TABLE OF CONTENTS

EDUCATION UNIT CONCEPTUAL FRAMEWORK ................................................................. 2
GATES AND CRITERIA FOR UNDERGRADUATE EDUCATION ........................................... 8
TYPES OF TEACHING LICENSES ..................................................................................... 9
ADMISSION, RETENTION, AND COMPLETION CRITERIA .............................................. 10
RETENTION REQUIREMENTS .......................................................................................... 10
ENTRY INTO CLINICAL PRACTICE (STUDENT TEACHING) ........................................... 10
URSULINE COLLEGE PRAXIS II POLICY ..................................................................... 11
EXIT FROM CLINICAL PRACTICE and PROGRAM .......................................................... 12
CUMULATIVE AVERAGES: RETENTION ....................................................................... 12
INTERVIEW: RETENTION ............................................................................................... 12
FIELD AND CLINICAL EXPERIENCES ......................................................................... 12
CANDIDATE SERVICES ................................................................................................. 15

PROGRAM AUDIT SHEET
LESSON PLAN RUBRIC
CHECKSHEET FOR ADMISSION TO EDUCATION PROGRAM
APPLICATION FOR ADMISSION TO EDUCATION DEPARTMENT
ORAL ASSESSMENT RUBRIC
INTERVIEW ASSESSMENT RUBRIC
INTERVIEW QUESTIONS
SCORING RUBRIC FOR UNIT
END OF SEMESTER STUDENT ASSESSMENT RUBRIC
TEACHER EDUCATION HANDBOOK

This handbook describes the objectives, policies, and procedures relating to the undergraduate teacher education programs at Ursuline College. It is intended to be a general guide for the candidate pursuing licensure in Education.

Ursuline College has long been recognized for excellence in the preparation of teachers. Under the guidance of creative professionals, the prospective teacher is encouraged to blend the cultural and educational heritage of the past with the most innovative curriculum developments and the best theoretical and research knowledge of the present to meet the challenges of the future.

Alternatives in today’s schools demand, as essential, the acquisition and utilization of knowledge, skills, and dispositions for effective teaching. The flexibility and adaptability, which characterize these innovative approaches to learning, have enabled Ursuline to continue to provide quality education in the preparation of future teachers.

Our greatest contribution is to be sure that there is a teacher in every classroom who cares that every student, every day, learns and grows and feels like a real human being.

Selection Research, Inc.
EDUCATION UNIT CONCEPTUAL FRAMEWORK

Ursuline Mission
Ursuline College offers holistic education that transforms students for service, leadership and professional excellence by providing undergraduate and graduate programs that foster lifelong learning and personal wisdom in an environment characterized by:
• Catholic and Ursuline heritage
• Women-centered learning
• Values-based curricula
• Inclusive, global perspective

Ursuline Vision
A premier Catholic institution of higher learning that provides transformative experiences and inspires greatness in our graduates.

Ursuline Philosophy
Ursuline College helps students achieve their educational and career goals by emphasizing the whole person and providing personalized attention within a liberal arts higher educational environment. While welcoming persons of all faiths, the College is Catholic in its origins, identity, and environment. Instruction and services are based on the dignity of the human person in accordance with the principles of Catholic social teaching.

In the liberal arts tradition, an Ursuline education emphasizes critical thinking; clear and graceful expression; free, mature judgment and choice; and commitment to continued learning. In addition, faithful to the contemplative heritage of the Ursuline congregation, we perceive contemplation and reflection as integral factors in our search for wisdom. Thus a distinctly Ursuline education emphasizes a strong foundation in the arts and sciences, fosters the student-professor dialectic with its corollary of shared responsibility, respects the learning needs of the individual student, and recognizes the interrelatedness of spiritual vitality and service to the larger community.

Acknowledging that the liberal arts are life arts, Ursuline helps students search for wisdom within the context of theology and philosophy, the fine arts and humanities, and the natural and social sciences. The College's career programs build upon this broad foundation to prepare students to serve the community and their professions with distinction and integrity.

The primary focus of the institution is the academic preparation of students through an emphasis on excellence in teaching and on scholarship that supports teaching. The College seeks for its faculty women and men who are professionally competent, who are committed to developing a learning community, and who can contribute to its distinctively Ursuline character. As a corollary of our emphasis on shared responsibility, the College seeks to foster a climate of collegiality in which all members have the opportunity to influence and to participate in decision-making.

Today we serve students who reflect a wide range of ages, of economic, social and academic backgrounds, and of religions. We make a special effort to assess and meet the needs of our diverse clientele by providing flexible scheduling and a variety of approaches to learning. Ursuline College also serves the local community by offering programs and facilities for social, cultural and spiritual enrichment.

Ursuline Purpose
To help our students succeed and deepen their intellectual and spiritual life.

Ursuline Core Values
Student Focus
Spirituality
Respect
Collaboration

Core Curriculum
Women's Ways of Knowing: Epistemological Development Goals
• Silent
• Received
• Subjective
• Procedural
• Constructed
Core Competencies
• To communicate effectively
• To interact socially
• To analyze and synthesize
• To solve problems
• To respond to beauty
• To make decisions based on values
• To take responsibility for society

Education Unit Vision
The Education Unit strives to graduate teachers and administrators who create high quality value-centered learning environments that foster the growth of all learners in the context of a democratic society. Ursuline’s educational programs provide foundational knowledge from the dialectic of theory and practice that enables each graduate to succeed and grow as a professional reflective practitioner guided by values and the continuous development of her or his voice and vision.

Education Unit Philosophy
Our philosophy is grounded in the theoretical traditions of social constructivism, reflective practice, and Catholic education. The Unit draws on pragmatism and existentialism, particularly Christian existentialism, as guiding philosophies from which emerge our four pillars of social justice, spirituality, professionalism, and democratic living. Through these pillars, the Unit strives to complement Ursuline’s emphasis on critical thinking; clear and graceful expression; free, mature judgment and choice; and a commitment to continued learning and reflective practice.

Education Unit Mission
To prepare teachers and administrators who identify and practice social justice, personal spirituality, professionalism, and democratic principles.

Social Justice:
We are living in a new century, with growing cultural and linguistic diversity, international communication, and tremendous access to information. It is also an age characterized by enormous inequities and a lack of democratic opportunities for many people. (Nieto, 2000, p. 181)

At Ursuline, we believe that all people should work together to create a just society. We recognize our social responsibility by attending to the dignity of the individual, sharing resources, and advocating for and supporting the rights and opportunities of those who are underserved by society. We believe that we, as educators, are charged not only to work to support the rights of the underserved, but to work with them in ways that enable them to see the possibilities of their own power and become critical agents of their own humanity (Friere, 1970). We believe that educational communities should engage in dialogic conversations that work to provide all students with “a sense of identity, community, and possibility” (Giroux, 1997, para. 2).

We agree with Dewey (1987, Article IV, para. 1) that “…education is the fundamental method of social progress and reform.” We believe that we must engage ourselves and our candidates in critical educational inquiry and be open to the unexpected that may produce discoveries that help us bridge gaps among us, that lead to empathy, and that encourage selfless action in support of the emancipation of others. By challenging and expanding the boundaries of traditional educational practices, we seek inclusive learning environments that stimulate thought, reflection, and community. By rethinking traditional teaching practices and challenging policies and practices that undermine liberatory education, we are moving toward a pedagogy that realizes that it is essential to rely on the inherent value that each individual brings to the learning community (Freire, 1970; Hooks, 1994). Ursuline’s commitment to social justice and change is a legacy handed down from St. Angela Merici (1520, trans. 1993), foundress of the Ursuline Sisters, who said, “If according to the times and the needs, it is necessary to make changes or to modify certain rules, do so with prudence and good advice” (p. 62).

Spirituality
We believe that each of us is a unique person searching for the meaning of life. Spirituality is the way we seek to gain wisdom, build meaning in our lives, and create connections with self, others, and the Divine and natural worlds. Spirituality enables us to develop a clear vision and determine appropriate action. Embracing the spirituality of St. Angela and mindful of her counsel to pray for enlightenment, direction, and guidance, our candidates are encouraged to ground their interactions and relationships in the Divine through contemplation, conversation and action. (Merici, 1520) We encourage our diverse student population to develop an understanding of the “abiding human quest for connectedness with something larger and more trustworthy than our own egos – with our own souls, with one another, with the worlds of history and nature, with the indivisible winds of the spirit, with the mystery of being alive” (Wolman, 2001, p. 26).

Democratic Living
We recognize that, as members of a democratic society, our lives are intertwined with those whose realities intersect and travel along the same paths as ours. Our view of democracy reaches beyond the political and into the social and personal. Democratic living is fundamental to a way of life in which all persons can fully develop, allowing space for individual voice, collaboration, reciprocity, and mediation as part of everyday life. It is a “moral ideal requiring expanding
opportunities for direct participation” (Carr & Hartnett, 1996, p. 233). We believe and guide our candidates to understand that our privileged status with basic freedoms requires us to act for those whose freedoms have been limited. We maintain that we have the capacity to envision and create a better social order (Dewey, 1897; Greene, 1988).

**Professionalism**
As professional educators, we believe we have an obligation to approach education with integrity, dignity and wisdom, to act as responsible leaders, and to work continually with the best interests of our candidates in mind. We view learning as a continuous life-long process and believe that reflective practice nurtures this continual growth. We strive to model and teach reflective practice (Arhar, Holly, & Kasten, 2001; Gornik, Henderson, & Thomas, 2004; Henderson & Gornik, 2006) that is informed by theory, beliefs and on-going experience to develop habits of mind that encourage an engaged commitment to open-minded and responsible educational practice. Our programs provide classroom and field-based experiences that offer opportunities for collaborative learning, self and group evaluation, and thoughtful responses to learning experiences.

Finally, the liberal arts tradition of Ursuline College provides the impetus for the achievement of a holistic approach to learning. The faculty embraces the belief that knowledge is socially and cognitively constructed (Edgerton, 1996; Piaget & Inhelder, 1969; Pinar, 2004; Slattery, 2006; Vygotsky, 1986) and that learning strengths are defined by prior experiences (Edgerton, 1996; Pinar, 2004), learning styles and multiple intelligences (Dunn & Dunn, 1992; Gardner, 1983; Piaget & Inhelder, 1969; Sternberg, 2004). As educators we believe that we must be able to think, plan, instruct, and lead in ways that support our candidates’ construction of knowledge and address their individual learning needs. We believe that a holistic philosophy is supported by an integrated curriculum. Based upon the research of Belenky, Clinchy, Goldberger, and Tarule (1986) and substantiated by more recent studies (Qin, Johnson & Johnson, 1995; Slavin, 1995), the principles of an integrated curriculum address student learning as collaborative, subjective, inductive, and active, recognizing the realities of candidates’ backgrounds and experiences that have encouraged competition, deduction, and received knowing. In the Ursuline Education Unit, innovative and integrated programs are fostered and high academic standards are maintained while attending to the range of abilities and skills of entering candidates.

**Unit Goals**
From our philosophical groundings, and resting on the four pillars of social justice, spirituality, democratic living, and professionalism, we have developed the following goals:

- To demonstrate an understanding of the nature of the learner who is a person growing in the capacities to gain wisdom, to make free choices and to relate to others with love;
- To promote the dignity and diversity of individuals, families, communities, and the broader global community;
- To demonstrate an understanding of one’s relationship to the spiritual and natural worlds through direct participation in and service to society;
- To model integrity and respect as an expression of their souls and character;
- To utilize knowledge – historical, philosophical, theoretical, psychological, experiential, pedagogical - to inform professional practice;
- To engage in reflective inquiry;
- To accept membership in the education profession as a privilege, responsibility and service to others.

**Summary**
Planning for student learning based on knowledge of student needs, and selecting teaching strategies that serve to meet those needs (Good & Brophy, 2003; Marzano, 2003) are marks of well-prepared candidates. Additionally, they will be able to differentiate (Tomlinson, 1999) learning experiences so that a variety of students within the same classroom might find their learning experiences appropriately challenging and meaningful.

Candidates must be able to demonstrate how children learn and develop and they will be able to provide learning experiences that support such development. Specifically, they must be able to understand and utilize constructivist practice (Brooks & Brooks, 1993; Piaget, 1959; Vygotsky, 1978) to promote understanding and to create experiences that will move fruitfully into future experiences (Dewey, 1938).

Effective assessment of student learning (Stiggins, 2005; Wiggins & McTighe, 2005) that provides authentic information about student performance directs the planning for student learning. Candidates must be able to plan lessons beginning with this end in mind and will, thereby, allow assessment to drive instruction. They will use assessment for the benefit of students and will be able to help students self-assess in ways that promote their independence in learning.

Candidates will be able to manage the learning environment so that learners remain focused on learning. They will understand the connection between quality instruction and positive student behavior (Good & Brophy, 2003), and they will be able to create authoritative, rather than authoritarian styles (Gill, Achtont, & Algina, 2003) that reflect their respect for learners constructing their own meaning.
Effective relationships with students, parents, colleagues, and community members promote the best interests of learners (Goleman, 1995; Noddings, 1984, 1998, 2005, 2006). In addition to building their capacity for establishing quality relationships with all stakeholders, candidates will be able to take on larger spheres of influence within the profession so that they might fully advocate for children and youth.

In conclusion, candidates prepared to serve as teachers and administrators in public, parochial, and private school settings, leave Ursuline College with a solid foundation of theory and experiences in practice that support their theoretical understandings. The knowledge base provided in this conceptual framework guides our decisions as courses are developed to enhance the knowledge, skills, and dispositions of our candidates. In the end, our commitment is to the learner who will ultimately benefit from well prepared candidates.

References


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<tr>
<th>Gate 1</th>
<th>Gate 2</th>
<th>Gate 3</th>
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<tbody>
<tr>
<td><strong>Criteria for Entrance into the Teacher Ed Program</strong></td>
<td><strong>Criteria for Entrance into Clinical Practice</strong></td>
<td><strong>Criteria for Exit from Clinical Practice and the Program</strong></td>
</tr>
<tr>
<td><strong>Knowledge</strong></td>
<td>1. Demonstrate general and content knowledge by achieving: a. cumulative GPA of 2.5 or higher b. content GPA of 2.75 or higher.</td>
<td>1. Demonstrate general and content knowledge by achieving: a. cumulative GPA of 2.5 or higher b. content GPA of 2.75 or higher.</td>
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<td>2. Demonstrate professional knowledge by achieving: a. Professional GPA of 2.75 or higher b. Minimum grade of C (2.0) in each professional education course.</td>
<td>2. Demonstrate professional knowledge by achieving: a. Professional GPA of 2.75 or higher b. Minimum grade of C (2.0) in each professional education course.</td>
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<td>3. Earn competency in Philosophy of Education.</td>
<td>3. Demonstrate knowledge of planning and competency ratings on both Value-Added Lab Assessments.</td>
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<td><strong>Skills</strong></td>
<td>4. Demonstrate proficiency of life skills by achieving minimum Praxis I scores of mathematics (174), reading (175), writing (173): OR ACT scores of 19 mathematics, 19 reading, 8 writing, and composite 20; OR SAT scores of 450 mathematics, 450 reading, 450 writing, and composite 100.</td>
<td>5. Demonstrate professional skills (attendance, punctuality, voice intonation, effective use of time, etc.) by obtaining minimum score of a. an average score of 1.5 on Pathwise © assessment rubric (Domains A, B, C) used by college supervisor during observation of lesson in curriculum course during fieldwork; b. minimum grade of C (2.0) in each professional education course.</td>
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<td>5. Demonstrate appropriate communication skills during interview process by achieving a minimum composite score of 14 with no more than one criterion score below 1.0.</td>
<td>5. Demonstrate proficiency at planning and implementing lesson plans by obtaining: a. minimum score of 32 from the coop’s final evaluation of fieldwork (Professional Skills section) in the program’s curriculum methods course b. score of 24 from end of semester student assessment rubric (in semester in which curriculum course is taken), skill criteria.</td>
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<td>6. Earn Pass grade in EDL 099, Education Learning Community, unless waived by meeting Praxis I or ACT or SAT requirement prior to enrollment in education course at Ursuline College.</td>
<td>6. Demonstrate proficiency at planning and implementing lesson plans by obtaining: a. minimum score of 32 from the coop’s final evaluation of fieldwork (Pedagogical Skills section) during curriculum course.</td>
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<td>7. Successfully complete field hours for EDL 101, EDL 102, and EDL 210.</td>
<td>6. Achieving competency rating on all applicable Key Assessments.</td>
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<td>8. Submit completed application for admission to Department.</td>
<td>7. Demonstrate professional skills by achieving average score of 2.0 for Pathwise © Domain D, criteria 1, 2, 3.</td>
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<tr>
<td><strong>Dispositions</strong></td>
<td>9. Demonstrate attributes during the interview that are reflective of the Unit conceptual framework and its application to teaching by achieving a minimum composite score of 5 with no more than one individual criterion score below 1.0.</td>
<td>7. Exhibit appropriate professional dispositions by achieving average score of 2.0 for Pathwise © Domain D, criteria 1, 2, 3.</td>
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<tr>
<td></td>
<td>6. Exhibit appropriate professional dispositions (enthusiasm, self-direction, ethical behavior, etc.) by obtaining: a. minimum score of 32 from the coop’s final evaluation of fieldwork (Professional Dispositions section); b. average score of 14 from end of semester student assessment rubric (in semester in which curriculum course is taken).</td>
<td>8. Achieving competency rating on all applicable Key Assessments.</td>
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TYPES OF TEACHING LICENSES

Licensure Programs are offered in the following areas:

- Adolescence to Young Adult (grades 7 - 12), with concentrations in (choose one):
  - Integrated Language Arts;
  - Integrated Mathematics;
  - Integrated Social Studies;
  - Life Science

- Early Childhood Education (Pre-K - grade 3)

- Intervention Specialist: Mild/Moderate (Kindergarten - grade 12)

- Middle Childhood Education (grades 4 - 9), with concentrations in (choose two):
  - Language arts and reading;
  - Mathematics;
  - Science;
  - Social Studies

- Multi-Age (Pre-K - grade 12), with concentration in Visual Arts
ADMISSION, RETENTION, AND COMPLETION CRITERIA

Candidates seeking teaching licensure fulfill additional requirements beyond those required for admission to and graduation from the College.

ENTRY TO EDUCATION DEPARTMENT

Candidates must meet Gate 1. Application for admission to the teacher education program helps to identify those candidates who plan to seek licensure so that they may receive guidance from the education faculty and continuous monitoring of progress.

Candidates are encouraged to examine their own interests, attitudes, and personality by considering assessments offered through the Ursuline College Counseling and Career Center (OCCS). Such assessments can provide candidates with information useful for effective personal, academic, and career counseling.

RETENTION REQUIREMENTS

The following steps are taken throughout the programs in order to assess candidates in a formative manner:

a) At the end of each semester, a meeting is held where Education faculty discuss the progress of each candidate. This assessment focuses on the dispositions, general knowledge, attendance, participation, academic skills, effort, and progress of the candidate. Candidates whose progress is commendable may be sent a letter acknowledging their success. The applicable program director counsels candidates when concerns are identified. Continuing concerns are documented in the advising file.

b) Grade point averages are reviewed each semester to determine retention, probation, or separation (minimum required: 2.5 cumulative GPA; 2.75 professional education GPA; 2.75 concentration/s GPA for Middle Childhood, AYA, and Multi-Age).

c) A minimum grade of “C” must be attained in each course in the education major (professional education courses). A course in which a grade below “C” is attained is a failed course. A course failed in the major (professional education courses) may be repeated once and must be repeated at Ursuline College. If the candidate fails it again, s/he may not continue in the major. A candidate is also not permitted to continue in the major in which two different courses (in professional education) have been failed.

d) Oral skills are assessed continuously throughout the program.

e) Faculty members help candidates develop and articulate their individual values, voice, and vision. Candidates are assessed on their progress towards this goal. Each course requires the candidates to conceptualize and internalize the course content into their personal views; the candidates are assessed based upon their ability to do so. Field experiences offer a unique opportunity for assessment of candidates. The written response of each candidate to the objectives of each field experience is used to assess candidate skills toward the development of professional proficiency.

f) Faculty review and assess test-taking skills to assist candidates in preparing for Praxis II.

g) Faculty members incorporate group work into each course to stress the importance of collaboration and community. Candidates are assessed on their ability to work with others and are given feedback on ways to improve their collaborative skills.

If a candidate fails to meet any of the criteria for retention, s/he is placed on probation for the following semester. If the candidate does not meet retention requirements at the end of the probationary semester, the candidate will no longer be permitted to continue in the licensure program. Candidates may apply for re-admission to the program after one complete semester of separation (except for conditions noted in c) above). The candidate contacts the program director for further information.

END OF EACH SEMESTER

At the end of every semester candidates are reviewed formally in light of the above standards (including the total number of clinical/field hours completed) as well as criteria listed on the End of Semester Student Assessment rubric until they submit their formal application for student teaching. This review is done by individual faculty and by the faculty as a whole. Cooperating teacher evaluations of fieldwork are reviewed at the end of each semester. Candidates who are in need of improvement are advised during a formal meeting with their program director.

ENTRY INTO CLINICAL PRACTICE (STUDENT TEACHING)

Entry into clinical practice (student teaching) involves meeting the criteria outlined for Gate 2.
ATTENDANCE

All candidates are expected to attend and be on time for all class meetings. Each instructor lists requirements on the syllabus.

URSULINE COLLEGE PRAXIS II POLICY

To become a licensed teacher in Ohio’s P-12 schools, a person must complete a preparation program at an approved teacher education institution successfully, and must pass the State Board of Education Licensure Examinations (Praxis II). Praxis II is designed to ensure that candidates for licensure have acquired the knowledge necessary for entry-level positions. The content examination is required of first-time applicants for an Ohio classroom teacher license or those adding a new field to a current license; the Principles of Learning and Teaching exam (PLT) is only required of first-time applicants for an Ohio classroom teacher license.

Ursuline College Undergraduate Education Department Policy:
All candidates pursuing education licensure through an Ursuline College undergraduate program will be considered “completers” of the program (degree and/or licensure) only when all coursework has been completed successfully AND when all Praxis II exams have been passed. (Degrees will be issued upon completion of program and passage of Praxis II exams.)

Requirements:
Praxis II tests (Content and PLT) must be passed and the official score report from ETS must be received in the Education Office prior to beginning student teaching, August 1 for fall student teaching and December 15 for spring student teaching (Middle childhood licensure requires two content tests).

<table>
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<tr>
<th>Area of Licensure</th>
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<th>EXIT FROM CLINICAL PRACTICE and PROGRAM</th>
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Candidates must meet all Gate 3 requirements.

### CUMULATIVE AVERAGES: RETENTION

If the cumulative GPA falls below 2.5, the candidate must achieve grades sufficient to raise this cumulative GPA to a minimum of 2.5 by the end of the next semester in which the candidate is enrolled.

If the concentration average/s falls below 2.75, the candidate must achieve grades sufficient to raise the concentration/s GPA/s to a minimum of 2.75 by the end of the next semester in which the candidate is enrolled in a course required in the concentration/s.

If the professional education average falls below 2.75, the candidate must achieve grades sufficient to raise the professional education GPA to a minimum of 2.75 by the end of the next semester in which the candidate is enrolled in a course required in the professional education sequence.

### INTERVIEW: RETENTION

If the candidate does not meet the passing score on the interview rubrics outlined in Gate 1, s/he must achieve the passing scores by the end of the next semester in which the candidate is enrolled.

### FIELD AND CLINICAL EXPERIENCES

Teacher education candidates must complete a program of field-based experiences in diverse settings: racially, culturally, socio-economically, and those including students identified with special needs and as English Language Learners.

### FIELD EXPERIENCES

Field experiences are those opportunities which enable prospective teachers to observe and/or participate with school-age students (PK-12) in diverse learning environments. These experiences take place in a setting outside the College for which educational objectives have been set. Types of field experiences include:

* observation;
* tutoring;
* teacher-assistance;
* small-group instruction;
* large-group instruction.

### CLINICAL EXPERIENCE: STUDENT TEACHING

Clinical experience is defined as the 16-week, student-teaching placement. The experience is directed toward improving the prospective teacher’s understanding of and readiness to assume the teaching role.

### POLICIES REGARDING FIELD EXPERIENCES

1. The Coordinator of Field Experiences makes the initial contact with schools for all placements. Candidates do not contact schools directly for placement.
2. Once tentative arrangements have been completed, the candidates schedule an appointment with the cooperating teacher, to be held at the beginning of the experience, i.e., when actual clock hours in the school begin to be recorded. The purpose of this appointment includes discussion of placement in the school and discussion of the objectives of field experience. A field experience objective sheet is signed and dated by the cooperating teacher upon completion of this initial meeting.

3. Candidates are required to:

   - Have proof of liability insurance (by virtue of being a current member of the student chapter of the Ohio Education Association) on file in the Education Department prior to beginning fieldwork;
   - Have proof of current BCI clearance on file in the Education Department prior to beginning fieldwork;
   - Report promptly to the school office;
   - Dress and act in a professional manner;
   - Notify the school and the college as early as possible of any absence or tardiness;
   - Submit completed forms to the course instructor by the date required;
   - Provide their own transportation;
   - Meet all requirements of field experiences prior to Student Teaching.

4. Throughout the experience, clock hours must be logged by the candidate and verified by the cooperating teacher. A separate time log must be completed for each course.

5. If lessons are taught, the Adapted Pathwise © Lesson Plan, available at http://www.ursuline.edu/Academics/Graduate_Professional/Bachelors_Programs/Education/resources.html must be used. Some program areas in the department may require additional information, as outlined by program director and area faculty.

6. At the end of the experience, the candidate will complete a report discussing the accomplishment of each objective listed for the experience. This report must be correct both in spelling and grammar, and the report must be word-processed. The objective form, objective responses, lesson plans, and lesson evaluations, if lessons were taught, log sheet, and other course-specific assignments are submitted to the college instructor by the deadline established by the course instructor. The instructor will review the work submitted prior to placement in the candidate’s fieldwork file. All material placed in this file is subject to review prior to licensure and periodically by the accrediting agency.

7. Assessment will occur throughout the experience. The Field Experience Final Evaluation will be completed by the cooperating teacher at the end of the experience. The College will also provide supervision and assessment. These assessments are maintained in the candidate’s Fieldwork File and influence continued participation in the education program. It is the candidate’s responsibility to see that all forms are completed and submitted to the college instructor by the date required.

8. A field folder that includes all forms required for fieldwork will be distributed during one of the initial class meetings of each course or as placements are secured thereafter. Additional forms are available from the Field Placement Coordinator.

9. **Candidates are required to become members of the Student Chapter of the Ohio Education Association each August or upon enrolling in education coursework, if beginning in January.** Any candidate unable to provide proof of membership during the first class session of the semester will be unable to continue in the course. NEA/OEA membership is renewed each August through on-line membership registration provided on the OEA website, www.ohea.org.

10. **Candidates are required to provide evidence of current BCI clearance each August or upon enrolling in education coursework, if beginning in January.** Any candidate unable to provide proof of clearance during the first class session of the semester will be unable to continue in the course. BCI clearance must be obtained each summer through electronic WebCheck. Click here for additional information about WebCheck and a listing of locations across the State of Ohio.

11. **During the semester candidates are enrolled in EDL 210, Planning for Instruction, and for every semester thereafter, candidates are required to hold membership in a local, regional, or national professional education organization, chosen from the list below, according to the education major being pursued** (this is in addition to OEA membership). Any candidate unable to provide proof of membership will be unable to continue in all education courses in which s/he is enrolled. It is probably easiest to go on-line to the website for the organization chosen to secure registration materials and membership fee amounts. This policy responds to expectations that candidates be involved in the professional organizations that represent their areas of study and projected teaching. In addition, membership
provides candidates with possible networking and resources that can prove helpful in future marketability and professional contacts.

Membership in the following organizations will be accepted as meeting the policy outlined in #11 above:

**Early Childhood Education Majors** may select from:
The National Association for the Education of Young Children (NAEYC)
The International Reading Association (IRA)
The Council for Exceptional Children (CEC)

**Special Education Majors** are required to join:
The Council for Exceptional Children (CEC)

**Middle Childhood Education Majors** may select from the organizations listed below:
The Ohio Middle School Association (OMSA)

**Mathematics Education Majors** are required to join the organizations listed below:
The National Council of Teachers of Mathematics (NCTM) Greater Cleveland Council
Ohio Council

**Art Education Majors** may select from:
The Ohio Art Education Association (OAEA)
The National Art Education Association (NAEA)

**Life Science Education Majors** may select from the organizations listed below:
The National Association of Biology Teachers (NABT)
The National Science Teachers Association (NSTA)
The Science Education Council of Ohio (SECO)

**Social Studies Education Majors** may select from the organizations listed below:
The Ohio Council for the Social Studies (OCSS)
The National Council for the Social Studies (NCSS)

**Language Arts Education Majors** may select from the organizations listed below:
The National Council of Teachers of English (NCTE)
The International Reading Association (IRA)
CANDIDATE SERVICES

The Education Department encourages candidates to avail themselves of the following services provided by the College (the following descriptions are “generic” and apply to all enrolled at Ursuline College; therefore, “student/s” refers to anyone enrolled at the College, including Education candidates):

COUNSELING
The Office of Counseling and Career Services (OCCS) provides comprehensive services designed to meet the needs of every student from first-year to graduation in the following areas: personal counseling, career counseling, testing, job placement, and coordination of Internships, Cooperative Education and the Students as Leaders Mentorship Program. Interviewing opportunities are offered to students through the presence of recruiters in multiple job fair events on and off campus. All counseling services are private and confidential, and there are no additional charges for counseling services for students. There is, however, a minimal fee for select instruments used in the counseling process.

PLACEMENT
OCCS staff serve as partners in assisting students to obtain full- or part-time degree-related employment. Staff members help students relate their majors to the job market, prepare an effective resume, learn to network, interview, and, in general, search effectively for a job.

ADVISING
Members of the Education Department are available to assist students with counseling and/or advising. Appointments can be made by contacting the Education Department. Office hours are posted outside faculty offices.

LIBRARY RESOURCES
The Ralph M. Besse Library serves the College community in both print and non-print resources. Institutional memberships available for student use include OhioLink and On-Line Computer Library Center (OCLC). The Curriculum Collection is housed in the Library. It consists of elementary and secondary texts and reference materials.

COMPUTER INFORMATION TECHNOLOGY
Ursuline provides college-owned desktop and laptop computers and printers in many locations on campus for students to use for their studies at the College. All machines are attached to the local network and the Internet for Web and e-mail use. All students are required to open a network e-mail account at the College.

ACADEMIC SUPPORT AND DISABILITY SERVICES
The Office of Academic Support and Disability Services (ASDS), through the Ursuline Resources for Academic Success (URSA) services, provides professional tutorial assistance in reading, mathematics, some of the sciences, study skills, and writing. One-on-one tutoring and small-group sessions are offered. Easy-to-use computer programs and CD-ROMs are available. These services are available to all Ursuline students free of charge.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES
For students with documented physical, psychological, or learning disabilities, accommodations in accordance with Section 504 of the Rehabilitation Act of 1973 are provided when requested. More information about services available can be secured in Mullen 312.
ALL PROGRAMS REQUIRE THE URSULINE STUDIES CORE, PROFESSIONAL EDUCATION COURSEWORK, AND, AS NOTED ON THE AUDIT SHEETS, CONTENT AND SUPPORT COURSES.

**URSULINE STUDIES CORE**  
**ALL PROGRAMS**

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CREDIT</th>
<th>SUBSTITUTION</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STAGE I</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANCHOR (6 credits)</td>
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<td></td>
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<tr>
<td>SATELLITES</td>
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<td></td>
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<tr>
<td>Science (with lab)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Society (Sociology)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self (Psychology)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>STAGE II</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANCHOR (6 credits)</td>
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<tr>
<td>US 350 Intro. to Culture</td>
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<tr>
<td>US 351 Intro. to Culture</td>
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<tr>
<td>SATELLITES (at least one history course and one literature course)</td>
<td></td>
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<td></td>
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<tr>
<td>World Culture</td>
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<tr>
<td>Western Culture</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>American Culture</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Aesthetic Response</td>
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<td></td>
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<tr>
<td><strong>STAGE III</strong></td>
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<td></td>
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<tr>
<td>US 401 Culminating Seminar</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Religious Studies (6 credits)</td>
<td></td>
<td>Must be 300- or 400-level</td>
<td></td>
</tr>
<tr>
<td>Philosophy</td>
<td></td>
<td>Must be 300- or 400-level</td>
<td></td>
</tr>
</tbody>
</table>

July 2012

*Updated audit sheets for each program, outlining the courses in Professional Education, Content, and Support areas, are available at* [http://www.ursuline.edu/academics/audit_sheets.html](http://www.ursuline.edu/academics/audit_sheets.html)
LESSON PLANS

The lesson plan templates that must be used for all lessons within the Education Department can be found on the Undergraduate Education page of the Ursuline website:

http://www.ursuline.edu/Academics/Graduate_Professional/Bachelors_Programs/Education/resources.html

Course instructors will clarify which plan is to be used in each course.

### Lesson Plan Rubric

<table>
<thead>
<tr>
<th>Component</th>
<th>Unacceptable 7</th>
<th>Acceptable 8</th>
<th>Target 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goals and objectives are aligned with each other and to Ohio and/or national standards. Rationale for selection at this point is presented and valid.</td>
<td>Goals and objectives are not aligned with each other and the Ohio and/or national standards; rationale for selection at this point is not presented.</td>
<td>Goals and objectives are somewhat aligned with each other and the Ohio and/or national standards; rationale for selection at this point is presented, but validity needs clarification.</td>
<td>Goals and objectives are aligned with each other and to Ohio and/or national standards, and rationale for selection at this point is presented and valid.</td>
</tr>
<tr>
<td>Procedure is written in sequential steps with coding and estimated timeframes.</td>
<td>Sequence of steps, coding, and estimated timeframes are inaccurate/developmentally inappropriate.</td>
<td>Sequence of steps, coding, and estimated timeframes are generally accurate and developmentally appropriate.</td>
<td>Sequence of steps, coding, and estimated timeframes are accurate and developmentally appropriate.</td>
</tr>
<tr>
<td>Rationale for chosen grouping/s is valid.</td>
<td>Rationale for chosen grouping/s is not valid.</td>
<td>Rationale for chosen grouping/s is somewhat valid.</td>
<td>Rationale for chosen grouping/s is valid.</td>
</tr>
<tr>
<td>Rationale for chosen teaching methods is valid.</td>
<td>Rationale for chosen teaching methods is not valid.</td>
<td>Rationale for chosen teaching methods is somewhat valid.</td>
<td>Rationale for chosen teaching methods is valid.</td>
</tr>
<tr>
<td>Materials listed are complete, and rationale for chosen materials is valid.</td>
<td>Listing of materials is incomplete, and rationale for chosen materials is not valid.</td>
<td>Listing of materials is incomplete, and rationale for chosen materials is somewhat valid.</td>
<td>Listing of materials is complete, and rationale for chosen materials is valid.</td>
</tr>
<tr>
<td>Anticipatory set is effective and complete.</td>
<td>Anticipatory set is incomplete and ineffective.</td>
<td>Anticipatory set is complete and some steps are effective.</td>
<td>Anticipatory set is effective and complete.</td>
</tr>
<tr>
<td>Learning steps address a variety of multiple intelligences, learning styles, and/or modalities.</td>
<td>Learning steps do not address a variety of multiple intelligences, learning styles, and/or modalities.</td>
<td>Learning steps address at least two (2) multiple intelligences, learning styles, and/or modalities.</td>
<td>Learning steps address three (3) or more multiple intelligences, learning styles, and/or modalities.</td>
</tr>
<tr>
<td>Learning steps address students’ critical thinking, e.g., at least three levels of Bloom’s taxonomy, QAR.</td>
<td>Learning steps do not address students’ critical thinking.</td>
<td>Learning steps minimally address students’ critical thinking.</td>
<td>Learning steps address students’ critical thinking, e.g., at least three levels of Bloom’s taxonomy, QAR.</td>
</tr>
<tr>
<td>Effective differentiated strategies and materials for learners with exceptionalities are included.</td>
<td>Effective differentiated strategies and materials for learners with exceptionalities are not included.</td>
<td>Some differentiated strategies and materials for learners with exceptionalities are effective.</td>
<td>Effective differentiated strategies and materials for learners with exceptionalities are included.</td>
</tr>
<tr>
<td>Effective closure is included.</td>
<td>Closure is ineffective.</td>
<td>Closure is somewhat effective.</td>
<td>Closure is effective.</td>
</tr>
<tr>
<td>Evaluation techniques provide evidence of the degree to which each student reaches the behavioral objective/s (value added).</td>
<td>Evaluation techniques do not provide evidence of the degree to which each student reaches the behavioral objective/s.</td>
<td>Evaluation techniques provide some evidence of the degree to which each student reaches the behavioral objective/s.</td>
<td>Evaluation techniques provide evidence of the degree to which each student reaches the behavioral objective/s.</td>
</tr>
<tr>
<td>Documentation of students’ attainment of objective/s is provided and where appropriate, examples of students’ evaluated assessments are included.</td>
<td>Documentation of students’ attainment of objective/s is not provided, and where appropriate, examples of students’ evaluated assessments are not included.</td>
<td>Some documentation of students’ attainment of objective/s is provided, and where appropriate, some examples of students’ evaluated assessments are included.</td>
<td>Documentation of students’ attainment of objective/s is provided, and where appropriate, examples of students’ evaluated assessments are included.</td>
</tr>
<tr>
<td>Candidate reflection of the extent to which each required Pathwise® criterion was met is included.</td>
<td>Candidate reflection of the extent to which each required Pathwise® criterion was met is not included.</td>
<td>Candidate reflection of the extent to which each required Pathwise® criterion was met is included, but not all reflections are substantive.</td>
<td>Candidate reflection of the extent to which each required Pathwise® criterion was met is included and all reflections are substantive.</td>
</tr>
</tbody>
</table>
CHECKSHEET FOR ADMISSION TO EDUCATION PROGRAM

STUDENT NAME: _______________________________________
LICENUSE AREA: _______________________________________
CONCENTRATION(S) (if applicable): __________________________

<table>
<thead>
<tr>
<th>I. PRAXIS I* REQUIRED</th>
<th>SCORE ACHIEVED</th>
<th>DATE PASSED</th>
<th>ACT*</th>
<th>SAT*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>174</td>
<td>(19)</td>
<td>(450)</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>175</td>
<td>(19)</td>
<td>(450)</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>173</td>
<td>(8)</td>
<td>(450)</td>
<td></td>
</tr>
<tr>
<td>Composite</td>
<td></td>
<td>(20)</td>
<td>(1000)</td>
<td></td>
</tr>
</tbody>
</table>

*A candidate must achieve the required score on Praxis I or ACT or SAT to meet the requirement for admission.

<table>
<thead>
<tr>
<th>II. INTERVIEW REQUIRED SCORE</th>
<th>SCORE ACHIEVED</th>
<th>DATE PASSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Skills</td>
<td>14*</td>
<td></td>
</tr>
<tr>
<td>Dispositions (Attributes)</td>
<td>5*</td>
<td></td>
</tr>
</tbody>
</table>

*with no more than one criterion score below 1.0

<table>
<thead>
<tr>
<th>III. COMPLETION ENTRY-LEVEL COURSES</th>
<th>GRADE EARNED (minimum C)</th>
<th>GPA in Professional Education (minimum 2.75)</th>
<th>FIELD HOURS (8 hours in EDL 101; 32 hours in EDL 102; 30 hours in EDL 210)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL 101</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDL 102</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDL 210</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IV. GPA</th>
<th>Required minimum GPA Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Education</td>
<td>2.75</td>
</tr>
<tr>
<td>Cumulative Overall</td>
<td>2.50</td>
</tr>
<tr>
<td>Content (AYA, Art, Middle)</td>
<td>2.75</td>
</tr>
<tr>
<td>Content (Middle)</td>
<td>2.75</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>V. APPLICATION</th>
<th>Date Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form, Field Hours, and Philosophy</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VI. COMPLETION OF LEARNING COMMUNITY CLASS**</th>
<th>DATE COMPLETED</th>
</tr>
</thead>
</table>

**Must only be completed if Praxis, ACT, or SAT is not completed before the cutoff set for the fall semester

DATE ADMITTED TO PROGRAM: ___________________________

SIGNATURE OF PROGRAM DIRECTOR: _________________________
APPLICATION FOR ADMISSION TO THE TEACHER EDUCATION PROGRAM

NAME: ________________________________________________________________________
  (Last)                      (First)                      (Middle)                      (Maiden)

HOME ADDRESS: ____________________________________________________________
  (number & street)          (city)                      (state)                      (zip)

HOME PHONE: ______________________   CELL PHONE: _____________________
  (include area code)          (include area code)

E-MAIL: _________________________________________________________________

The following information is being used for statistical purposes only:

Gender: _____ female                      U.S. citizen: _____ yes
          _____ male                      _____ no
*Ethnic Background:  
    _____ American Indian or Alaskan Native
    _____ Asian or Pacific Islander
    _____ Black, Non Hispanic
    _____ Hispanic
    _____ White, Non Hispanic
    _____ Two or More Races
    _____ Other
    _____ Race/Ethnicity Unknown

*Based on NCATE Standards

Current Status (check one in each column):
    _____ freshman                      _____ part-time
    _____ sophomore                     _____ full-time
    _____ junior                        _____ non-traditional age
    _____ senior                        _____ degree seeking
    _____ post-baccalaureate (already hold at least bachelor’s degree)

I am applying for admission to the following licensure program:
    _____ Adolescence to Young Adult License (AYA) (check one below)
    ______ integrated language arts
    ______ integrated mathematics
    ______ integrated social studies
    ______ life science
    ______ Early Childhood License
    ______ Intervention Specialist: Mild/Moderate License
    ______ Middle Childhood License (check two below)
    ______ language arts/reading
    ______ mathematics
    ______ science
    ______ social studies
    ______ Multi-Age License in Visual Arts

GENERAL INFORMATION

Check if you have ever pled guilty to or have been convicted of:
    _____ any felony, including theft offense & drug abuse offense
    _____ any offense of violence
    _____ corruption of a minor
    _____ sexual imposition

Check your general health/physical condition:
    _____ excellent
    _____ good
    _____ fair
    _____ poor

Signature __________________________________________

print name as in signature _______________________________

date ___________________________________________________________________

PHILOSOPHY - Attached
<table>
<thead>
<tr>
<th>Component</th>
<th>Unacceptable 0</th>
<th>Acceptable 1</th>
<th>Target 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Eye contact</strong> (skill)</td>
<td>There was no or very little eye contact made.</td>
<td>Eye contact made most of the time.</td>
<td>Eye contact was made on a continuous basis.</td>
</tr>
<tr>
<td><strong>Projection of voice</strong> (skill)</td>
<td>There was little or no projection of voice.</td>
<td>There was an adequate to good projection of voice.</td>
<td>The projection of voice was excellent.</td>
</tr>
<tr>
<td><strong>Deportment, poise, and general demeanor (disposition)</strong></td>
<td>General deportment, poise, and demeanor were poor.</td>
<td>General deportment, poise, and demeanor were good.</td>
<td>General deportment, poise, and demeanor were excellent.</td>
</tr>
<tr>
<td><strong>Nonverbal body language/cues</strong> (disposition)</td>
<td>Body language and nonverbal cues were distracting.</td>
<td>Body language and nonverbal cues were not distracting.</td>
<td>Body language and nonverbal cues were appropriate and helped to extend meaning.</td>
</tr>
<tr>
<td><strong>Enunciation</strong> (skill)</td>
<td>Enunciation of words was poor.</td>
<td>Enunciation of words was good.</td>
<td>Enunciation of words was excellent.</td>
</tr>
<tr>
<td><strong>Quality of voice</strong> (skill)</td>
<td>Quality of voice was poor.</td>
<td>Quality of voice was good.</td>
<td>Quality of voice was excellent.</td>
</tr>
<tr>
<td><strong>Fluency</strong> (skill)</td>
<td>Pacing and emphasis did not convey meaning.</td>
<td>Pacing and emphasis was evident most of the time.</td>
<td>Pacing and emphasis was evident all of the time.</td>
</tr>
</tbody>
</table>
Ursuline College Education Department  
Interview Assessment Rubric  
Responses to Questions  

Date: _____________________  
Potential candidate’s name: ____________________________________  
Potential licensure program: ______________________________________  
Interviewers: ___________________________________________________

<table>
<thead>
<tr>
<th>Component</th>
<th>Unacceptable 0</th>
<th>Acceptable 1</th>
<th>Target 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus-content</strong></td>
<td>Focus was not on appropriate content and/or was incoherent.</td>
<td>Focus fluctuated but was basically on appropriate content.</td>
<td>Focus was on appropriate content.</td>
</tr>
<tr>
<td>Social Justice</td>
<td></td>
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<tr>
<td>Spirituality</td>
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</tr>
<tr>
<td>Democratic Living</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professionalism (disposition)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Organization of thought</strong></td>
<td>There was little or no organization of thought.</td>
<td>There was an overall organization throughout most of the presentation.</td>
<td>There was organization throughout the entire presentation.</td>
</tr>
<tr>
<td>(skill)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Conventions (Grammar)</strong></td>
<td>There was little attention to correct grammar.</td>
<td>Correct grammar was used most of the time.</td>
<td>Correct grammar was used throughout the entire presentation.</td>
</tr>
<tr>
<td>(skill)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sentence structure</strong></td>
<td>Sentence structure was incoherent.</td>
<td>Sentence structure was adequate.</td>
<td>Sentence structure was well developed throughout the presentation.</td>
</tr>
<tr>
<td>(skill)</td>
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<tr>
<td><strong>Vocabulary</strong></td>
<td>Vocabulary usage was inappropriate and/or very limited.</td>
<td>Vocabulary usage was appropriate.</td>
<td>Vocabulary was highly developed and appropriate.</td>
</tr>
<tr>
<td>(skill)</td>
<td></td>
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<tr>
<td><strong>Confidence</strong></td>
<td>Confidence was not evident.</td>
<td>Confidence was evident most of the time.</td>
<td>Confidence was evident throughout the presentation.</td>
</tr>
<tr>
<td>(disposition)</td>
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<tr>
<td><strong>Enthusiasm</strong></td>
<td>There was little or no enthusiasm.</td>
<td>Some enthusiasm was evidenced.</td>
<td>A great deal of enthusiasm was evidenced.</td>
</tr>
<tr>
<td>(disposition)</td>
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</tbody>
</table>

0 1.5 2
EDUCATION DEPARTMENT
INTERVIEW QUESTIONS

POTENTIAL CANDIDATE’S NAME: ______________________________

DATE ______________________

Why is Ursuline College a good fit for you?

What do the pillars (social justice, spirituality, democratic living, and professionalism) of the conceptual framework mean to you at this point in your program at Ursuline?
Social justice:

Spirituality:

Democratic living:

d. Professionalism:

Why do you want to be an educator?

Why have you chosen this licensure program?

What do you see as your contributions to the field of education?

Give an example of when you have had a positive experience with a child/adolescent.
### Scoring Rubric for Unit

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Criteria (Target Understanding)</th>
<th>Progress toward meeting criteria (Developing understanding)</th>
<th>Minimally meets criteria</th>
<th>Not meeting criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic, Grade level, Time 5%</strong></td>
<td>Topic, grade level and time demonstrate comprehensive knowledge of developmental needs, content, and methodology.</td>
<td>Topic, grade level, and time demonstrate adequate but not comprehensive knowledge of developmental needs, content, and methodology.</td>
<td>Topic, grade level, and/or time demonstrate attention to topic but lack significant knowledge of developmental needs, content, and/or methodology.</td>
<td>Topic, grade level, and time do not demonstrate knowledge of developmental needs, content, and methodology.</td>
</tr>
<tr>
<td><strong>Goals &amp; Behavioral Objectives 10%</strong></td>
<td>Learning goals and objectives are clearly stated in measurable, observable terms and are included for at least 80% of the related disciplines.</td>
<td>Learning goals are stated in measurable and observable terms and are included for at least 80% of the related disciplines.</td>
<td>Learning goals are either not measurable or not observable and are not included for at least 70% of the disciplines.</td>
<td>Learning goals are vague, lack measurable, observable qualities, and are not provided for each discipline area.</td>
</tr>
<tr>
<td><strong>Web 5%</strong></td>
<td>Concept development and curricular connections are visually portrayed and are evident in at least 90% of the ideas included.</td>
<td>Concept development and curricular connections are evident in at least 80% of the ideas included.</td>
<td>Concept development and curricular connections are evident in at least 70% of the ideas included.</td>
<td>Web lacks coherence and give no evidence of curricular connections.</td>
</tr>
<tr>
<td><strong>Activities 20%</strong></td>
<td>Activities include at least 90% of the following: Objectives, Source, Materials, Procedures, and Student evaluation process. They also are relevant, extend student learning, support student learning, include a variety of learning modes, are accessible to all students, are professionally constructed, and are integrative in nature.</td>
<td>Activities include at least 80% but not all of the following: Objectives, Source, Materials, Procedures, and Student evaluation process. They also are relevant, extend student learning, support student learning, include a variety of learning modes, are accessible to all students, are professionally constructed, and are integrative in nature.</td>
<td>Activities include at least 70% but not all of the following: Objectives, Source, Materials, Procedures, and Student evaluation process. They also are relevant, extend student learning, support student learning, include a variety of learning modes, are accessible to all students, are professionally constructed, and are integrative in nature.</td>
<td>Activities did not include the required elements and/or lacked relevance to the unit.</td>
</tr>
<tr>
<td><strong>Technology 10%</strong></td>
<td>Technology is integrated throughout the unit in planning, resource information, student interaction, and is evident in a variety and at least three delivery modes, e.g., computer, visuals, overhead, audio equipment, SMART Board, ELMO, iPad, etc. Implementation is evident in at least 90% of the discipline area(s) required.</td>
<td>Technology is integrated throughout the unit in planning, resource information, student interaction, and is evident in a variety and at least two delivery modes, e.g., computer, visuals, overhead, audio equipment, SMART Board, ELMO, iPad, etc. Implementation is evident in at least 80% of the discipline area(s) required.</td>
<td>Technology is integrated throughout the unit in planning, resource information, student interaction, and is evident in at least one delivery mode, e.g., computer, visuals, overhead, audio equipment, SMART Board, ELMO, iPad, etc. Implementation is evident in at least 70% of the discipline area(s) required.</td>
<td>Use of technology is not evident.</td>
</tr>
<tr>
<td>Culminating Experience with lesson plan 15%</td>
<td>Lesson plan is complete, earning a grade of at least 90% and includes experiences that address unit.</td>
<td>Lesson plan is complete, earning a grade of at least 80% and includes experiences that address unit.</td>
<td>Lesson plan is complete, earning a grade of at least 70% and includes experiences that address unit.</td>
<td>Lesson plan is incomplete and/or earns a grade of less than 70%.</td>
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<tr>
<td>Materials and resources 5%</td>
<td>At least 90% of the materials strongly support learning goals, are motivational and engaging, provide for individual access to learning and extend student thinking. References to literature and community resources enhance understanding.</td>
<td>At least 80% of the materials strongly support learning goals, are motivational and engaging, provide for individual access to learning and extend student thinking. References to literature and community resources enhance understanding.</td>
<td>At least 70% of the materials support learning goals, are somewhat motivational and engaging, provide for individual access to learning and extend student thinking. References to literature and community resources enhance understanding.</td>
<td>Materials are incomplete and do not include literature and/or community resource information.</td>
</tr>
<tr>
<td>Assessment plan 15%</td>
<td>At least 90% of the planned assessments represent the most effective means of representing student attainment of objectives.</td>
<td>At least 80% of the planned assessments represent the most effective means of representing student attainment of objectives.</td>
<td>At least 70% of the planned assessments represent the most effective means of representing student attainment of objectives.</td>
<td>Assessment is included but is not effective and does not give evidence of student attainment.</td>
</tr>
<tr>
<td>Collaboration among Faculty, Students, and Families, and Use of Community Resources 5%</td>
<td>Effective collaboration with other faculty, students, and families; community resource possibilities are specified.</td>
<td>Collaboration with other faculty, students, and families is noted but insufficient; community resource possibilities are specified but insufficient.</td>
<td>Collaboration with other faculty, students, and families is ineffective/inaccurate; community resource possibilities are ineffective.</td>
<td>No/minimal information is presented as to how each of the resources is included in the planning of the unit.</td>
</tr>
<tr>
<td>Mechanics &amp; Professional Presentation 5%</td>
<td>At least 90% of the time, grammar, punctuation, and sentence structure are correct, APA format is used accurately, and presentation is professional in appearance.</td>
<td>At least 80% of the time, grammar, punctuation, and sentence structure are correct, APA format is used accurately, and presentation is professional in appearance.</td>
<td>Grammar, punctuation, and sentence structure are correct at least 70% of the time. However, mechanical errors detract from the unit. APA format is weak. Presentation lacks professional appearance.</td>
<td>Mechanics detract from the unit, APA format is inconsistent, and general appearance is unprofessional.</td>
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</tbody>
</table>
## End of Semester Student Assessment

<table>
<thead>
<tr>
<th>Indicator</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Comments</th>
</tr>
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<tbody>
<tr>
<td>Academic Performance (S)</td>
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<tr>
<td>Preparation for and participation in class (S)</td>
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<td>Communication skills (S)</td>
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<td>Competency in written English (S)</td>
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<td>Relates effectively with</td>
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<td>Instructors (D)</td>
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<tr>
<td>School Personnel (D)</td>
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<td>College Peers (D)</td>
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<td>Students (D)</td>
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<td>Attendance</td>
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<td>Class (S)</td>
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<tr>
<td>Field Placement (S)</td>
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<td>Punctuality</td>
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<tr>
<td>Class (S)</td>
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<tr>
<td>Field Placement (S)</td>
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<td>Assignments (S)</td>
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<td>Open to Constructive Criticism (D)</td>
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<td>Attitude (D)</td>
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<tr>
<td>Aptitude for the Profession</td>
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</table>

4 Excellent  3 Acceptable  2 Minimal  1 Needs Improvement

Letter _____  Commendation _____  Contact _____  Meeting completed _____

S: skill  
D: disposition