	4 - DISTINGUISHED
ELEMENT Expectations Monitoring of student behavior Response to student misbehavior	<p><input type="checkbox"/> No standards of conduct appear to have been established, or students are confused as to what the standards are.</p> <p><input type="checkbox"/> Student behavior is not monitored, and teacher is unaware of what the students are doing.</p> <p><input type="checkbox"/> Teacher does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student's dignity.</p>	<p><input type="checkbox"/> Standards of conduct appear to have been established, and most students seem to understand them.</p> <p><input type="checkbox"/> Teacher is generally aware of student behavior but may miss the activities of some students.</p> <p><input type="checkbox"/> Teacher attempts to respond to students misbehavior but with uneven results, or there are no major infractions of the rules.</p>	<p><input type="checkbox"/> Standards of conduct are clear to all students.</p> <p><input type="checkbox"/> Teacher is alert to student behavior at all times.</p> <p><input type="checkbox"/> Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.</p>
DOMAIN 2: THE CLASSROOM ENVIRONMENT			
Component 2e: Organizing Physical Space			
	2 - BASIC	3 - PROFICIENT	4 - DISTINGUISHED
ELEMENT Safety and accessibility Arrangement of furniture and use of physical resources	<p><input type="checkbox"/> The classroom is unsafe, or learning is not accessible to some students.</p> <p><input type="checkbox"/> The furniture arrangement hinders the learning activities, or the teacher makes poor use of physical resources.</p>	<p><input type="checkbox"/> The classroom is safe, and at least essential learning is accessible to most students.</p> <p><input type="checkbox"/> Teacher uses physical resources adequately. The furniture may be adjusted for a lesson, but with limited effectiveness.</p>	<p><input type="checkbox"/> The classroom is safe, and learning is equally accessible to all students.</p> <p><input type="checkbox"/> Teacher uses physical resources skillfully, and the furniture arrangement is a resource for learning activities.</p> <p><input type="checkbox"/> The classroom is safe, and students themselves ensure that all learning is equally accessible to all students.</p> <p><input type="checkbox"/> Both teacher and students use physical resources easily and skillfully, and students adjust the furniture to advance their learning.</p>

DOMAIN 3: INSTRUCTION			
Component 3a: Communicating with Students			
	2 - BASIC	3 - PROFICIENT	4 - DISTINGUISHED
ELEMENT Expectations for learning Directions and procedures Explanations of content Use of oral and written language	<p><input type="checkbox"/> Teacher attempts to explain the instructional purpose, with limited success.</p> <p><input type="checkbox"/> Teacher's directions and procedures are clarified after initial student confusion.</p> <p><input type="checkbox"/> Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.</p> <p><input type="checkbox"/> Teacher's spoken language is audible, and written language is legible. Both are used correctly and conform to standard English. Vocabulary is correct but limited or is not appropriate to the students' ages or backgrounds.</p>	<p><input type="checkbox"/> Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning.</p> <p><input type="checkbox"/> Teacher's directions and procedures are clear to students.</p> <p><input type="checkbox"/> Teacher's explanation of content is appropriate and connects with students' knowledge and experience.</p> <p><input type="checkbox"/> Teacher's spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the students' ages and interests.</p>	<p><input type="checkbox"/> Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests.</p> <p><input type="checkbox"/> Teacher's directions and procedures are clear to students and anticipate possible student misunderstanding.</p> <p><input type="checkbox"/> Teacher's explanation of content if imaginative and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.</p> <p><input type="checkbox"/> Teacher's spoken and written language is correct and conforms to standard English. It is also expressive, with well-chosen vocabulary that enriches the lesson. Teacher finds opportunities to extend students' vocabularies.</p>

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Component 3b: Using Questioning and Discussion Techniques			
DOMAIN 3: INSTRUCTION			
ELEMENT	1 - UNSATISFACTORY	2 - BASIC	3 - PROFICIENT
Quality of questions	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response. 	<ul style="list-style-type: none"> <input type="checkbox"/> Most of the teacher's questions are of high quality. Adequate time is provided for students to respond.
Discussion techniques	<ul style="list-style-type: none"> <input type="checkbox"/> Interaction between teacher and students is predominately recitation style, with the teacher mediating all questions and answers. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher creates a genuine discussion among students, stepping aside when appropriate.
Student participation	<ul style="list-style-type: none"> <input type="checkbox"/> A few students dominate the discussion. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher attempts to engage all students in the discussion, but with only limited success. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher successfully engages all students in the discussion.
DOMAIN 3: INSTRUCTION			
Component 3c: Engaging Students in Learning			
ELEMENT	1 - UNSATISFACTORY	2 - BASIC	3 - PROFICIENT
Activities and assignments	<ul style="list-style-type: none"> <input type="checkbox"/> Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them. 	<ul style="list-style-type: none"> <input type="checkbox"/> Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged. 	<ul style="list-style-type: none"> <input type="checkbox"/> Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content.
Grouping of students	<ul style="list-style-type: none"> <input type="checkbox"/> Instructional groups are inappropriate to the students or to the instructional outcomes. 	<ul style="list-style-type: none"> <input type="checkbox"/> Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson. 	<ul style="list-style-type: none"> <input type="checkbox"/> Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson.
Instructional materials and resources	<ul style="list-style-type: none"> <input type="checkbox"/> Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally. 	<ul style="list-style-type: none"> <input type="checkbox"/> Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially mentally engaged with them. 	<ul style="list-style-type: none"> <input type="checkbox"/> Instructional materials and resources are suitable to the instructional purposes and engage students mentally.
Structure and pacing	<ul style="list-style-type: none"> <input type="checkbox"/> The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both. 	<ul style="list-style-type: none"> <input type="checkbox"/> The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. 	<ul style="list-style-type: none"> <input type="checkbox"/> The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.
4 - DISTINGUISHED			
Quality of questions	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions. 		
Discussion techniques	<ul style="list-style-type: none"> <input type="checkbox"/> Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions. 		
Student participation	<ul style="list-style-type: none"> <input type="checkbox"/> Students themselves ensure that all voices are heard in the discussion. 		
4 - DISTINGUISHED			
Activities and assignments	<ul style="list-style-type: none"> <input type="checkbox"/> All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities & projects to enhance their understanding. 		
Grouping of students	<ul style="list-style-type: none"> <input type="checkbox"/> Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups. 		
Instructional materials and resources	<ul style="list-style-type: none"> <input type="checkbox"/> Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning. 		
Structure and pacing	<ul style="list-style-type: none"> <input type="checkbox"/> The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students. 		

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DOMAIN 3: INSTRUCTION			
Component 3d: Using Assessment in Instruction			
ELEMENT	1 - UNSATISFACTORY	2 - BASIC	3 - PROFICIENT
Assessment criteria	<ul style="list-style-type: none"> <input type="checkbox"/> Students are not aware of the criteria and performance standards by which their work will be evaluated. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students know some of the criteria and performance standards by which their work will be evaluated. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students are fully aware of the criteria and performance standards by which their work will be evaluated.
Monitoring of student learning	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher does not monitor student learning in the curriculum. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher monitors the progress of the class as a whole but elicits no diagnostic information. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information.
Feedback to students	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher's feedback to students is of poor quality and not provided in a timely manner. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher's feedback to students is uneven, and its timeliness is inconsistent. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher's feedback to students is timely and of consistently high quality.
Student self-assessment and monitoring of progress.	<ul style="list-style-type: none"> <input type="checkbox"/> Students do not engage in self-assessment or monitoring of progress. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students occasionally assess the quality of their own work against the assessment criteria and performance standards. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.
Component 3e: Demonstrating Flexibility and Responsiveness			
DOMAIN 3: INSTRUCTION			
Component 3e: Demonstrating Flexibility and Responsiveness			
ELEMENT	1 - UNSATISFACTORY	2 - BASIC	3 - PROFICIENT
Lesson adjustment	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher adheres rigidly to an instructional plan, even when a change is clearly needed. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher attempts to adjust a lesson when needed, with only partially successful results. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.
Response to students	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher ignores or brushes aside students' questions or interests. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher attempts to accommodate students' questions or interests, although the pacing of the lesson is disrupted. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher successfully accommodates students' questions or interests.
Persistence	<ul style="list-style-type: none"> <input type="checkbox"/> When a student has difficulty learning, the teacher either gives up or blames the student or the student's home environment. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to draw on. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher persists in seeking effective approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.
Component 3f: Using Assessment to Monitor Student Learning			
DOMAIN 3: INSTRUCTION			
Component 3f: Using Assessment to Monitor Student Learning			
ELEMENT	1 - UNSATISFACTORY	2 - BASIC	3 - PROFICIENT
Assessment criteria	<ul style="list-style-type: none"> <input type="checkbox"/> Students are not aware of the criteria and performance standards by which their work will be evaluated. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students know some of the criteria and performance standards by which their work will be evaluated. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students are fully aware of the criteria and performance standards by which their work will be evaluated.
Monitoring of student learning	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher does not monitor student learning in the curriculum. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher monitors the progress of the class as a whole but elicits no diagnostic information. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information.
Feedback to students	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher's feedback to students is of poor quality and not provided in a timely manner. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher's feedback to students is uneven, and its timeliness is inconsistent. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher's feedback to students is timely and of consistently high quality.
Student self-assessment and monitoring of progress.	<ul style="list-style-type: none"> <input type="checkbox"/> Students do not engage in self-assessment or monitoring of progress. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students occasionally assess the quality of their own work against the assessment criteria and performance standards. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but also make active use of that information in their learning.

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DOMAIN 4: PROFESSIONAL RESPONSIBILITIES			
Component 4a: Reflecting on Teaching			
ELEMENT	1 - UNSATISFACTORY	2 - BASIC	3 - PROFICIENT
Accuracy Use in future teaching	<input type="checkbox"/> Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson. <input type="checkbox"/> Teacher has no suggestions for how a lesson could be improved another time the lesson is taught.	<input type="checkbox"/> Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. <input type="checkbox"/> Teacher makes general suggestions about how a lesson could be improved another time the lesson is taught.	<input type="checkbox"/> Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which instructional outcomes and can cite general references to support the judgment. <input type="checkbox"/> Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.
			4 - DISTINGUISHED
	<input type="checkbox"/> Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. <input type="checkbox"/> Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.		
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES			
Component 4b: Maintaining Accurate Records			
ELEMENT	1 - UNSATISFACTORY	2 - BASIC	3 - PROFICIENT
Student completion of assignments Student progress in learning Non-instructional records	<input type="checkbox"/> Teacher's system for maintaining information on student completion of assignments is in disarray. <input type="checkbox"/> Teacher has no system for maintaining information on student progress in learning, or the system is in disarray. <input type="checkbox"/> Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	<input type="checkbox"/> Teacher's system for maintaining information on student completion of assignments is rudimentary and only partially effective. <input type="checkbox"/> Teacher's system for maintaining information on student progress in learning is rudimentary and only partially effective. <input type="checkbox"/> Teacher's records for non-instructional activities are adequate, but they require frequent monitoring to avoid errors.	<input type="checkbox"/> Teacher's system for maintaining information on student completion of assignments is fully effective. <input type="checkbox"/> Teacher's system for maintaining information on student progress in learning is fully effective. <input type="checkbox"/> Teacher's system for maintaining information on non-instructional activities is fully effective.
			4 - DISTINGUISHED
	<input type="checkbox"/> Teacher's system for maintaining information on student completion of assignments is fully effective. Students participate in maintain the records. <input type="checkbox"/> Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and participate in interpreting the records. <input type="checkbox"/> Teacher's system for maintaining information on non-instructional activities is highly effective, and students contribute to its maintenance.		

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DOMAIN 4: PROFESSIONAL RESPONSIBILITIES Component 4c: Communicating with Families				
ELEMENT	1 - UNSATISFACTORY	2 - BASIC	3 - PROFICIENT	4 - DISTINGUISHED
<p>Information about the instructional program</p> <p><input type="checkbox"/> Teacher provides little of no information about the instructional program to families.</p> <p><input type="checkbox"/> Teacher provides minimal information to families about individual students, or the communication is inappropriate to the cultures of the families. Teacher does not respond, or responds insensitively, to family concern about students.</p> <p><input type="checkbox"/> Teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate.</p>	<p><input type="checkbox"/> Teacher participates in the school's activities for family communication but offers little additional information.</p> <p><input type="checkbox"/> Teacher adheres to the school's required procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms.</p> <p><input type="checkbox"/> Teacher makes modest and partially successful attempts to engage families in the instructional program.</p>	<p><input type="checkbox"/> Teacher provides frequent information to families, as appropriate, about the instructional program.</p> <p><input type="checkbox"/> Teacher communicates with families about students' progress on a regular basis, respecting cultural norms, and is available as needed to respond to family concerns.</p> <p><input type="checkbox"/> Teacher's efforts to engage families in the instructional program are frequent and successful.</p>	<p><input type="checkbox"/> Teacher provides frequent information to families, as appropriate, about the instructional program. Students participate in preparing materials for their families.</p> <p><input type="checkbox"/> Teacher provides information to families frequently on student progress, with students contributing to the design of the system. Response to family concerns is handled with great professional and cultural sensitivity.</p> <p><input type="checkbox"/> Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that could be enhanced by family participation.</p>	
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES Component 4d: Participating in a Professional Community				
ELEMENT	1 - UNSATISFACTORY	2 - BASIC	3 - PROFICIENT	4 - DISTINGUISHED
<p>Relationships with colleagues</p> <p><input type="checkbox"/> Teacher's relationships with colleagues are negative or self-serving.</p> <p>Involvement in a culture of professional inquiry</p> <p><input type="checkbox"/> Teacher avoids participation in a culture of inquiry, resisting opportunities to become involved.</p> <p>Service to the school</p> <p><input type="checkbox"/> Teacher avoids becoming involved in school events.</p> <p>Participation in school and district projects</p> <p><input type="checkbox"/> Teacher avoids becoming involved in school and district projects.</p>	<p><input type="checkbox"/> Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.</p> <p><input type="checkbox"/> Teacher becomes involved in the school's culture of inquiry when invited to do so.</p> <p><input type="checkbox"/> Teacher participates in school events when specifically asked.</p> <p><input type="checkbox"/> Teacher participates in school and district projects when specifically asked.</p>	<p><input type="checkbox"/> Relationships with colleagues are characterized by mutual support and cooperation.</p> <p><input type="checkbox"/> Teacher actively participates in a culture of professional inquiry.</p> <p><input type="checkbox"/> Teacher volunteers to participate in school events, making a substantial contribution.</p> <p><input type="checkbox"/> Teacher volunteers to participate in school and district projects, making a substantial contribution.</p>	<p><input type="checkbox"/> Relationships with colleagues are characterized by mutual support and cooperation. Teacher takes initiative in assuming leadership among the faculty.</p> <p><input type="checkbox"/> Teacher takes a leadership role in promoting a culture of professional inquiry.</p> <p><input type="checkbox"/> Teacher volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least one aspect of school life.</p> <p><input type="checkbox"/> Teacher volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school or district project.</p>	

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DOMAIN 4: PROFESSIONAL RESPONSIBILITIES Component 4e: Growing and Developing Professionally			
ELEMENT	1 - UNSATISFACTORY	2 - BASIC	3 - PROFICIENT
<p>Enhancement of content knowledge and pedagogical skill</p> <p>Receptivity to feedback from colleagues</p> <p>Service to the profession</p>	<p><input type="checkbox"/> Teacher engages in no professional development activities to enhance knowledge or skill.</p> <p><input type="checkbox"/> Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.</p> <p><input type="checkbox"/> Teacher makes no effort to share knowledge with others or to assume professional responsibilities.</p>	<p><input type="checkbox"/> Teacher participates in professional activities to a limited extent when they are convenient.</p> <p><input type="checkbox"/> Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues.</p> <p><input type="checkbox"/> Teacher finds limited ways to contribute to the profession.</p>	<p><input type="checkbox"/> Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.</p> <p><input type="checkbox"/> Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration.</p> <p><input type="checkbox"/> Teacher participates actively in assisting other educators.</p>
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES Component 4f: Showing Professionalism			
ELEMENT	1 - UNSATISFACTORY	2 - BASIC	3 - PROFICIENT
<p>Integrity and ethical conduct</p> <p>Service to students</p> <p>Advocacy</p> <p>Decision making</p> <p>Compliance with school and district regulations</p>	<p><input type="checkbox"/> Teacher displays dishonesty in interactions with colleagues, students, and the public.</p> <p><input type="checkbox"/> Teacher is not alert to students' needs.</p> <p><input type="checkbox"/> Teacher contributes to school practices that result in some students being ill served by the school.</p> <p><input type="checkbox"/> Teacher makes decisions and recommendations based on self-serving interests.</p> <p><input type="checkbox"/> Teacher does not comply with school and district regulations.</p>	<p><input type="checkbox"/> Teacher is honest in interactions with colleagues, students, and the public.</p> <p><input type="checkbox"/> Teacher's attempts to serve students are inconsistent.</p> <p><input type="checkbox"/> Teacher does not knowingly contribute to some students being ill served by the school.</p> <p><input type="checkbox"/> Teacher's decisions and recommendations are based on limited though genuinely professional considerations.</p> <p><input type="checkbox"/> Teacher complies minimally with school and district regulations, doing just enough to get by.</p>	<p><input type="checkbox"/> Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.</p> <p><input type="checkbox"/> Teacher is active in serving students.</p> <p><input type="checkbox"/> Teacher works to ensure that all students receive a fair opportunity to succeed.</p> <p><input type="checkbox"/> Teacher maintains an open mind and participates in team or departmental decision making.</p> <p><input type="checkbox"/> Teacher complies fully with school and district regulations.</p>
4 - DISTINGUISHED			
			<p><input type="checkbox"/> Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.</p> <p><input type="checkbox"/> Teacher is highly proactive in serving students, seeking out resources when needed.</p> <p><input type="checkbox"/> Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school.</p> <p><input type="checkbox"/> Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.</p> <p><input type="checkbox"/> Teacher complies fully with school and district regulations, taking a leadership role with colleagues.</p>

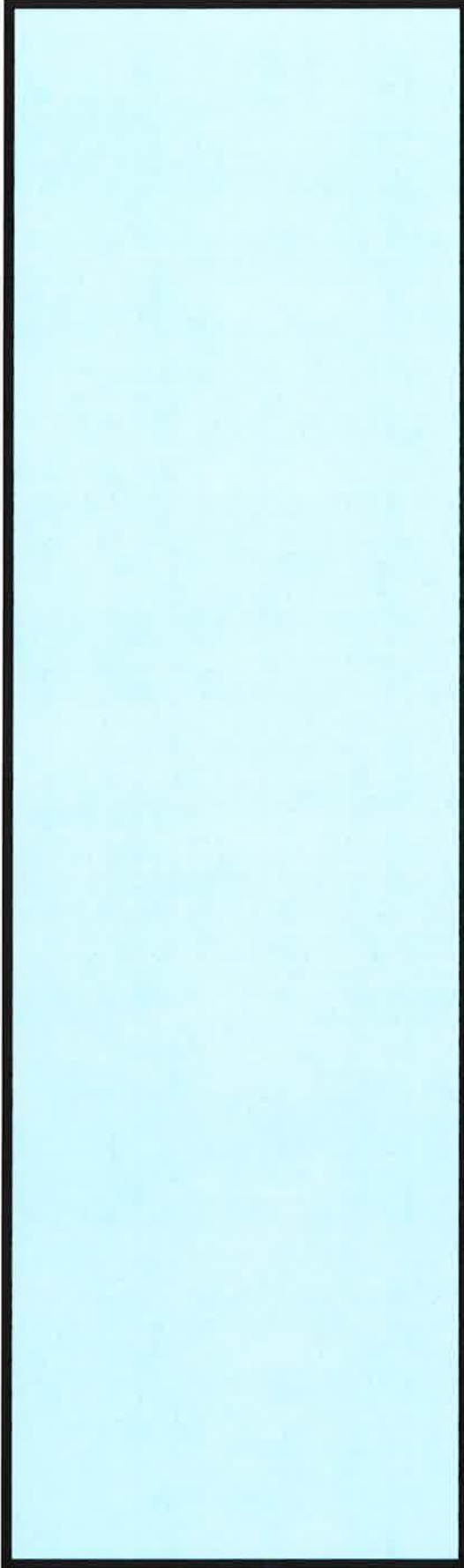
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