



**Department of Education**  
**700 College Ave**  
**Carlinville, IL 62626**

## Clinical Teaching Evaluation Form

|  |            |            |                       |            |  |  |            |   |                    |                      |
|--|------------|------------|-----------------------|------------|--|--|------------|---|--------------------|----------------------|
| Name (Last, First, M.I.)               |            |            |                       |            |  | Semester & Year of Student Teaching<br><input type="checkbox"/> Fall 20____ <input type="checkbox"/> Spring 20____ |            |   |                    |                      |
| Cooperating School                     |            |            |                       |            |  |  |            |   |                    |                      |
| School Address                         |            |            |                       |            |  | City   |            |   | State              | Zip                  |
| Academic Major                         |            |            | Grade Level(s) taught |            | Evaluation Type<br><input type="checkbox"/> Midterm <input type="checkbox"/> Final |  |            | Rater <input type="checkbox"/> College Supervisor<br><input type="checkbox"/> Cooperating Teacher<br><input type="checkbox"/> Student Teacher |                    |                      |
| Cooperating Teacher's Name(s)          |            |            |                       |            |  |  |            |   |                    |                      |
| Blackburn College Supervisor Name      |            |            |                       |            |  | Evaluation Date  |            |   |                    |                      |
|  |            |            |                       |            |  |  |            |   |                    |                      |
| <b>Rating Summary by Standard</b>      |            |            |                       |            |  |  |            |   |                    |                      |
| 1<br>_____                             | 2<br>_____ | 3<br>_____ | 4<br>_____            | 5<br>_____ | 6<br>_____   | 7<br>_____   | 8<br>_____ | 9<br>_____  | Composite<br>_____ | Final Grade<br>_____ |
| Blackburn College Supervisor Signature |            |            |                       |            |  |  |            |   | Date               |                      |
| Cooperating Teacher Signature          |            |            |                       |            |  |  |            |   | Date               |                      |
| Student Teacher Signature              |            |            |                       |            |  |  |            |   | Date               |                      |

## Directions:

1. Discuss this form with the student teacher at the beginning of the student teacher experience.
2. A final evaluation is required. A mid-term evaluation is required only if the student teacher candidate is not successfully progressing through the phases as outlined in the Student Teaching Manual. (Use the Teaching Episode Rubric to provide informal feedback throughout the semester.)
3. The student teacher, cooperating teacher, and the college supervisor should each complete this form. The final evaluation is also a collaborative three-way conference held between all three stakeholders. Responsibility for assignment of the final grade ultimately lies with the college supervisor.
4. For each of the nine standards, consider the student's performance, using the standard indicators as a guide to help you evaluate the evidence you have gathered to make an overall rating for the standard. Mark each indicator as "Observed" or "Not Observed," based on your observation of the candidate during the entire semester. Some of the indicators will be applicable to the candidate and others may not; it is not necessary to observe every indicator in order to rate the overall standard. You do not need to limit yourself to these indicators.
5. Rate each of the standards using the following scale:
  - 3 = Excellent:** The candidate applied the standard competently and consistently with the expectations of a beginning teacher.
  - 2 = Proficient:** The candidate applied the standard competently and frequently with the expectations of a pre-service teacher candidate
  - 1 = Satisfactory:** The candidate applied the standard competently and occasionally.
  - 0 = Unsatisfactory:** The candidate is unable to apply standard.
6. Explain your ratings in the "Anecdotal Notes" section for each standard. Use the indicators to guide your comments in the "Anecdotal Notes" section for each standard.
7. The final grade is assigned based on the composite scores using the following scale.
  - A= 2.5 or higher
  - B= 2.00-2.49
  - C= 1.99 or lower (Student Teaching must be repeated)
8. Be sure to complete the front page of the evaluation form completely and obtain signatures.
9. Copies of the final evaluation form should be submitted as listed below. (If a midterm evaluation is used, submit to student teacher only.)
  - Student teacher's signed evaluation should be submitted to the college supervisor.
  - Cooperating teacher's signed evaluation form should be submitted to the student teacher and the college supervisor.
  - A copy of the college supervisor's signed evaluation form should be submitted to the student teacher.
  - The college supervisor should submit his/her evaluation form (signed by all three parties) along with the cooperating teacher's and the student teacher's signed evaluation form to the Education Office.

|  |                     |  |                        |   |   |   |     |
|--|---------------------|--|------------------------|---|---|---|-----|
| <b>Standard 1 - Teaching Diverse Students</b> – The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning. |                     |  | <b>Standard Rating</b> |   |   |   |     |
|  |                     |  | 3                      | 2 | 1 | 0 | N/O |
|  |                     |  |                        |   |   |   |     |
| <b>Observed</b>  | <b>Not Observed</b> | <b>Standard Indicators</b>   |                        |   |   |   |     |
|  |                     | analyzes and uses student information to design instruction that meets the diverse needs of students and leads to ongoing growth and achievement   |                        |   |   |   |     |
|  |                     | stimulates prior knowledge and links new ideas to already familiar ideas and experiences   |                        |   |   |   |     |
|  |                     | differentiates strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and to students with diverse learning needs |                        |   |   |   |     |
|  |                     | facilitates a learning community in which individual differences are respected   |                        |   |   |   |     |
|  |                     | uses information about students' individual experiences, families, cultures, and communities to create meaningful learning opportunities and enrich instruction for all students   |                        |   |   |   |     |

| Standard Rating |   |   |   |     |
|-----------------|---|---|---|-----|
| 3               | 2 | 1 | 0 | N/O |
|                 |   |   |   |     |

| Observed | Not Observed | Standard Indicators  |
|----------|--------------|--|
|          |              | analyzes and uses student information to design instruction that meets the diverse needs of students and leads to ongoing growth and achievement   |
|          |              | stimulates prior knowledge and links new ideas to already familiar ideas and experiences   |
|          |              | differentiates strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and to students with diverse learning needs |
|          |              | facilitates a learning community in which individual differences are respected   |
|          |              | uses information about students' individual experiences, families, cultures, and communities to create meaningful learning opportunities and enrich instruction for all students   |

| Not Observed | Standard Indicators  |
|--------------|--|
|              | analyzes and uses student information to design instruction that meets the diverse needs of students and leads to ongoing growth and achievement   |
|              | stimulates prior knowledge and links new ideas to already familiar ideas and experiences   |
|              | differentiates strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and to students with diverse learning needs |
|              | facilitates a learning community in which individual differences are respected   |
|              | uses information about students' individual experiences, families, cultures, and communities to create meaningful learning opportunities and enrich instruction for all students   |

| Standard Indicators  |
|--|
| analyzes and uses student information to design instruction that meets the diverse needs of students and leads to ongoing growth and achievement   |
| stimulates prior knowledge and links new ideas to already familiar ideas and experiences   |
| differentiates strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and to students with diverse learning needs |
| facilitates a learning community in which individual differences are respected   |
| uses information about students' individual experiences, families, cultures, and communities to create meaningful learning opportunities and enrich instruction for all students   |

**Anecdotal Notes:**

| <b>Standard 2 - Content Area and Pedagogical Knowledge</b> – The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice. |                     |   | <b>Standard Rating</b> |   |   |   |     |
|---|---------------------|---|------------------------|---|---|---|-----|
|   |                     |   | 3                      | 2 | 1 | 0 | N/O |
|   |                     |   |                        |   |   |   |     |
| <b>Observed</b>   | <b>Not Observed</b> | <b>Standard Indicators</b>  |                        |   |   |   |     |
|   |                     | evaluates teaching resources and materials for appropriateness as related to curricular content and each student's needs  |                        |   |   |   |     |
|   |                     | uses differing viewpoints, theories, and methods of inquiry in teaching subject matter concepts   |                        |   |   |   |     |
|   |                     | engages students in the processes of critical thinking and inquiry and addresses standards of evidence of the disciplines   |                        |   |   |   |     |
|   |                     | demonstrates fluency in technology systems, uses technology to support instruction and enhance student learning, and designs learning experiences to develop student skills in the application of technology appropriate to the disciplines |                        |   |   |   |     |
|   |                     | uses a variety of explanations and multiple representations of concepts that capture key ideas to help each student develop conceptual understanding and address common misunderstandings   |                        |   |   |   |     |
|   |                     | facilitates learning experiences that make connections to other content areas and to life experiences   |                        |   |   |   |     |
|   |                     | designs learning experiences and utilizes assistive technology and digital tools to provide access to general curricular content to individuals with disabilities   |                        |   |   |   |     |
|   |                     | adjusts practice to meet the needs of each student in the content areas   |                        |   |   |   |     |
|   |                     | applies and adapts an array of content area literacy strategies to make all subject matter accessible to each student   |                        |   |   |   |     |

**Anecdotal Notes:**

| <b>Standard 3 - Planning for Differentiated Instruction</b> – The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement. |                     |  | <b>Standard Rating</b> |   |   |   |     |
|--|---------------------|--|------------------------|---|---|---|-----|
|  |                     |  | 3                      | 2 | 1 | 0 | N/O |
|  |                     |  |                        |   |   |   |     |
| <b>Observed</b>  | <b>Not Observed</b> | <b>Standard Indicators</b>   |                        |   |   |   |     |
|  |                     | establishes high expectations for each student's learning and behavior   |                        |   |   |   |     |
|  |                     | creates short-term and long-term plans to achieve the expectations for student learning  |                        |   |   |   |     |
|  |                     | uses data to plan for differentiated instruction to allow for variations in individual learning needs  |                        |   |   |   |     |
|  |                     | incorporates experiences into instructional practices that relate to a student's current life experiences and to future life experiences   |                        |   |   |   |     |
|  |                     | creates approaches to learning that are interdisciplinary and that integrate multiple content areas  |                        |   |   |   |     |
|  |                     | develops plans based on student responses and provides for different pathways based on student needs   |                        |   |   |   |     |
|  |                     | accesses and uses a wide range of information and instructional technologies to enhance a student's ongoing growth and achievement   |                        |   |   |   |     |
|  |                     | when planning instruction, addresses goals and objectives contained in plans developed under Section 504 of the Rehabilitation Act of 1973 (29 USC 794), individualized education programs (IEP) (see 23 Ill. Adm. Code 226 (Special Education)) or individual family service plans (IFSP) (see 23 Ill. Adm. Code 226 and 34 CFR 300.24; 2006) |                        |   |   |   |     |
|  |                     | works with others to adapt and modify instruction to meet individual student needs   |                        |   |   |   |     |
|  |                     | develops or selects relevant instructional content, materials, resources, and strategies (e.g., project-based learning) for differentiating instruction  |                        |   |   |   |     |

**Anecdotal Notes:**

| <b>Standard 4 - Learning Environment</b> – The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting |                     |  | <b>Standard Rating</b> |   |   |   |     |
|--|---------------------|--|------------------------|---|---|---|-----|
|  |                     |  | 3                      | 2 | 1 | 0 | N/O |
|  |                     |  |                        |   |   |   |     |
| <b>Observed</b>  | <b>Not Observed</b> | <b>Standard Indicators</b>   |                        |   |   |   |     |
|  |                     | creates a safe and healthy environment that maximizes student learning   |                        |   |   |   |     |
|  |                     | creates clear expectations and procedures for communication and behavior and a physical setting conducive to achieving classroom goals   |                        |   |   |   |     |
|  |                     | uses strategies to create a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, use appropriate technology, and engage in purposeful learning activities |                        |   |   |   |     |
|  |                     | analyzes the classroom environment and makes decisions to enhance cultural and linguistic responsiveness, mutual respect, positive social relationships, student motivation, and classroom engagement  |                        |   |   |   |     |
|  |                     | organizes, allocates, and manages time, materials, technology, and physical space to provide active and equitable engagement of students in productive learning activities   |                        |   |   |   |     |
|  |                     | engages students in and monitors individual and group-learning activities that help them develop the motivation to learn   |                        |   |   |   |     |
|  |                     | uses a variety of effective behavioral management techniques appropriate to the needs of all students that include positive behavior interventions and supports  |                        |   |   |   |     |
|  |                     | modifies the learning environment (including the schedule and physical arrangement) to facilitate appropriate behaviors and learning for students with diverse learning characteristics  |                        |   |   |   |     |
|  |                     | analyzes student behavior data to develop and support positive behavior  |                        |   |   |   |     |

**Anecdotal Notes:**

|   |                     |   |                        |   |   |   |     |  |  |
|---|---------------------|---|------------------------|---|---|---|-----|--|--|
| <b>Standard 5 - Instructional Delivery</b> – The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student. |                     |   | <b>Standard Rating</b> |   |   |   |     |  |  |
|   |                     |   | 3                      | 2 | 1 | 0 | N/O |  |  |
|   |                     |   |                        |   |   |   |     |  |  |
| <b>Observed</b>   | <b>Not Observed</b> | <b>Standard Indicators</b>  |                        |   |   |   |     |  |  |
|   |                     | uses multiple teaching strategies, including adjusted pacing and flexible grouping, to engage students in active learning opportunities that promote the development of critical and creative thinking, problem-solving, and performance capabilities |                        |   |   |   |     |  |  |
|   |                     | monitors and adjusts strategies in response to feedback from the student  |                        |   |   |   |     |  |  |
|   |                     | varies his or her role in the instructional process as instructor, facilitator, coach, or audience in relation to the content and purposes of instruction and the needs of students   |                        |   |   |   |     |  |  |
|   |                     | develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students’ understanding and presenting diverse perspectives to encourage critical and creative thinking                 |                        |   |   |   |     |  |  |
|   |                     | uses strategies and techniques for facilitating meaningful inclusion of individuals with a range of abilities and experiences   |                        |   |   |   |     |  |  |
|   |                     | uses technology to accomplish differentiated instructional objectives that enhance learning for each student  |                        |   |   |   |     |  |  |
|   |                     | models and facilitates effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning   |                        |   |   |   |     |  |  |
|   |                     | uses student data to adapt the curriculum and implement instructional strategies and materials according to the characteristics of each student   |                        |   |   |   |     |  |  |
|   |                     | uses effective co-planning and co-teaching techniques to deliver instruction to all students  |                        |   |   |   |     |  |  |
|   |                     | maximizes instructional time (e.g., minimizes transitional time)  |                        |   |   |   |     |  |  |
|   |                     | implements appropriate evidence-based instructional strategies  |                        |   |   |   |     |  |  |

### Anecdotal Notes:

| <b>Standard 6 - Reading, Writing, and Oral Communication</b> – The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge. |                     |  | <b>Standard Rating</b> |   |   |   |     |
|---|---------------------|--|------------------------|---|---|---|-----|
|   |                     |  | 3                      | 2 | 1 | 0 | N/O |
|   |                     |  |                        |   |   |   |     |
| <b>Observed</b>   | <b>Not Observed</b> | <b>Standard Indicators</b>   |                        |   |   |   |     |
|   |                     | selects, modifies, and uses a wide range of printed, visual, or auditory materials, and online resources appropriate to the content areas and the reading needs and levels of each student (including ELLs, and struggling and advanced readers) |                        |   |   |   |     |
|   |                     | uses assessment data, student work samples, and observations from continuous monitoring of student progress to plan and evaluate effective content area reading, writing, and oral communication instruction                                     |                        |   |   |   |     |
|   |                     | facilitates the use of appropriate word identification and vocabulary strategies to develop each student's understanding of content  |                        |   |   |   |     |
|   |                     | teaches fluency strategies to facilitate comprehension of content  |                        |   |   |   |     |
|   |                     | uses modeling, explanation, practice, and feedback to teach students to monitor and apply comprehension strategies independently, appropriate to the content learning  |                        |   |   |   |     |
|   |                     | teaches students to analyze, evaluate, synthesize, and summarize information in single texts and across multiple texts, including electronic resources   |                        |   |   |   |     |
|   |                     | teaches students to develop written text appropriate to the content areas that utilizes organization (e.g., compare/contrast, problem/solution), focus, elaboration, word choice, and standard conventions (e.g., punctuation, grammar)          |                        |   |   |   |     |
|   |                     | integrates reading, writing, and oral communication to engage students in content learning   |                        |   |   |   |     |
|   |                     | works with other teachers and support personnel to design, adjust, and modify instruction to meet students' reading, writing, and oral communication needs   |                        |   |   |   |     |
|   |                     | stimulates discussion in the content areas for varied instructional and conversational purposes  |                        |   |   |   |     |

**Anecdotal Notes:**



| <b>Standard 7 - Assessment</b> – The competent teacher understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The teacher makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student. |                     |   | <b>Standard Rating</b> |   |   |   |     |
|---|---------------------|---|------------------------|---|---|---|-----|
|   |                     |   | 3                      | 2 | 1 | 0 | N/O |
|   |                     |   |                        |   |   |   |     |
| <b>Observed</b>   | <b>Not Observed</b> | <b>Standard Indicators</b>  |                        |   |   |   |     |
|   |                     | uses assessment results to determine student performance levels, identify learning targets, select appropriate research-based instructional strategies, and implement instruction to enhance learning outcomes  |                        |   |   |   |     |
|   |                     | appropriately uses a variety of formal and informal assessments to evaluate the understanding, progress, and performance of an individual student and the class as a whole  |                        |   |   |   |     |
|   |                     | involves students in self-assessment activities to help them become aware of their strengths and needs and encourages them to establish goals for learning  |                        |   |   |   |     |
|   |                     | maintains useful and accurate records of student work and performance   |                        |   |   |   |     |
|   |                     | accurately interprets and clearly communicates aggregate student performance data to students, parents or guardians, colleagues, and the community in a manner that complies with the requirements of the Illinois School Student Records Act [105 ILCS 10], 23 Ill. Adm. Code 375 (Student Records), the Family Educational Rights and Privacy Act (FERPA) (20 USC 1232g) and its implementing regulations (34 CFR 99; December 9, 2008) |                        |   |   |   |     |
|   |                     | effectively uses appropriate technologies to conduct assessments, monitor performance, and assess student progress  |                        |   |   |   |     |
|   |                     | collaborates with families and other professionals involved in the assessment of each student   |                        |   |   |   |     |
|   |                     | uses various types of assessment procedures appropriately, including making accommodations for individual students in specific contexts   |                        |   |   |   |     |
|   |                     | uses assessment strategies and devices that are nondiscriminatory, and take into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students   |                        |   |   |   |     |

**Anecdotal Notes:**

|  |                     |  |                        |   |   |   |     |
|--|---------------------|--|------------------------|---|---|---|-----|
| <b>Standard 8 - Collaborative Relationships</b> – The competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members. |                     |  | <b>Standard Rating</b> |   |   |   |     |
|  |                     |  | 3                      | 2 | 1 | 0 | N/O |
|  |                     |  |                        |   |   |   |     |
| <b>Observed</b>  | <b>Not Observed</b> | <b>Standard Indicators</b>   |                        |   |   |   |     |
|  |                     | works with all school personnel (e.g., support staff, teachers, paraprofessionals) to develop learning climates for the school that encourage unity, support a sense of shared purpose, show trust in one another, and value individuals |                        |   |   |   |     |
|  |                     | participates in collaborative decision-making and problem-solving with colleagues and other professionals to achieve success for all students  |                        |   |   |   |     |
|  |                     | initiates collaboration with others to create opportunities that enhance student learning  |                        |   |   |   |     |
|  |                     | uses digital tools and resources to promote collaborative interactions   |                        |   |   |   |     |
|  |                     | uses effective co-planning and co-teaching techniques to deliver instruction to each student   |                        |   |   |   |     |
|  |                     | collaborates with school personnel in the implementation of appropriate assessment and instruction for designated students   |                        |   |   |   |     |
|  |                     | develops professional relationships with parents and guardians that result in fair and equitable treatment of each student to support growth and learning  |                        |   |   |   |     |
|  |                     | establishes respectful and productive relationships with parents or guardians and seeks to develop cooperative partnerships to promote student learning and well-being   |                        |   |   |   |     |
|  |                     | uses conflict resolution skills to enhance the effectiveness of collaboration and teamwork   |                        |   |   |   |     |
|  |                     | participates in the design and implementation of individualized instruction for students with special needs (i.e., IEPs, IFSP, transition plans, Section 504 plans), ELLs, and students who are gifted                                   |                        |   |   |   |     |
|  |                     | identifies and utilizes community resources to enhance student learning and to provide opportunities for students to explore career opportunities  |                        |   |   |   |     |

**Anecdotal Notes:**

|  |                     |  |   |   |   |     |
|--|---------------------|--|---|---|---|-----|
| <b>Standard 9 - Professionalism, Leadership, and Advocacy</b> – The competent teacher is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession. |                     | <b>Standard Rating</b>   |   |   |   |     |
|  |                     | 3  | 2 | 1 | 0 | N/O |
|  |                     |  |   |   |   |     |
| <b>Observed</b>  | <b>Not Observed</b> | <b>Standard Indicators</b>   |   |   |   |     |
|  |                     | models professional behavior that reflects honesty, integrity, personal responsibility, confidentiality, altruism and respect  |   |   |   |     |
|  |                     | maintains accurate records, manages data effectively, and protects the confidentiality of information pertaining to each student and family  |   |   |   |     |
|  |                     | reflects on professional practice and resulting outcomes; engages in self-assessment; and adjusts practices to improve student performance, school goals, and professional growth                |   |   |   |     |
|  |                     | communicates with families, responds to concerns, and contributes to enhanced family participation in student education  |   |   |   |     |
|  |                     | communicates relevant information and ideas effectively to students, parents or guardians, and peers, using a variety of technology and digital-age media and formats                            |   |   |   |     |
|  |                     | collaborates with other teachers, students, parents or guardians, specialists, administrators, and community partners to enhance students' learning and school improvement                       |   |   |   |     |
|  |                     | participates in professional development, professional organizations, and learning communities, and engages in peer coaching and mentoring activities to enhance personal growth and development |   |   |   |     |
|  |                     | uses leadership skills that contribute to individual and collegial growth and development, school improvement, and the advancement of knowledge in the teaching profession                       |   |   |   |     |
|  |                     | proactively serves all students and their families with equity and honor and advocates on their behalf, ensuring the learning and well-being of each child in the classroom                      |   |   |   |     |
|  |                     | is aware of and complies with the mandatory reporter provisions of Section 4 of the Abused and Neglected Child Reporting Act [325 ILCS 5/4]  |   |   |   |     |
|  |                     | models digital etiquette and responsible social actions in the use of digital technology   |   |   |   |     |
|  |                     | models and teaches safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources      |   |   |   |     |

**Anecdotal Notes:**