**EDU 334 (Intermediate Clinical) Date: October 4, 2023**

**Student: Alyssa Hughes Grade Level/Teacher: 3rd Koppes School: St. Columbkille**

**Pre Midterm Post (circle)**

**Assessment of Professional Disposition Qualities**

**in Teacher Education Program Candidates**

This form will be completed at the beginning of Intermediate Clinical to self-assess professional dispositions and set goals for your continued development as a professional educator. It will identify professional progress (growth and development) and document improvement areas. You will be asked to revisit this form at midterms and end of the semester to document growth.

* For the disposition sections, you must provide direct evidence showing you have used these skills successfully.
* For the InTASC section, mark skills you feel are strengths with an “S”. Mark areas of growth with a “G”.

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| **Example** | **Unsatisfactory (U)** | **Approaching (A)** | **On Target (TG)** | **Above Average (AA)** | **Outstanding (OS)** |
| Performance is not acceptable. Students have shown no evidence of the skill or failed to show appropriate use of the skills. | They are making some progress, but their performance is not yet acceptable for passing grades. | Performance is acceptable for a beginning teacher, with ongoing mentorship and practice, the student will achieve goals. | Exceeds required expectations. There is evidence student is independently showing the skill with little or no prompting | Performs independently as a superior student/beginning teacher |
| **Predisposition** | Skill has not been attempted in class or the field. If it has, the student has failed to use appropriate strategies, steps, or applications. | Skill has been practiced in class but not with students in the field. | Skill has been practiced in the field but needs refinement. Skill has been supported by a supervisor or mentor teacher. | Skill has been successfully applied in the field and met objectives with no support from mentor teachers. | Skill needs no further refinement and is on par with the same level as a licensed teacher. |
| **Midterm** | Skill has only been observed sparingly and needs more practice. | Skill has been practiced, but it still needs further refinement. The skill may have been supported by a supervisor or mentor teacher. | Skill has been successfully applied in the field and met objectives with no support from mentor teachers. | Skill needs no further refinement and is on par with the same level as a licensed teacher. |
| **Final** | The student has not had the opportunity to practice the skill or is still in the beginning stages of implementing the skill. | The skill is on the level of student transition from clinical to student teaching. There is an expectation for more practice in student teaching. | Skill has been successfully applied in the field and met objectives with no support from mentor teachers. | Skill needs no further refinement and is on par with the same level as a licensed teacher. |

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| **U** | **A** | **TG**  **X** | **AA** | **OS** | **PROFESSIONAL REQUIREMENTS**  These are qualities and practices that teacher candidates must exhibit in order to be recommended for licensure, some of which are explicit in the *Iowa Code of Ethics and Code of Responsibilities*. The candidates will display the following qualities and/or behaviors that characterize this set of professional requirements. | |
| **Indicators:** | | | | | | **Specific Evidence/Comments:** |
| **Professionalism**: endeavors to meet the standards expected of a teacher, such as, appropriateness of dress, grooming, demeanor, punctuality, tact, discretion, courtesy, etc. | | | | | | I have reached this standard because I have shown up to observation and clinicals like EDU: 331, 332, 333, MAT 110, dressed professionally and prepared to teach. I wear my name tag in the proper location so other staff members know who I am. I have successfully completed and designed lesson plans. I brought all books and assessment materials for class, observation, and clinicals. When discussing a student, we keep it within the classroom environment. Since talking EDU: 334, 336, 337 I have dressed professionally for those class meetings, and have brought all the correct material needed to be involved in the classes. |
| **Personal and Professional Ethics and Integrity:** adheres strongly to high moral principles and ethical standards as expressed in the Iowa Code; evidence integrity. | | | | | | Within my time of observation or clinicals I have seen and assisted in behaviors in the classroom. I have witnessed how to handle different situations/cases to assist me in how I decide to help the child during a behavior. When deciding what to do I know that I want it to better their behavior and choices in the classroom. When I am within the classroom, I choose to be a great role model for them and hold that with high integrity. I believe to be a good role model to my EDU: 334 students. |
| **Work Ethic/Responsibility**: attends to school policy for teacher attendance; completes teaching-related tasks thoroughly and efficiently. | | | | | | I have done with the best of my ability noting some absences due to sickness shown up ready to learn and teach during my classes of observation and clinicals. When I tutor students, I work with them to get them to understand the information to the best they can. I work hard and efficiently to understand students learning capability and work with it. I do plan on getting more experience with this during clinicals. In the classes that I am in now for education I have attending all of the class periods that were arranged between my partner teachers and I or professors. |
| **Confidentiality**: Compliance with federal, state, and school policies relating to confidentiality. | | | | | | When working with other students if they were to have IEPs or other learning accommodations, I discuss said information with the teacher within the classroom to better their learning. I do plan on getting more experience with this during clinicals. I have not talked negatively about any of my students outside of the work area. |

For the InTASC section, mark skills you feel are strengths with an “S”. Mark areas of growth with a “G”.

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| **InTASC Standard #9: Professional Learning and Ethical Practice**  **9(a): The teacher engages in ongoing professional learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards** | | | | | |
| 1. **The teacher engages in continuous professional learning to more effectively meet the needs of each learner.** | | | | | |
| **Observed** | **Level 1** | **Observed** | **Level 2** | **Observed** | **Level 3** |
| G | The teacher engages in structured individual and group professional learning opportunities to reflect on, identify, and address improvement needs and to enable him/her to provide all learners with engaging curriculum and learning experiences. (5r; 9a; 9b; 9k; 9n; 10f; 10t) | G | Based on reflection and other sources of feedback, the teacher takes responsibility for his/her self-assessment of practice and ongoing professional learning by seeking out and participating in professional learning experiences to address identified needs and areas of professional interest. (9a; 9b; 9k; 9n; 10t) | G GS | The teacher collaborates with colleagues to collectively reflect upon, analyze, and improve individual and collective practice to address learner, school, and professional needs. (9c; 9l; 10r) |
| 1. The teacher uses evidence to continually evaluate the effects of his/her decisions on others and adapts professional practices to better meet learners’ needs. | | | | | |
| S | The teacher seeks and reflects upon feedback from colleagues to evaluate the effects of her/his actions on learners, colleagues and community members. (9a; 9g; 9m; 9n) | G | The teacher reflects on and analyzes a wide range of evidence (e.g., feedback from families, students and learners’ peers) to evaluate the impact of instruction on individual learners and to set goals for improvement. (9c) | G | The teacher supports and assists others to extend and refine their instructional practices and other professional behaviors to meet the needs of each learner. (9b; 9c; 9h; 9m; 10f; 10i; 10t) |
| G | The teacher gathers, synthesizes and analyzes a variety of data from sources inside and outside of the school to adapt instructional practices and other professional behaviors to better meet learners’ needs. (9a; 9c; 9g; 9h; 9k; 9l; 9n) | G | The teacher collaborates with others to gather, synthesize and analyze data to adapt planning, instructional practices and other professional behavior to better meet individual learner needs. (9a; 9b; 9c; 9h; 9n; 10i; 10t) |  |  |
| **3. The teacher practices the profession in an ethical manner.** | | | | | |
| S | The teacher acts in accordance with ethical codes of conduct and professional standards. (9o | G | The teacher anticipates how information and technology might be used in unethical or illegal ways and takes steps to prevent the misuse of information and technology. (8o; 8r; 9f; 9o) | G | The teacher collaborates with colleagues to deepen the learning community’s awareness of the moral and ethical demands of professional practice. (9o; 10s; 10t) |
| S | The teacher complies with laws and policies related to learners’ rights and teachers’ responsibilities. (9j; 9o) | G | The teacher uses a deepening understanding of cultural, ethnic, gender and learning differences to reflect on the needs of learners and to design and implement strategies to better meet the needs of learners. (9e; 9m) | G | The teacher shares resources and strategies with others to help them better understand the cultural, ethnic, gender and learning differences of learners and their communities. (9e; 10i) |
| G | The teacher reflects on the needs of individual learners and how well they are being addressed, seeking to build support for all learners. (9 |  |  | G | The teacher uses knowledge of learners’ cultural, ethnic, gender and learning differences to advocate for changes in policy and practice that better address the needs of learners. (9o |

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| **U** | **A**  **X** | **TG** | **AA** | **OS** | **COMMUNICATIVE**  Candidates with this set of dispositions are sensitive to and skillful in the various aspects of human activity. They have effective interpersonal relationship skills and attitudes that foster collaborative enterprises useful in enhancing the teaching-learning process. The following list comprises many, but not all, of the qualities, tendencies, and/or behaviors which characterize a set of communicative dispositions | |
| **Indicators:** | | | | | | **Specific Evidence/Comments:** |
| **Presence**: has keen with-it-ness and engagement in human interactions and other’s needs. | | | | | | When I work with my students, I am extremely present with them during our time together. I want them to know that I am very invested and hopefully that will and does increase their investment in learning. I have had good experience with this in small group experiences and want to learn more about it in whole group situations. In clinicals I have worked majority one on one and small group and have learned the needs of most the students and what assistance they need from me. |
| **Responsiveness**: attends to others’ needs; the ability and inclination to act as best meet the needs, subtle as well as obvious, of others and their circumstances. | | | | | | I am very good at being attentive to other people. I want what is best for them and I will do anything in my power for them, like for my students and their ability to learn. I know how to show empathy during tough situations and how to get them back to a safe place. For the students that I have worked with and plan to work with they will know that I am very responsive to what they need. I do plan on learning more during clinicals. In my times within the schools, I am very involved in their learning. I focus on how the teacher teaches the material to model my additional help after therefore it connects more with the students. |
| **Attentiveness**: concentrates on others’ communication; takes others’ communication into account. | | | | | | I have paid attention to others when they talk or are leading a lesson or discussion to show my respect towards them. I can successfully weigh others’ opinions during conversation and correctly make the right decisions for my students. I do plan on learning more during clinicals. I communicate every time after clinicals with my partner teacher to be able to reflect on the time we had with each other and how we can help the students in the future or next class period. |
| **Authenticity**: fosters and enhances the teaching and learning process while exercising judgment about personal and professional boundaries; displays genuineness. | | | | | | When working with students I keep it real and honest about what we are learning and how we are going to achieve it. I keep it professional when talking with the students I have worked with directly and indirectly. I do plan on learning more during clinicals. I keep it genuine with the students I work with while also keeping it entertaining for them to keep their attention on the material. |
| **Collaborativeness**: involves and works with others in planning, problem-solving and implementation of effective practices. | | | | | | I have worked with many other professors and partner teachers to understand the need for collaboration. When working one on one we discuss the success of the relationship and what I will learn through this process. We talked about how to effectively handle and help each student, and what material would be important to learn. I have correctly expressed my feelings for each situation. I do plan on learning more during clinicals. When I come into clinicals in the morning I plan with my partner teacher what I will be doing and what the class will be doing for the day to best prepare. |
| **Voice:** is willing to openly engage and respond to peers, faculty, teachers, administrators, parents, and community as the need arises. | | | | | | When it comes to the students’ success and learning abilities as their teacher, I work hard to be an advocator for them to make sure they are getting all the information they need. Also, for myself I advocate for my success in the classroom and outside. I plan to get more experience with this during the year. I communicate with my partner teachers about what I have observed with the students that I work with to collaborate with each other about the student’s needs. |

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| **U** | **A**  **X** | **TG** | **AA** | **OS** | **CREATIVE**  Candidates with this set of dispositions display the capacity to envision and craft things in novel and meaningful ways to meet the needs of students. The following list comprises many, but not all, of the qualities, tendencies, and/or behaviors which characterize a set of creative dispositions. | |
| **Indicators:** | | | | | | **Specific Evidence/Comments:** |
| **Flexibility**: adapts, adjusts, and modifies practices to meet the needs of students and peers; thinks on one’s feet; is comfortable with change. | | | | | | With the process of teaching flexibility is what I have learned and grown in a great deal. Things change all the time; lessons did not go the way I wanted, or the students needed more than I planned for and that is okay. I adjusted the material, or the equipment used and started over or repositioned where I was to get us all on the same page. I do plan on learning more during clinicals. In my EDU: 337 class all of it is based on what the student needs and the level of learning that they are at therefore I am very flexible in that the lessons, objectives, and extensions look like for them. |
| **Inventiveness**: uses the needs and interests of students to approach curricular and strategic decisions; visualizes and implements novel ideas and practices. | | | | | | I plan on learning more about this during clinicals. In small group settings I relate a math problem to their real life or a sports game or something they are interested in to see if it understood more. |
| **Resourcefulness**: uses resources in effective ways; adapts practices to unforeseen challenges. | | | | | | I plan to experience this during clinicals and many of the other courses I have taken have been a little more controlled. During MAT: 333 we brought and were given every way possible to learn and understand math and would bring them in for our students to see and chose which one would be most beneficial for them. A big tool I am using in all of my courses is whiteboards and markers to show what is being asked in the problem. |
| **Resilience:** endures stress and maintains stability in the face of disruption and/or chaos; recovers poise or spirit that enables moving forward in an effective manner. | | | | | | There have been times where I had a rough day outside of the classroom, but my students would never know it because I show up for them and their learning. I want them to know that no matter what happens people will show up for them in an effective and purposeful manner. During EDU 331-2, my grandfather was going through some health problems at home, and I chose then to be there for my students with a smile while still making sure my family was safe and healthy after. This semester has been quite stressful, but maintaining stability is most important in front of my students and I believe I display balance well in front of them. |

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| **U** | **A**  **X** | **TG** | **AA** | **OS** | **CRITICAL**  Candidates with this set of dispositions have the ability to examine closely, to critique, and to ask questions. They do not accept the status quo at face value but employ higher-level thinking skills to evaluate, analyze, and synthesize. Self-evaluation and reflection characterize candidates with this set of dispositions. The following list comprises many, but not all, of the qualities, tendencies, and/or behaviors which characterize a set of critical dispositions | |
| **Indicators:** | | | | | | **Specific Evidence/Comments:** |
| **Reflectiveness**: takes time consistently to evaluate the effectiveness of instruction and behavior in terms of the larger goals of education; nurtures reflectivity in students and peers; reflects on own growth and accountability. | | | | | | During many of my classes I have completed and discussed many reflections with my professors and peers. We discussed what we have been through that week and how we can help each other navigate the following week. Our professors give us suggestions and we can take what we want from them as another resource. With my peers we discuss our experiences in the small groups or classrooms understanding HIPPA and reflect on them. I do plan on learning more during clinicals. I discuss what I experience frequently with my clinical partner teacher or my professors to debrief on what occurred in the classroom. I do this to better myself for the next time I am in the classroom with the students. I can see when my students do not understand what I am explaining to them, so I quickly regroup and try from a different angle. |
| **Initiative**: exhibits a willingness to pursue solutions to problems or questions; gathers relevant data and persistentlyseeks to improve situations or areas of need. | | | | | | I plan on learning more about this during clinicals. Try to really push myself more. I do still need more work with this however, I am more willing to help students who raise their hands during a lesson. I also help a student who has more needs than the others during transition periods. |
| **Open-mindedness**: exhibits an ability to look at different sides of an issue; recognizes the possibility of error in one’s beliefs and practices; does not display or act upon prejudices against people or ideas. | | | | | | In many situations during my observations, I have seen how partner teachers have handled situations and while I may not agree with them, I understand and respect that is how they handled it in that time. They have explained to me why and cleared it up many times after it happens. I have never disrespected peers, partner teachers, or professors if they have a different opinion than me. I have walked into all my courses with an open mind and willingness to learn and develop as a teacher. My partner teacher and I discuss what happened during each lesson every period. |
| **Efficacy**: nurtures high expectations, demonstrates self-direction and confidence, and empowers students and peers. | | | | | | I plan on learning more about this during clinicals. I do effectively show up on time for everything. I have more room to learn more here during clinicals. I do have high expectations for myself through these classes. I have gained more confidence in the classroom and talking to groups of students at one time or leading them down the hallway. I empower students to do their math or reading every time I am with them. |
| **Humility**: places the needs of the learner and/or learning task above one’s own ego; reflects on own growth and accountability. | | | | | | I do take a great deal time to self-reflect on situations during observations or small group work. During my EDU: 333 class my partner and I saw that a lesson did not go well, and we both decided to go home to reflect on what happened and come back together for the betterment of us for the students. I do plan to experience this more during clinicals. During my time in each EDU: 334, 336, 337 I have self-reflected over each time I have taught a singular student or a group of students. I can tell through the students growth of knowledge or confusion if I have helped them or need to reevaluate how I explain it to them again. |

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| **U** | **A** | **TG**  **X** | **AA** | **OS** | **CARING**  Candidates with this set of dispositions value and appreciate all aspects of other persons’ well-being: cognitive, emotional, and physical–thereby enhancing opportunities for meeting the learning needs of students. The following list comprises many, but not all, of the qualities, tendencies, and/or behaviors which characterize a set of caring dispositions: | |
| **Indicators:** | | | | | | **Specific Evidence/Comments:** |
| **Empathy**: identifies with and sees things from the perspective of others. | | | | | | Empathy is something that I hold high when it comes to working with others and students to make sure they feel heard. In my EDU: 333 class we always started with how their day or weekend was to make sure they felt heard with us and then we got into the material and got learning. I think when the student knows I care about them outside of just a test score they are more willing to learn. I also want my peers to know that I will listen to them. All the time in our classes we discuss experiences, so we never feel alone in it, which is important to our mental health. In my EDU 334 class specifically, I have shown a great deal of empathy towards the students because they too have a life at home that I do not know all about. I have displayed grace to the students who need a little extra help during the days. |
| **Compassion**: sympathizes, often with a desire to understand and help improve conditions of students’ lives. | | | | | | I have a great deal of compassion towards the students. I know that each of them has a different home life and I want them to feel safe and established with me as their mentor and teacher. Again, doing anything for the students’ benefit. I show my students compassion but often express how happy I am with their work or actions. I appreciated their willingness to learn. In my EDU: 334 class we do feel good Fridays where we get a sticky note of a random student and express gratitude towards them. |
| **Rapport**: develops appropriate relationships with peers and other stakeholders. | | | | | | Every situation of clinicals or other developments I have had a good and appropriate relationship with other stakeholders and peers. I have never had a situation occur that made it unsafe for either or any of us. I believe I have developed appropriate relationships with my partner teachers that I work with every day. |
| **Respect**: shows appropriate regard for the needs, ideas, and experiences of others. | | | | | | I have and show a lot of respect for my partner teachers, professors, and peers. They all want what is best for me and are going to share their experiences and ideas with me. I took it as they wanted and chose to help me. I also respect my students and build their mentality about themselves to be more positive. I display a great deal of respect towards everyone who I cross paths with at all locations that I work with. |
| **Passion**: demonstrates excitement, enthusiasm and optimism for the people, content, and context of the teaching/learning process. | | | | | | I show up to all my small group, tutor, observations, with a huge smile on my face most of the time because I know we are all going to learn today. I have optimism for all parts of teaching and what will occur for that day. I plan to gain more of this through clinicals. I believe my passion for students growth and connected relationships has grown through my time working with the students that I have. |
| **Cultural Competence:** appreciates and capitalizes upon diversity; is aware of and acts to reduce one’s own biases; employs culturally sensitive pedagogy. | | | | | | I am not catholic, yet I attend a catholic institution with many events that occur that relate to Catholicism, and I push myself to go to some. A few semesters ago Loras had a speaker who spoke about how her race, gender and religion affected her and helped her grow individually and how she advocated for more people like her. I attended it and while I am only somewhat like her, I related a great deal to what she had to say. I have attended mass for a couple of weeks now and I respect the Catholic religion more. I am also attending mass on 10/4 where my students in my EDU: 334 class will be reading and singing during it. |

* For the InTASC section, mark skills you feel are strengths with an “S”. Mark areas of growth with a “G”.

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| **InTASC Standard #2: Learning Differences** | | | | | |
| **2(c). The teacher designs instruction to build on learners’ prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.** | | | | | |
| 1. **The teacher uses understanding of how learners grow and develop (in cognitive, linguistic, social, emotional, and physical areas) to design and implement developmentally appropriate and challenging learning experiences.** | | | | | |
| **G** | Drawing on her/his understanding of child and adolescent development, the teacher observes learners, noting changes and patterns in learners across areas of development, and seeks resources, including from families and colleagues, to adjust teaching. (1a; 7i; 9d) | G | The teacher builds mental models of variations in typical development based on experience with each learner and uses those models to adjust instruction. (1d) | G | The teacher uses understanding of the interconnections among different areas of development to find entry point(s) to support learner development. (1e; 1f) |
| **G** | The teacher engages learners in a variety of learning experiences to capitalize on strengths and build areas of development that are weaker. (1i; 1j) | G | The teacher identifies individual learner development and calibrates learning experiences, using an appropriate balance of support and challenge, to move learners toward their next levels of development. (1f | G | The teacher communicates regularly with families to mutually understand learner development and engages the learner in understanding, analyzing, and communicating their own growth and needs. (1c; 1k) |
| **2. The teacher uses understanding of learners’ commonalities and individual differences within and across diverse communities to design inclusive learning experiences that enable each learner to meet high standards.** | | | | | |
| **Observed** | **Level 1** | **Observed** | **Level 2** | **Observed** | **Level 3** |
| G | Drawing upon her/his understanding of second language acquisition, exceptional needs, and learners’ background knowledge, the teacher observes individual and groups of learners to identify specific needs and responds with individualized support, flexible grouping, and varied learning experiences. (1g; 2b; 2c; 2d; 2e; 2f; 2g; 2h; 2i; 2j; 2l; 2m; 2o) | G | The teacher engages learners in assessing their strengths and learning preferences and identify es various ways to promote each student’s growth (2a; 2b; 2c; 2d; 2j; 2m; 2n | G | The teacher uses a variety of approaches to make concepts clear and provides extensions that engage learners in deepening academic content by connecting it to individual learners’ interests, background knowledge, and need for real-world application. (2a; 2b; 2c; 2h; 2l; 2m; 2n) |
| G | The teacher includes multiple perspectives in the presentation and discussion of content that include each learner’s personal, family, community, and cultural experiences and norms. (2c; 2d; 2j; 2k; 2m) | G | The teacher responds to student learning cues by pacing and adjusting instruction, enhancing access to challenging learning experiences, and making timely provisions (e.g., task demands, communication, assessment, and response modes) for individual learners with particular learning differences or needs. (2a; 2d; 2g; 2h; 2m; 2n; 3r) | G | The teacher integrates diverse languages, dialects, and cultures into instructional practice to build on learners’ prior knowledge and experiences and promote the value of multilingual and multicultural perspectives. (1g; 2c; 2e; 2j; 2k; 2n; 2o; 8p) |

Setting Professional Goals

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| **Goal: What do you want to achieve?** | **Strategy: How will you accomplish the goal?** | **Targeted Completion Date: When do you anticipate your goal being met?** | **Evidence of Goal Attainment: How will you know when your goal has been met? How will you know it has impacted student learning?** |
| During my time in clinicals I hope to learn at least five more teaching strategies to add to my mental binder or use during class.   * Visualization * Technology * Differentiated instruction. * Professional development * Students centered | I plan to accomplish this goal by observing Mrs. Koppes in the first couple of days then do it myself. | I hope to meet this goal by the end of the clinicals. | I will know I have met this goal when I can list or describe at least five effective teaching strategies. I will know it has impacted students learning when I see which one is most effective for them. I have observed what Mrs. Koppes does with her class and I hope for the next following weeks I can work them into my own or see what else works. |
| In clinicals, I hope to learn more classroom management skills. I hope to find what works for me during this time. What calm down phrases work best. | I plan to accomplish this goal by practicing the ones I have learned leading up to clinicals. | I hope to meet this goal of managing a classroom by the mid-point of attending class. | I will know I have met this goal when I can efficiently manage a class. I will know it has impacted student learning by being able to correctly direct them through classroom transitions or room transitions. (Changing lesson or moving to mass) I have done many ‘procedures’ with the students and they seem to understand the expectations well. They just need some reminders. |
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