



COMPLETER VISIT TO THE CLASSROOM ASSESSMENT INSTRUMENT

Name of Completer: _____

Graduation Date: _____

School: _____

Program of study:

Early Childhood Education	Secondary Education
<input type="checkbox"/> Preschool (243)	<input type="checkbox"/> History (144)
<input type="checkbox"/> Elementary K-3 (236)	<input type="checkbox"/> Mathematics (128)
<input type="checkbox"/> Elementary 4-6 (237)	<input type="checkbox"/> Secondary English (147)
<input type="checkbox"/> Elementary English (206)	<input type="checkbox"/> Biology (174)
(Elementary/Secondary) Program	<input type="checkbox"/> Social Studies (177)
<input type="checkbox"/> Special Education (136)	<input type="checkbox"/> Science for Jr. High School (175)

Instructions:

This instrument is to be administered during a visit to the classroom of completers of the Educator Preparation Program (PEM) of the Metropolitan Campus of the Inter American University of Puerto Rico. This instrument is based on *Interstate Teacher Assessment and Support Consortium (InTASC)* standards for effective teachers. A representative of the Program (PEM) will visit the classroom, observe a class and fill up the instrument. The visit does not constitute an evaluation and the collected data will be used to assess the effectiveness of the Program (PEM).

The instrument uses the following scale to measure completer performance in the classroom.

- (4) Distinguished (3) Proficient (2) Emerging (1) Underdeveloped



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Standard 1. The teacher understands the central concepts, tools of inquiry, and the structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.								
COMPLETER								
INTASC PERFORMANCE	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
<p>The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.</p> <p>The teacher understands how students' conceptual frameworks and their misconceptions for an area of knowledge can influence their learning.</p>	<p>The teacher effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understandings.</p>	<p>Partial success at rating of "4" In addition to rating "3" performance,</p>	<p>The teacher uses some representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understandings.</p>	<p>Partial success at rating of "3" In addition to rating "2" performance,</p>	<p>The teacher uses one representation and explanation of disciplinary concepts.</p>	<p>Of "2" with assistance, partial success at rating</p>	<p>The teacher does not use representations or explanations.</p>	
	<p>The teacher develops and uses curricula that encourage students to see, question, and interpret ideas from diverse perspectives.</p>		<p>The teacher uses curricula that encourage students to see, question, and interpret ideas from diverse perspectives.</p>		<p>The teacher uses curricula to interpret ideas from diverse perspectives.</p>		<p>The teacher does not develop and uses curricula that encourage students to see, question, and interpret ideas from diverse perspectives.</p>	

Additional Information and Remarks: _____



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Standard 2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

COMPLETER

INTASC PERFORMANCE	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
<p>The teacher understands how learning occurs-- how students construct knowledge, acquire skills, and develop habits of mind--and knows how to use instructional strategies that promote student learning.</p> <p>The teacher understands that students' physical, social, emotional, moral and cognitive development influence learning and knows how to address these factors when making instructional decisions.</p>	<p>The teacher accesses students' thinking and experiences as a basis for instructional activities by, for example, encouraging discussion, listening and responding to group interaction, and eliciting samples of student thinking orally and in writing.</p>	<p><i>Partial success at rating of "4" In addition to rating "3" performance,</i></p>	<p>The teacher, sometimes, accesses students' thinking and experiences as a basis for instructional activities by, for example, encouraging discussion, listening and responding to group interaction, and eliciting samples of student thinking orally and in writing.</p>	<p><i>Partial success at rating of "3" In addition to rating "2" performance,</i></p>	<p>The teacher tries to access students' thinking and experiences as a basis for instructional activities.</p>	<p><i>Of "2" with assistance, partial success at rating</i></p>	<p>The teacher does not try to access students' thinking and experiences as a basis for instructional activities.</p>	
	<p>The teacher assesses individual and group performance in order to design instruction that meets learners' current needs in each domain (cognitive, social, emotional, moral, and physical) and that leads to the next level of development.</p>		<p>The teacher, sometimes, assesses individual and group performance in order to design instruction that meets learners' current needs in each domain (cognitive, social, emotional, moral, and physical) and that leads to the next level of development.</p>		<p>The teacher tries to assess individual and group performance in order to design instruction that meets learners' current needs in each domain (cognitive, social, emotional, moral, and physical).</p>		<p>The teacher does not assess individual and group performance in order to design instruction that meets learners' current needs in each domain (cognitive, social, emotional, moral, and physical).</p>	

Additional Information and Remarks: _____



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Standard 3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.								
COMPLETER								
INTASC PERFORMANCE	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
<p>The teacher understands and can identify differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes, and can design instruction that helps use students' strengths as the basis for growth.</p>	<p>The teacher identifies and designs instruction appropriate to students' stages of development, learning styles, strengths, and needs.</p>	<p>Partial success at rating of "4" In addition to rating "3" performance,</p>	<p>The teacher identifies instruction appropriate to students' stages of development, learning styles, strengths, and needs.</p>	<p>Partial success at rating of "3" In addition to rating "2" performance,</p>	<p>The teacher identifies some instruction appropriate to students' stages of development, learning styles, strengths, and needs.</p>	<p>Of "2" with assistance, partial success at rating</p>	<p>The teacher does not identify instruction appropriate to students' stages of development, learning styles, strengths, and needs.</p>	
	<p>The teacher knows about areas of exceptionality in learning-- including learning disabilities, visual and perceptual difficulties, and special physical or mental challenges.</p>		<p>The teacher makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication and response modes for individual students who have particular learning differences or needs.</p>		<p>The teacher makes provisions (in terms of time and circumstances for work, tasks assigned, communication and response modes for individual students who have particular learning differences or needs.</p>		<p>The teacher makes some provisions (in terms of time and circumstances for work, tasks assigned, communication and response modes for individual students who have particular learning differences or needs.</p>	
INSTAC PERFORMANCE	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating



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Standard 3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

COMPLETER

INTASC PERFORMANCE	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
The teacher has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate students' experiences, cultures, and community resources into instruction.	The teacher brings multiple perspectives to the discussion of subject matter, including attention to students' personal, family, and community experiences and cultural norms.		The teacher brings a few perspectives to the discussion of subject matter, including some attention to students' personal, family, and community experiences and cultural norms.		The teacher brings one perspective to the discussion of subject matter, and little attention to students' personal, family, and community experiences and cultural norms.		The teacher does not bring any perspective to the discussion of subject matter, and no attention to students' personal, family, and community experiences and cultural norms.	

Additional Information and Remarks: _____



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Standard 4. The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.								
COMPLETER								
INTASC PERFORMANCE	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
<p>The teacher understands the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem structuring and problem solving, invention, memorization and recall) and how these processes can be stimulated.</p>	<p>The teacher carefully evaluates how to achieve learning goals, choosing alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs (e.g. developmental stages, prior knowledge, learning styles, and interests).</p>	<p>Partial success at rating of "4" In addition to rating "3" performance,</p>	<p>The teacher evaluates how to achieve learning goals, choosing a few teaching strategies and materials to achieve different instructional purposes and to meet student needs (e.g. developmental stages, prior knowledge, learning styles, and interests).</p>	<p>Partial success at rating of "3" In addition to rating "2" performance,</p>	<p>The teacher evaluates how to achieve learning goals, choosing one teaching strategy and material to achieve some instructional purposes and to meet student needs (e.g. developmental stages, prior knowledge, learning styles, and interests).</p>	<p>Of "2" with assistance, partial success at rating</p>	<p>The teacher does not evaluate how to achieve learning goals and does not chooses alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs (e.g. developmental stages, prior knowledge, learning styles, and interests).</p>	
<p>The teacher knows how to enhance learning through the use of a wide variety of materials as well as human and technological resources (e.g. computers, audio-visual technologies, videotapes and discs, local experts, primary documents and artifacts, texts, reference books, literature, and other print resources).</p>	<p>The teacher uses multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help student assume responsibility for identifying and using learning resources.</p>		<p>The teacher uses some teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help student assume responsibility for identifying and using learning resources.</p>		<p>The teacher uses one teaching and learning strategy to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help student assume responsibility for identifying and using learning resources.</p>		<p>The teacher does not use any teaching and learning strategy to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help student assume responsibility for identifying and using learning resources.</p>	



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Standard 5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

COMPLETER

INTASC PERFORMANCE	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
<p>The teacher can use knowledge about human motivation and behavior drawn from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work.</p> <p>The teacher understands the principles of effective classroom management and can use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom.</p>	<p>The teacher engages students in individual and cooperative learning activities that help them develop the motivation to achieve, by, for example, relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them.</p>	<p><i>Partial success at rating of "4" In addition to rating "3" performance,</i></p>	<p>The teacher engages some students in individual and cooperative learning activities that help them develop the motivation to achieve, by, for example, relating some lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them.</p>	<p><i>Partial success at rating of "3" In addition to rating "2" performance,</i></p>	<p>The teacher engages very few students in individual and cooperative learning activities that help them develop the motivation to achieve.</p>	<p><i>Of "2" with assistance, partial success at rating</i></p>	<p>The teacher does not engage students in individual and cooperative learning activities that help them develop the motivation to achieve.</p>	
	<p>The teacher creates a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, and engage in purposeful learning activities.</p>		<p>The teacher creates a functioning learning community in which students assume some responsibility for themselves and one another, sometimes participate in decision making and work collaboratively and independently, and, once in a while, engage in purposeful learning activities.</p>		<p>The teacher tries to create a functioning learning community in which students assume some responsibility for themselves and one another, sometimes participate in decision making and work collaboratively and independently, and, once in a while, engage in purposeful learning activities.</p>		<p>The teacher does not create a functioning learning community in which students assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, and engage in purposeful learning activities.</p>	



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Standard 6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

COMPLETER

INTASC PERFORMANCE	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
The teacher understands communication theory, language development, and the role of language in learning.	The teacher models effective communication strategies in conveying ideas and information and in asking questions (e.g. monitoring the effects of messages, restating ideas and drawing connections, using visual, aural, and kinesthetic cues, being sensitive to nonverbal cues given and received).	<i>Partial success at rating of "4" In addition to rating "3" performance,</i>	The teacher models some communication strategies in conveying ideas and information and in asking questions (e.g. monitoring some of the effects of messages, restating ideas and drawing connections, using visual, aural, and kinesthetic cues, being sensitive to nonverbal cues given and received).	<i>Partial success at rating of "3" In addition to rating "2" performance,</i>	The teacher models one communication strategy in conveying ideas and information and in asking questions.	<i>Of "2" with assistance, partial success at rating</i>	The teacher does not model any communication strategy in conveying ideas and information and in asking questions.	
	The teacher knows about and can use effective verbal, nonverbal, and media communication techniques.		The teacher knows how to use a variety of media communication tools, including audio-visual aids and computers, to enrich learning opportunities.		The teacher knows how to use some media communication tools, including audio-visual aids and computers, to enrich learning opportunities.		The teacher knows how to use only a few media communication tools, including audio-visual aids and computers, to enrich learning opportunities.	The teacher does not know how to use a variety of media communication tools, including audio-visual aids and computers, to enrich learning opportunities.

Additional Information and Remarks: _____

Standard 7. The teacher plans instruction based upon knowledge of subject matter, the community, and curriculum goals.

COMPLETER



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Standard 7. The teacher plans instruction based upon knowledge of subject matter, the community, and curriculum goals.								
INTASC PERFORMANCE	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
The teacher understands learning theory, subject matter, curriculum development, and student development and knows how to use this knowledge in planning instruction to meet curriculum goals.	The teacher selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction.	Partial success at rating of "4" In addition to rating "3" performance,	The teacher selects some learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction.	Partial success at rating of "3" In addition to rating "2" performance,	The teacher selects very few learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction.	Of "2" with assistance, partial success at rating	The teacher does not select or creates any learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction.	
The teacher knows when and how to adjust plans based on student responses and other contingencies.	The teacher responds to unanticipated sources of input, evaluates plans in relation to short- and long-range goals, and systematically adjusts plans to meet student needs and enhance learning.		Sometimes the teacher responds to unanticipated sources of input, evaluates plans in relation to short- and long-range goals, and adjusts plans to meet student needs and enhance learning.		Very few times the teacher responds to unanticipated sources of input, evaluates plans in relation to short- and long-range goals and adjusts plans to meet student needs and enhance learning.		The teacher does not respond to unanticipated sources of input, does not evaluate plans in relation to short- and long-range goals, and does not adjust plans to meet student needs and enhance learning.	

Additional Information and Remarks:



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Standard 8. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

COMPLETER

INTASC PERFORMANCE	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
<p>The teacher understands the characteristics, uses, advantages, and limitations of different types of assessments (e.g. criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work) for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development.</p>	<p>The teacher appropriately uses a variety of formal and informal assessment techniques (e.g. observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests) to enhance her or his knowledge of learners, evaluate students' progress and performances and modify teaching and learning strategies.</p>	<p><i>Partial success at rating of "4" In addition to rating "3" performance,</i></p>	<p>The teacher appropriately uses some formal and informal assessment techniques (e.g. observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests) to enhance her or his knowledge of learners, evaluate students' progress and performances and modify teaching and learning strategies.</p>	<p><i>Partial success at rating of "3" In addition to rating "2" performance,</i></p>	<p>The teacher uses very few formal and informal assessment techniques (e.g. observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests) to enhance her or his knowledge of learners, evaluate students' progress and performances and modify teaching and learning strategies.</p>	<p><i>Of "2" with assistance, partial success at rating</i></p>	<p>The teacher does not appropriately use formal and informal assessment techniques to enhance her or his knowledge of learners, evaluate students' progress and performances and modify teaching and learning strategies.</p>	



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Standard 8. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

COMPLETER

INTASC PERFORMANCE	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
The teacher knows how to select, construct, and use assessment strategies and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes.	The teacher evaluates the effect of class activities on both individuals and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work.		The teacher evaluates some of the effect of class activities on both individuals and the class as a whole, collecting some information through observation of classroom interactions, questioning, and analysis of student work.		The teacher tries to evaluate the effect of class activities on both individuals and the class as a whole, trying to collect information through observation of classroom interactions, some questioning, and some analysis of student work.		The teacher does not evaluate the effect of class activities on both individuals and the class as a whole, does not collect information through observation of classroom interactions or questioning, and does not analyzes student work.	

Additional Information and Remarks:



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Standard 9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

COMPLETER

INTASC PERFORMANCE	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
<p>The teacher understands methods of inquiry that provide him/her with a variety of self-assessment and problem-solving strategies for reflecting on his/her practice, its influences on students' growth and learning, and the complex interactions between them.</p>	<p>The teacher uses classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.</p>	<p style="text-align: center;">Partial success at rating of "4" In addition to rating "3" performance,</p>	<p>Sometimes the teacher uses classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.</p>	<p style="text-align: center;">Partial success at rating of "3" In addition to rating "2" performance,</p>	<p>The teacher uses very little classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.</p>	<p style="text-align: center;">Of "2" with assistance, partial success at rating</p>	<p>The teacher does not use classroom observation, information about students, or research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.</p>	
<p>The teacher is aware of major areas of research on teaching and of resources available for professional learning (e.g. professional literature, colleagues, professional associations, and professional development activities).</p>	<p>The teacher seeks out professional literature, colleagues, and other resources to support his/her own development as a learner and a teacher.</p>		<p>Sometimes the teacher seeks out professional literature, colleagues, and other resources to support his/her own development as a learner and a teacher.</p>		<p>Very seldom, the teacher seeks out professional literature, colleagues, and other resources to support his/her own development as a learner and a teacher.</p>		<p>The teacher does not seek out professional literature, colleagues, and other resources to support his/her own development as a learner and a teacher.</p>	



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Additional Information and Remarks:



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Standard 10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.								
COMPLETER								
INTASC PERFORMANCE	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
<p>The teacher understands schools as organizations within the larger community context and understands the operations of the relevant aspects of the system(s) within which s/he works.</p>	<p>The teacher makes links with the learners' other environments on behalf of students, by consulting with parents, counselors, teachers of other classes and activities within the schools, and professionals in other community agencies.</p>	<p>Partial success at rating of "4" In addition to rating "3" performance,</p>	<p>The teacher makes some links with the learners' other environments on behalf of students, by consulting with some parents, counselors, teachers of other classes and activities within the schools, and some professionals in other community agencies.</p>	<p>Partial success at rating of "3" In addition to rating "2" performance,</p>	<p>The teacher tries to make links with the learners' other environments on behalf of students, by trying to consult with parents, counselors, teachers of other classes and activities within the schools, and with professionals in other community agencies.</p>	<p>Of "2" with assistance, partial success at rating</p>	<p>The teacher does not make links with the learners' other environments on behalf of students.</p>	
<p>The teacher understands how factors in the students' environment outside of school (e.g. family circumstances, community environments, health and economic conditions) may influence students' life and learning.</p>	<p>The teacher can identify and use community resources to foster student learning.</p>		<p>The teacher can identify and use some community resources to foster student learning.</p>		<p>The teacher can identify and use very few community resources to foster student learning.</p>		<p>The teacher cannot identify and use community resources to foster student learning.</p>	

Additional information and remarks:



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General Comments and Remarks:

TOTAL RATING: _____

Completer Printed Name

Completer Signature

PEM Representative Printed Name

PEM Representative Signature

Date