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ACCREDITATION AND MEMBERSHIPS

Ursuline College is accredited by the National Council for Accreditation of Teacher Education (NCATE) and the Higher Learning Commission of the North Central Association of Colleges and Schools. All Education Degree programs are approved by the Ohio Department of Education and the Ohio Board of Regents.

Ursuline College is a member of the Midwest Association of Graduate Schools, the Association of Graduate Schools in Catholic Colleges and Universities, and the American Association for Colleges of Teacher Education. In addition, memberships are held in the American Art Therapy Association, The Buckeye Art Therapy Association, the National Catholic Education Association, the American Association of School Administrators, the National Association of Secondary School Principals, the Ohio Association of Secondary School Administrators, the Ohio Association of Elementary School Administrators, the National Pastoral Life Council and the Association of Graduate Programs in Ministry, the National Association of Lay Ministry, the American Educational Research Association, the Association of Graduate Liberal Studies, the National Trust for Historic Preservation, and the National Council for Preservation Education.

The Master Apprenticeship Program (MAP) at Ursuline College is nationally recognized by The National Council for Accreditation of Teacher Education (NCATE). The program leads to a Master of Arts Degree in Education and eligibility to make
application to the State of Ohio for licensure in the following areas: early childhood; middle childhood; multi-age visual arts; adolescents and young adults in integrated mathematics, integrated life sciences, integrated language arts, integrated social studies; as well as in the area of special education: intervention specialist-mild/moderate. As a nationally recognized program MAP supports the college by educating candidates as appropriate to Ohio and national academic standards in teacher education and by embracing the goal to develop the distinctive Ursuline character of:

- Contemplative, reflective and critical thinking in the search for wisdom;
- Clear and graceful expression;
- Free, mature judgment and choice;
- Commitment to continued learning.

The Master Apprenticeship Program's strengths include a mission to bringing the best and brightest individuals to the profession of education. Candidates selected have an inherent commitment to education and the community and have demonstrated academic success in their undergraduate programs. As a second career opportunity for many, candidates also bring the maturity and expertise from complimentary professions to the field of education. As a school residency/internship program, a second strength of the program is the candidate's year-long immersion in cooperating schools, supervised by master teachers and administrators who embrace the Ursuline values.
Mission of Ursuline College

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

Vision Statement

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

Ursuline Philosophy

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.

Relationship of the Master Apprenticeship Program to the College’s Mission

The conceptual framework for MAP is derived directly from the College mission and philosophy and from the Ursuline Education Unit. Our program strives to develop in candidates a dedication to being professionally competent and contributing members of the education profession. MAP addresses each element of the Ursuline character that contributes to the development of an Ursuline graduate.
**Contemplative, Reflective and Critical Thinking**

Martin (2000) notes that a constructivist view of learning suggests that students (and teachers) learn through interaction with people and materials, as they begin the process of constructing their own personal meanings. Korthagen (1993) proposes that a commitment to the reflective process will help teachers and principals internalize the disposition and the ability to study their practice and to become more effective over time. They become committed to taking responsibility for their continued learning and professional development.

To this end, the experiences offered to the MAP candidates include reflection upon academic work and participation in field experiences and clinical practice. This ensures that meaningful activities and real life events enrich the learning environments in which they work. Embedded in these educational experiences offered by MAP are the following aspects of reflection, as postulated by Ross (1987):

- The ability to identify and analyze problems and situations in terms of significant educational, social, and ethical issues;
- The ability to utilize a rational problem-solving approach in educational situations, i.e., to gather, organize, interpret, and evaluate information;
- The ability to make intuitive, creative interpretations, and judgments;
- The ability to take action based on a personal decision and to monitor the effects of these actions.

**Clear and Graceful Expression**

Brookfield (1995) notes that individuals discover voice when they learn to speak about their practice in a way that is authentic and consistent, alert to the voice within them. As such, MAP courses designed to promote the articulation of the candidates' ideas
and understandings through written expression and open discussions, as well as the residency/internship opportunities provided, encourage the candidates to develop a personal/professional voice. As the candidates progress from their textbook understanding of the major theories of educational authorities to related responses within the lived experiences of their residency classrooms, candidates are able to link theory to authentic experiences. This makes it possible for them to “gain a voice and a knowledge base from which they can investigate the world.” (Belenky, et al, 1986, p. 86).

To this end, the experiences of MAP encompass the following opportunities:

- The opportunity to reflect upon one’s own educational and life experience;
- The opportunity and freedom to develop and articulate a personal view or philosophy of education;
- The opportunity to put into practice one’s developed views or beliefs about education in his or her field work;
- The opportunity to discern and assess if one’s views or beliefs are effective when put into practice in one’s field work;
- The ability to be open to new and innovative ideas that emerge in the field of education and to assess the efficacy of each approach;
- The opportunity to learn the process of collaborative dialogue within the dialectical classes.

**Free, Mature Judgment and Choice**

Central to the MAP candidate experience is the empowerment of pre-service teachers as value-oriented decision makers. The extension of this enables the MAP candidate to model and foster reflective decision-making in the P-12 setting. The work of Dewey suggests that this reflective practice is active and persistent.
At the center of a MAP Education is a curriculum that encourages candidates to relate learning to life, to make connections between their experiences and those of others, and to work collaboratively with faculty and peers (Carfagna, 1998, p. 3). The education programs provide candidates the opportunity to reflect upon their lived experiences, synthesizing and integrating learning around their values and personal and social responsibility. Candidates are called to make decisions based on values, considering what the individual prizes as ethical, socially worthwhile, good, beautiful, and true. They are challenged to consider implications for learning and leading within the context of a value system. The ability to make decisions based on values calls candidates to:

- Identify basic sources of meaning in personal life and work situation;
- Reflect on the relationship between basic values and one’s own behavior;
- Identify reasons for specific personal decisions;
- Demonstrate tolerance and respect for the values of others;
- Identify the criteria by which values will be judged;
- Relate personal values to those of a society – one’s own and that of another time and/or place;
- Appraise one’s own values in the light of new knowledge, recent experience or insight;
- Evaluate ethical issues in the light of a variety of value systems.

*Commitment to Continued Learning*

During their degree and licensure programs, candidates are called to identify and examine critically their philosophical positions. They are challenged to support the professional judgments and decisions they must make with the values they profess to hold.
Throughout their coursework, candidates are encouraged to develop a personal vision of education shaped by their values and expressed through their evolving voices and actions. The goals of the programs lead candidates to this ideal: a vision of what schools can and should be for all based on the principles of democracy, justice, and compassion.

All facets of the candidate as a person are addressed: the intellectual, spiritual, emotional, physical, social, and aesthetic. The aim is the total wellness of the person in the communal environment. Ursuline graduates leave with a sense of accomplishment along with the knowledge and skills that make them confident, competent, influential, and values-based leaders in the various arenas of life that they enter.

*Philosophy, Goals, and Beliefs*

The overarching theme of the education programs at Ursuline is one of uncompromising commitment to the learning success of every student. To accomplish such goals we believe that educators must be expert at understanding who their students are and how they develop—cognitively, psychologically, socially, physically, and morally.

As a faculty we embrace the belief that knowledge is socially and psychologically constructed (Piaget & Inhelder, 1969; Vygotsky, 1986). Candidates learn in a variety of ways particular to their learning styles, including the strengths and weaknesses of their individual varied intelligences (Dunn & Dunn, 1992; Gardner, 1983; Sternberg, 1994). As educators we believe that we must be able to think, plan, instruct, and lead in ways that encompass these perspectives and that foster success for every student.
The organization, development, and administration of the education program within the MAP framework are guided by the following goals:

- Utilize a set of principles -- historical, philosophical, spiritual, theoretical, and psychological -- that direct professional practice, problem solving, and decision making;
- Demonstrate competence in applying the knowledge, skills, and dispositions they have attained through the education programs;
- Perceive education as a profession with corresponding privileges, responsibilities, and service to others;
- Manifest concern for the future by promoting the quality of human life that recognizes the dignity of the person.

The Ursuline teaching program provides an environment conducive to empowering candidates to make full use of their gifts and talents. Based upon the past research of Belenky, Clinchy, Goldberger, and Tarule (1986) and substantiated by further studies (Slavin, 1995; Qin, Johnson & Johnson, 1995), the principles of the core curriculum address student learning as collaborative, inductive, and active while recognizing the reality of competition, deduction, and received knowing. Innovative programs are fostered and high academic standards are maintained while attending to the range of abilities and skills of entering candidates. The liberal arts tradition of the College provides the impetus for the achievement of a holistic approach to learning.

PROGRAM ADMISSION

Admission to Program

Entry to the program is based on the following:

- Earned baccalaureate degree from an accredited institution.
• 3.0 cumulative undergraduate grade point average or a GRE score in each area of at least 450.
• Grades of B or better in math and composition courses.
• Meeting the core requirements of each individual discipline.
• Three (3) professional references that address the candidate’s disposition, knowledge, and skills.
• Interview with the Director of the program.

Interviews with the Program Director look carefully at the applicant to determine his or her suitability for the program. Some of the criteria utilized in this process are:

☐ Affective Criteria
• Committed to education
• Integrity
• Flexibility
• A willingness to collaborate in apprenticeship model
• Ability to handle stress

☐ Cognitive/Intellectual Criteria
• Independence as a learner
• Math/analytic skills
• Academic preparation
• Writing ability

Prerequisites to Entering the Program

Candidates with a criminal record will not be eligible to complete teacher licensure programs at Ursuline College. The Education Unit will not send a student into a school for observation, clinical practice or student teaching if he/she does not have a current (within 12 months) BCI and FBI check. A background check
revealing a record which would preclude a candidate from obtaining Ohio licensure or working in an environment with children will be cause for immediate dismissal.

The MAP curriculum is designed to address pedagogy. For this reason content specific prerequisites and content specific PRAXIS II* exams are to be successfully completed prior to entering the program. All prerequisites must be completed with a grade of B or better. Under some circumstances, the PRAXIS II exams in the specific area of content for AYA candidates cannot be taken prior to entering the program; in these cases the exam must be taken at the first possible opportunity. In the event when undergraduate requirements are not completed prior to entry into the MAP program, these courses should then be completed the summer following the program. Candidates will not be eligible for state licensure until all prerequisites and Praxis II exams are successfully completed.

**OEA Liability Insurance**

All students must join the Ohio Education Association at a student rate of $34.00. OEA provides MAP candidates with $1,000,000 worth of liability insurance while practicing in the classroom. Apply online at [www.ohea.org](http://www.ohea.org). A receipt must be provided to MAP Administration in order to confirm your membership.

*("The Praxis Series™ assessments provide educational tests and other services that states use as part of their teacher licensure and certification process. The Praxis I® tests measure basic academic skills, and the Praxis II® tests measure general and subject-specific knowledge and teaching skills." see: ETS.org)
PROGRAM ADMINISTRATION

The general administration of all programs at Ursuline is described in the School of Graduate Studies Catalog and in the Ursuline Student Handbook. The handbooks describe general policies regarding the academic calendar, graduation procedures, grading, appeal policies, college governance, faculty committees, etc. When there are differences in Ursuline College handbooks (for instance, grading in the graduate school is structured differently than in the undergraduate school), the School of Graduate Studies Catalog is the prevailing document.

The MAP Student Handbook describes policies, procedures, and guidelines that are specific to the Master Apprenticeship Program. This section of this handbook covers the structure of the program and the job responsibilities of Ursuline and school faculty.

Advisors

Each candidate is assigned an academic advisor upon entering the program. The advisor should be contacted regarding any problems encountered during the program. It is the advisor’s responsibility to provide guidance as the candidate progresses through the academic year.

Mentor Guidelines

Mentor teachers assigned to candidates within the residency/internship schools are an integral part of the program. Their responsibilities are listed at the end of this section in Appendix A.
Administrator Responsibilities

The Administrator of the program is responsible for assuring that the program complies with the academic standards of Ursuline College, the State of Ohio, National Council for Accreditation of Teacher Education (NCATE), and the Specific Program Area (SPA) content. Additionally, it is the responsibility of the Director to make recommendations regarding admission and continued participation in the program. The Master Apprenticeship Program Administrator is also responsible for assigning or changing candidate field placements.

CURRICULUM DESIGN AND EVALUATION

The curriculum design for MAP is organized to ensure that all candidates are able to articulate the important concepts and principles of their fields as delineated by professional, state, and institutional standards designed to guide educational practice.

The Ursuline College mission permeates the curriculum in the Master Apprenticeship Program, emphasizing the importance of philosophical reflection in both oral and written assignments and the application of these concepts and principles in Pre K-12 school settings. Through a variety of standards-based key assessments, the candidates provide evidence that they can translate theory into practice in their classrooms, schools, and in the larger community.

Candidates are given the opportunity to exercise a strong voice in each course and are challenged to articulate their own opinions regarding principles and concepts within their field of study. Candidates are encouraged to use field experiences to formulate their
own ideas about the teaching strategies. The candidates are assessed in college courses and during site-based experiences to determine the appropriateness of their disposition for professional work.

Candidates demonstrate their knowledge through examinations, written papers, discussions, debates, and teaching evaluations. They align their instructional plans to be inclusive of all students. They continue to evaluate themselves and their acquired knowledge through critical reflection and continued application of their knowledge in their residency/internship.

Curriculum Design

The Master Apprenticeship Program is an intensive one-year program leading to a Master of Arts Degree in Education and eligibility to attain State of Ohio licensure in the individual candidate's stated area of specialty upon acceptance to the program. During the fall semester, candidates are on site in the classroom for four (4) days a week and are on the Ursuline campus one (1) day a week for their academic work. During the spring semester, the candidates' schedules are designed to allow maximum time in the classroom. The candidate is in the residency/internship classroom five (5) days a week. This schedule is published each year.

A typical residency/internship day begins by arriving at the placement school at 8:00 a.m. and ends at 4:00 p.m. Times may vary, depending upon the start and end of the school day in your residency/internship. In general, candidates should plan to be at school 30 minutes before the beginning of the day and to remain at least 30 minutes after school is over. Longer hours may be necessary to accomplish planning, student conferences, parent conferences, staff meetings or other professional responsibilities.
Each candidate is required to successfully complete the graduate hours as outlined in his/her area of specialty (see Appendix B for the curriculum requirements). This program is approved by the National Council for Accreditation of Teacher Education (NCATE). The related standards from Professional Specialty Associations (SPA) form the structural foundation for all key assessments for MAP. These assessments are balanced to illustrate the candidate's competence in: conducting formal research and writing scholarly papers (APA style); interpreting educational literature; developing philosophical statements; demonstrating effective communication skills and presentations; exhibiting competence in state-of-the-art technologies; and designing and implementing curriculum reflecting current strategies for differentiation within the individual classroom. Each candidate is required to upload into Tk20 documentation of meeting compliance with standards that apply to his/her State of Ohio certification and area(s) of licensure.

**Evaluation and Assessment**

Each candidate's development as an effective teacher is evaluated and documented by the mentor teacher in the residency, cooperating teacher in the internship and the college supervisor.

- Mentor/Cooperating teachers make daily note of the candidate’s progress, hold planned conferences several times per week, and complete the weekly evaluation form provided by the College.
- Mentor/Cooperating teachers complete formal observations of the candidate’s teaching each semester and schedule formal conferences between the student and the observer after each observation. Following
each formal observation the student is responsible for a written reflection. In addition to weekly informal observations, each mentor/cooperating teacher completes two (2) formal observations during each of the 16-week residency/internships. For all formal observations the mentor uses the college provided adapted Pathwise™ form with domains aligned to appropriate SPA standards. Completed observations are shared with the candidate and copies are given to the candidate, the college supervisor, and placed in the candidate's file at the College.

- During each 16-week residency/internship, the college supervisor completes two (2) formal observations of the candidate. For these formal observations the college supervisor uses the adapted Pathwise™ form with domains aligned to appropriate SPA standards. Completed observations are shared with the candidate and the mentor/cooperating teacher. Copies are given to the candidate and placed in the candidate's file at the College.

- Mentor/Cooperating Teachers complete a formal evaluation of each apprentice teacher at the end of the first placement. The student performs a self-assessment at the same time. A student/mentor/cooperating teacher conference follows the completion of these evaluations.

- At the end of each 16-week residency/internship, the mentors complete a formal evaluation provided by the college. The candidates complete the same evaluation form as a self-reflection. A final conference is held between the mentor teacher and the candidate to share their evaluations. Each semester the final mentor teacher evaluation is placed on file with the college.

- Formal and extensive assessment by faculty and mentor is required at the end of the year.

- Graduate course assignments made throughout the year are used to assess the candidates. These provide formal and informal assessments for all components of the program.
The students will also complete an electronic internship notebook as evidence of completion of the program. The notebook contents will be stored in Tk20.

These program components lead to the completion of a Master of Arts Degree in Education and preparation for licensure through the Ohio Department of Education and the Ohio Board of Regents.

**STUDENT REQUIREMENTS AND RESPONSIBILITIES**

*Course Work*

Course work and academic performance are important components of the Master Apprenticeship Program. Candidates should be aware of the following academic policies governing course work in MAP.

*Attendance*

Students are expected to attend and be on time to all classes. Unexcused absences and tardiness will affect the candidate’s grade in the course. If a candidate must miss a class or be tardy, it is the candidate’s responsibility to contact the professor and the candidate’s advisor in advance of the class. Academic consequences will be determined by each instructor and be clearly specified in the course syllabus.
Grading

The Master Apprenticeship Program instructor will communicate the grading scale to the MAP candidates at the beginning of the semester. Grading in MAP courses will be assigned as follows:

A = 100 – 93
A-/B+ = 90 – 92
B = 86 – 89
B-/C+ = 83 – 85
C = 80 – 82
C- = 78 – 79
D = 75 – 77
F = below 75

Candidates are expected to attend all classes, participate actively in class discussions, submit work in a timely manner, and exhibit a professional attitude at all times. Failure or to behave in a professional manner will result in the lowering of a student’s grade.

All course work is due on the assigned date. Academic consequences will result from late assignments. Academic consequences will be determined by each instructor and be clearly specified in the course syllabus.

The attitudes and values that are the hallmark of professionalism include:

- Respect the rights and opinions of others
- Open-mindedness
- Regard for evidence
- A reflective habit of mind
- Cooperation and collaboration
- Kindness
- Social responsibility
**Grade Point Requirements**

Candidates must receive a C or better in all courses; a **B or better is required for the Internship/Residency courses.** Candidates must retake any course in which they received a D or an F. Also, a candidate must maintain a 3.0 or better as an overall GPA. A candidate's continued participation in the program depends on maintaining these standards. The Graduate Studies’ catalog outlines the policies associated with academic probation or termination from the program.

**Incompletes**

On rare occasions, a candidate may request an incomplete grade for a course. This grade of incomplete is given at the discretion of the instructor and in accordance with the Ursuline Graduate School’s policies. All incomplete grades must be resolved by the end of the following semester. The intensiveness of the Master Apprenticeship Program requires that incompletes do not persist beyond that date.

**Intervention**

As a group, faculty reviews each candidate’s progress in the program. Problems that are identified are relayed to the candidate. Mentor/Cooperating teachers are to contact the candidate’s college advisor immediately when a problem arises. Whenever a candidate’s successful completion of the program is in jeopardy, the mentor/cooperating teacher, working in conjunction with the college faculty advisor, will develop a plan to help the candidate achieve success. Conferencing and advisement will be scheduled to determine the need for either a formal intervention, a change in placement, or termination from the program.
A formal intervention will involve targeting the area(s) of concern and developing a schedule of knowledge acquisition, practice, and demonstration of acceptable competence. A formal intervention requires written documentation of all phases and assessments. All issues that have been identified must be resolved prior to entering into the spring residency/internship. Further, all class work should be successfully completed prior to beginning the spring residency/internship.

INTERNSHIP/RESIDENCY PLACEMENTS

Candidates receive their Internship placements for the fall in late spring. Once mentor teachers have been assigned, the candidate will be expected to contact his/her mentor teacher to ascertain the mentor’s needs regarding the start of school. Whenever possible, the mentor is assigned based on the candidate’s professional goals. Placements also take into account the affective needs of the candidate. For instance, for candidate support and community building, candidates are often placed in groups of two (2) or more at each site. When candidates are admitted to the program, they are not guaranteed any specific grade level or placement site.

Code of Ethics

The moral and ethical responsibility of teaching presents a consistent and constant challenge. The following points are required by the candidate throughout the classroom teaching experience.

- All information the candidate receives about pupils in class or school is to be kept strictly confidential.
The administration at the placement school should be consulted before information of a sensitive nature concerning a student is shared with the candidate.

- A student's permanent files and test scores should not be made freely accessible to the candidate.
- The mentor/cooperating teacher should interpret scores and only convey student information deemed important to the role of the candidate in his/her classroom.

- The Master Apprenticeship candidate must treat all pupils in a manner that is just, fair, and equitable.
- The candidate should refrain from imposing personal, moral, religious, or political views upon pupils. Instead, the Master Apprenticeship candidate should assist pupils in the exploration of their own views, the views of others, their own actions, and the consequences of the choices they make.

Contact with Parents

- Parents/guardians should be made aware that a Master Apprenticeship candidate will be working in the classroom with their child. This should be done by the mentor/cooperating teacher and/or administration of the placement school.
- The Master Apprenticeship candidate is not permitted to discuss academic, physical or social issues concerning a student with the student's parent/guardian or any other student's parent/guardian. (see Child Study for exceptions)

Child Study

- Before a College assigned child study is conducted, the mentor and/or administration of the placement school must receive permission from the parent(s)/guardian. The Master Apprenticeship candidate should not initiate this contact.
- When permission is granted, every effort should be made to keep the observation of the student discrete to prevent the student from feeling "scrutinized".
Before any findings from the child study are reported to the student's parent(s)/guardian, the mentor teacher should rehearse the parent conference with the apprentice.

- The apprentice may only discuss observations of an ethnographic nature; diagnosis of a potential problem of a physical, social or academic nature is not to be relayed to the parent by the apprentice.
- The mentor/cooperating teacher must be present during this conference and any information of a sensitive nature must be relayed to the parent by the mentor teacher.

**Parent Conferences**

- Master Apprenticeship candidates should attend parent conferences whenever the parent/guardian and mentor are comfortable with the apprentice's presence.
- If the mentor/cooperating teacher is comfortable, the candidate may relay positive observations that have been rehearsed.
- The candidate may only present observations of an ethnographic nature; diagnosis or confirmation of a potential problem of a physical, social or academic nature is not to be relayed to the parent/guardian by the Master Apprenticeship candidate.

**Daily Schedule**

- The Master Apprenticeship candidate is expected to follow the schedule of the assigned mentor/cooperating teacher.
- The candidate, in general, should be in the building 30 minutes before the beginning of school and remain 30 minutes after the end of the day.
- Longer hours may be necessary to accomplish planning, student conferences, parent conferences, staff meetings or other professional responsibilities.
- Master Apprenticeship candidates are to remain in the school building during the day and if the candidate leaves the building, the mentor/cooperating teacher and the college advisor should both be notified.
• Candidates are expected to eat with the faculty or with students when assigned to do so.

Special Events

Unless an event conflicts with the candidate’s regularly scheduled College courses, the candidate is expected to attend the special events held at his/her placement school.

• This applies to plays, fairs, special programs, and parent teacher conferences that involve the students in the candidate’s classroom.

• The issue of a Master Apprenticeship candidate attending overnight activities, such as camping and class travel, will be resolved on an individual basis. The mentor/cooperating teacher, candidate, and Ursuline College advisor should come to a mutual agreement on the feasibility of an overnight trip for the apprentice.

Absences

• In the case of illness or other emergencies, the apprentice will immediately notify the mentor and the Ursuline College advisor.
  o More than three absences (with the exception of school district closings) each semester will require make-up days at the end of the year.
  o The mentor teacher should note the number of absences on the final evaluation form.

• If an apprentice needs to be absent for personal reasons, the mentor may not approve these absences.
  o Only the Ursuline College advisor can excuse an apprentice from student teaching; this includes all circumstances that require the apprentice to be out of the classroom.
  o If the apprentice fails to notify the advisor regarding an absence, the apprentice's grade will be reduced by 3% for the semester.
**Substitute Teaching**

- During the assigned placement dates, the apprentice is not to serve as a substitute teacher during the absence of a mentor/cooperating teacher.
  - This is to protect the Master Apprenticeship candidate and the placement school from potential liabilities.
  - The Master Apprenticeship candidate may teach in the mentor/cooperating teacher’s absence; however, a substitute teacher, appointed by the placement school, must be present.
- The candidate is not to be assigned duties unrelated to the mentor teacher's academic schedule. This includes monitoring study halls, classes for other teachers, as well as coaching responsibilities.

**Extra Duties**

The Master Apprenticeship candidate is not to take full responsibility for the mentor/cooperating teacher's nonacademic duties.

- More specifically, they are not to substitute for the mentor teacher during recess or other assigned supervisory duties.
- The candidate, however, should accompany the mentor/cooperating teacher when these duties occur during the normal school day.
- The exception to this would be to allow the Master Apprenticeship candidate to occasionally monitor a lunch table where other teachers are in close proximity to the candidate.
- Other exceptions to this procedure should have the approval of the Ursuline College advisor.
Class Periods

The Master Apprenticeship candidate should be actively involved in their placement classroom when students are present.

- Every effort should be made to complete observations of other classrooms during the mentor teacher's planning periods.
- This also applies to the candidate running copies, grading papers or working on Ursuline College course work, other than assigned observations, while the students are in the classroom.
- The apprentices should not be text messaging, e-mailing or answering cell phones, other than for emergencies, while students are present; the apprentice should use discretion with these activities during other times of the day.

Planning Periods

The Master Apprenticeship candidate should be readily available to the mentor/cooperating teacher during the mentor/cooperating teacher's planning periods.

- The candidate should not use planning periods to complete Ursuline College course assignments that are not directly related to the placement classroom.
- An exception to this would be the apprentice's need to do observations outside of the placement classroom.

Professional Behavior

- Master Apprenticeship candidates are to observe the school district's dress code.
  - The role of the apprentice teacher will be enhanced through professional dress. Other than special occasions, the apprentice should not wear jeans or other informal attire.
Apprentices are not to wear attire that advocates personal, moral, religious, or political views.

Apprentices are not to wear clothing that is inappropriately revealing. This includes shirts that expose midriffs or cleavage; pants that are low-cut or sagged; or skirts that are too short for professional attire.

Teaching requires reaching, stooping, bending and other activities; clothes must be designed to accomplish these tasks with modesty.

Hair should be professional in nature and must meet the policy requirements of the placement school. Where a mentor feels that the hair meets the placement school's policy but is still inappropriate for their classroom, the Ursuline College advisor should be contacted.

In the case of an apprentice with tattoo(s), the placement school's tattoo policy for teachers in the building will apply. If the placement school allows tattoos to be visible, but the mentor finds them inappropriate for his/her classroom, the College advisor should be contacted.

In the case of a candidate with body piercing, the placement school's body piercing policy for teachers in the building will apply. If the placement school allows body piercing to be visible, but the mentor finds it inappropriate for their classroom, the Ursuline advisor should be contacted.

If the mentor/cooperating teacher finds that the Master Apprenticeship candidate’s dress requires the candidate to leave the classroom until it is remedied (e.g., sent home to change, find a sweater), the mentor/cooperating teacher should make sure that the Ursuline College advisor has been alerted.

- The Master Apprenticeship candidate is to assume the comportment, behavior, and language of a professional at all times.
- Noncompliance with the above professional standards should immediately be brought to the attention of the Ursuline College advisor.

Contact numbers for the Ursuline College advisors are listed on the Ursuline College Contact Sheet included in this handbook.
The PRAXIS II Examinations

To be licensed in the State of Ohio, the teacher apprentice must successfully complete the appropriate Praxis II examinations for both the Principles of Learning and Teaching (PLT) for the grade level to be taught as designated by the license, and the specific area of licensure. These examinations are scheduled for administration at designated sites each calendar year.

TEACHER LICENSING

Master Apprenticeship candidates completing this program will become eligible for one of the following areas of licensure:

- Early Childhood license, grades pre K-3
- Middle School licensure in specific content areas, grades 4-9
- Adolescent to Young Adult license (AYA) for one content area, grades 7-12
- Multi-age Visual Arts license, grades K-12
- Intervention Specialist license, Mild/Moderate, grades K-12

As the spring semester is completed, a license application form will be completed. Candidates must successfully complete all course requirements, all prerequisites, all required PRAXIS II examinations, and all requirements of the program to be eligible for a license.
Appendix A – Mentor/Cooperating Teacher Guidelines

GENERAL RESPONSIBILITIES

1. Work in a confidential, candid, and supportive relationship.
2. Communicate with the Ursuline College advisor.
3. Notify College advisor immediately when the performance or behavior of the candidate becomes potentially problematic.
4. Attend periodic mentor meetings at Ursuline College.
5. Participate in ongoing and annual assessments of the Master Apprenticeship Program.
6. Assist candidate in enhancing his/her content knowledge and pedagogy in specific subject areas.
7. Model professionalism.
8. Facilitate sharing among colleagues.
10. Assist candidate in utilizing educational technologies.

ORIENTATION TO CLASSROOM, SCHOOL AND COMMUNITY

1. Designate appropriate workspace for candidate.
2. Furnish policy manuals and handbooks.
3. Introduce Master Apprenticeship candidate to administrators, secretaries, and custodians; and familiarize candidate with the specific role of each.
4. Provide tour of building.
5. Review procedures for ordering supplies, equipment, and other materials. Discuss specific budget limitations concerning candidate's purchase of materials for his/her lessons. Discuss limitations for use of food in the classroom as it applies to your classroom/school policy.
6. Familiarize candidate with history, development, social, and economic life of community.
7. Explain attendance procedures and policies.
8. Explain fire, lock-down, and disaster drill procedures.
9. Explain grading policies and format for keeping records.
10. Support and facilitate meaningful parent and community involvement within the school.

THE TEACHING/LEARNING PROCESS

1. Assist candidate in refining teaching practice by:
   a. acquainting candidate with relevant courses of study and curricular/proficiency standards
   b. helping candidate to understand that instruction is a process of deliberate decision-making and action that makes learning more probable and more deliberately successful than it would be without such teaching
   c. working as a team first, then expecting the candidate to select objectives of the lesson and relevant teacher behaviors that will lead to the accomplishment of the objectives
   d. coaching candidate to monitor learning behavior, then adjust for mastery of the objective
   e. encouraging creative teaching by allowing different approaches to techniques, using newly researched concepts, and sharing successes with colleagues
   f. helping candidate to understand that he or she need not be a carbon copy of the mentor/cooperating teacher.

2. Assist candidate in identifying the learning needs of all students, especially students at risk, those with special needs, and those from diverse cultural and linguistic backgrounds by:
   a. introducing candidate to counselors

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b. familiarizing candidate with student records. Reinforce the confidentiality of any information you share with the candidate concerning student records. Candidates are not to have open access to student records. It is suggested that the mentor teacher interpret student records for the candidate rather than allowing candidates to peruse the student record independently. Please check with your school’s student record policy before sharing any information about a student with the candidate.

3. Model for and support candidate in classroom management and discipline strategies, policies, and procedures. Avoid interruptions when the candidate is teaching unless:
   a. a potentially dangerous disciplinary situation is developing
   b. candidate has lost self-control
   c. candidate seeks your support
   d. inaccurate information is conveyed and extensive reteaching would be necessary
   e. candidate has departed too far from the approved lesson plan.

EVALUATION

1. Discuss with the candidate the evaluation procedure, frequency of use and the instruments to be used.
2. Use the specific evaluation forms that are provided in your mentor evaluation folder (provided by the Ursuline advisor at the start of the residency/internship.)
3. Arrange for regular conference times when you can relax, plan and evaluate together.
4. Discuss candidate's time schedule, procedures dealing with absence and lateness in accordance with Ursuline College expectations
5. Emphasize those aspects of teaching which are effective and worthwhile; do not take for granted that the candidate will know when she/he is doing well.
6. Provide regular constructive criticism and solicit practical solutions to problems. As new teachers, the candidates will benefit from your frequent, open and supportive analysis of their work.

7. Complete two (2) formal adapted Pathwise© observations using the adapted forms provided in your evaluation folder. If this process is new to you, the Ursuline advisor will be available to go over the evaluation procedure with you.

8. Encourage the candidate to use self-evaluation (reflection, video, audio taping).

9. Provide a cumulative grade for the candidate using the final grade form in your evaluation folder. This grade will reflect 65% of their final professional internship grade.

10. Write a letter of recommendation for the candidate if you feel that he/she has merit in the profession of teaching.
### Appendix B Prospectus

**MASTER OF ARTS IN EDUCATION**  
**Apprenticeship Model**

**PROSPECTUS**  
**Early Childhood Licensure**

<table>
<thead>
<tr>
<th>Summer (18 Credit Hours)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EDE 500 Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDE 501 Skills for the 21st Century Educator</td>
<td>2</td>
</tr>
<tr>
<td>EDE 510 Introductions to Human Development and Learning</td>
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</tr>
<tr>
<td>EDE 520 Systematic Phonics</td>
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<tr>
<td>EDE 530 Curriculum, Materials &amp; Methods Block I</td>
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<td>EDE 527 Addressing the Diverse Learner</td>
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<td>EDE 523 Reading Education &amp; Literacy Perspectives</td>
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<table>
<thead>
<tr>
<th>Fall (15 Credit Hours)</th>
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<tbody>
<tr>
<td>EDE 511 Advanced Studies in Development and Learning: Early Childhood</td>
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<tr>
<td>EDE 525 Content Area Reading</td>
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</tr>
<tr>
<td>EDE 531 Curriculum, Materials &amp; Methods Block II</td>
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<tr>
<td>EDE 550 Professional Development Seminar I</td>
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<td>EDE 560 Teaching Internship I</td>
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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>EDE 521 Reading and Assessment in Early Childhood Education</td>
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<td>EDE 533 Curriculum, Materials &amp; Methods Block III</td>
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</tr>
<tr>
<td>EDE 551 Professional Development Seminar II</td>
<td>3</td>
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<td>EDE 560 Teaching Internship II</td>
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<tr>
<th></th>
<th><strong>TOTAL:</strong> 45</th>
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MASTER OF ARTS IN EDUCATION
Apprenticeship Model

PROSPECTUS
Adolescent to Young Adult or Multi-Age Licensure

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<td>EDA 509 Content Area Studies</td>
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<td>EDA 527 Addressing the Diverse Learner</td>
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<td>EDA 540 Curriculum, Materials &amp; Methods Block I</td>
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<td>EDA 541 Curriculum, Materials &amp; Methods Block II</td>
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<tr>
<td>(Assessment and Discipline)</td>
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<td>EDA 545 Integrated Methods for the Content Area I</td>
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<td>EDA 550 Professional Development Seminar I</td>
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<td>EDA 551 Professional Development Seminar II</td>
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**TOTAL:** 42
# MASTER OF ARTS IN EDUCATION

## Apprenticeship Model

**PROSPECTUS**

*Middle Childhood Licensure*

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<td>EDM 501 Skills for the 21st Century Educator</td>
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<tr>
<td>EDM 510 Introductions to Human Development and Learning</td>
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<tr>
<td>EDM 520 Systematic Phonics in an Integrated Middle School Curriculum</td>
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<tr>
<td>EDM 523 Reading Educ. &amp; Literacy Perspectives</td>
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<tr>
<td>EDM 527 Addressing the Diverse Learner</td>
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<tr>
<td>EDM 530 Curriculum, Materials &amp; Methods Block I</td>
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<tbody>
<tr>
<td>EDM 512 Advanced Studies in Development and Learning: The Middle Child</td>
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<td>EDM 525 Content Area Reading</td>
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<tbody>
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**TOTAL:** 45
## MASTER OF ARTS IN EDUCATION
### Apprenticeship Model

**PROSPECTUS**

**Special Education Licensure**
**Intervention Specialist – Mild/Moderate Educational Needs K-12**

### Summer (21 Credit Hours)

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>EDS 500</td>
<td>Foundations of Education</td>
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<tr>
<td>EDS 501</td>
<td>Skills for the 21st Century Educator</td>
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<td>EDS 510</td>
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<td>EDS 520</td>
<td>Systematic Phonics in the Integrated Language Arts</td>
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<td>Reading Educ. &amp; Literacy Perspectives</td>
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<td>EDS 527</td>
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<td>EDS 530</td>
<td>Curriculum, Materials &amp; Methods Block I</td>
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<td>EDS 570</td>
<td>Introduction to Special Education</td>
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### Fall (18 Credit Hours)

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<th>Course Code</th>
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<tr>
<td>EDS 513</td>
<td>Advanced Studies in Development</td>
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<td>EDS 515</td>
<td>Language Development &amp; Communication Disorders Learning</td>
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<td>EDS 525</td>
<td>Content Area Reading</td>
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<td>EDS 550</td>
<td>Professional Development Seminar I</td>
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<td>EDS 560</td>
<td>Teaching Internship I</td>
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<td>EDS 571</td>
<td>Introduction to Issues &amp; Intervention in Behavior &amp; Assessment for Students with M/M Needs</td>
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### Spring (15 Credit Hours)

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<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>EDS 521</td>
<td>Reading &amp; Assessment</td>
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<tr>
<td>EDS 551</td>
<td>Professional Development Seminar II</td>
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<td>EDS 560</td>
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<td>EDS 572</td>
<td>Advanced Intervention in Behavior &amp; Assessment</td>
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<td>EDS 575</td>
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### Summer 2 (addl. Semester)

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<tr>
<td>EDS 576</td>
<td>Consultation &amp; Collaboration within School &amp; Community</td>
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</tbody>
</table>

**TOTAL:** 57
Dr. Edna T. West  
Director, Master Apprenticeship Program  
Room 107 – Besse Library  
440.684.6034  
ewest@ursuline.edu

Dr. Jane Hayman  
Assistant Director, Master Apprenticeship Program  
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jayman@ursuline.edu

Sister Lois Buck, OSU  
Field Coordinator, Master Apprenticeship Program  
Room 101 – Besse Library  
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lbuck@ursuline.edu

Rose Call  
Secretary, Master Apprenticeship Program  
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rcall@ursuline.edu

Melissa Waclawik  
Graduate Admissions  
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440.646.8146  
mwacawlik@ursuline.edu

Melanie Steele  
Graduate Admissions  
Room 211-Mullen Building  
440.646.8119  
msteele@ursuline.edu

Leah Sullivan  
Registrar  
Room 202-B Mullen Building  
440.646.8126  
lsullivan@ursuline.edu
Checklist for MAP Candidate Completion of all Requirements for Licensure

Candidate Name:________________________________________________

Gate 1 – Criteria for Entrance into the Graduate Teacher Education Program

Overall GPA of 3.0 and a B or better in college composition and college math or achieving GRE score of 450 or better.

GPA_____

College Composition Course_____________________________ Grade_____

College Mathematics Course_____________________________ Grade_____

GRE Score (if applicable) _______________________________

Demonstrate appropriate skills and dispositions during interview process

(A=acceptable, U=Unacceptable):

Grammar_____

Vocabulary_____

Sentence Structure_____

Eye Contact_____

Organization of Thought_____ 

A commitment to education_____

Integrity_____

Flexibility_____

Attributes reflective of Unit mission and application to teaching_____

Reference Letters_____

Essay_____

Interview with Director_____

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Gate 2 – Criteria for Entrance into the Clinical Practice I

Cumulative GPA of 3.0 or higher   GPA__________

Minimum Grade of B in all licensure specific courses_____________

Praxis II content knowledge score at or above Ohio qualifying score

(AYA and Middle School Licensure Candidates Only)

Ohio passing score_______      Candidate’s score__________

Grade of B or higher in the following courses or assignments:

Application of Theorists in the Classroom          Grade: ______

Diversity                                        Grade: ______

Early Childhood Methods (ECH Only)                Grade: ______

Special Education Website (Sp. Ed. Only)          Grade: ______

Gate 3 - Criteria for Entrance into the Clinical Practice II

All coursework completed (no incompletes): By Student Teaching Experience

Cumulative GPA: ______

Achieve a B or better in Clinical Experience       Grade: ______

Complete Field Notebook with a grade of B or better Grade: ______

Complete Key Assessments with a 85% or better:

   Effective Communication Form                  Score_______

   Weekly Evaluation                            Score_______

   Professional Attributes                      Score_______

   Weekly Goal Setting minimum of 53            Score_______

   Growth met on all goals                      Yes___  No___
College Supervisor and/or Mentor Teacher Pathwise© at average of 2.0 or better for:

Domain A – Planning Score: _____
Domain B – Environment (all criteria) Score: _____
Domain C – Instruction (all criteria) Score: _____
Domain D – Professionalism Score: _____
Weekly Evaluation by Mentor Teacher (3.0 or higher) Score: _____

Gate 4 - Criteria for Exit from Graduate Teacher Education Program

Cumulative GPA of 3.0 or higher GPA: _____
Grade of B or higher in Clinical Practice II Grade: _____
Complete Integrated Unit/Intervention Plan to Impact Student Learning at a grade of B or higher Grade: _____
Summative Evaluation by Mentor Teacher (4.0 or higher) Score: _____
Weekly evaluation by Mentor Teacher (4.0 or higher) Score: _____
College Supervisor and Mentor Formal Observation of Pathwise© at average of 2.5 or better in:

Domain A – Planning Score: _____
Domain B – Environment (all criteria) Score: _____
Domain C – Instruction (all criteria) Score: _____
Domain D – Professionalism Score: _____
TO OBTAIN OHIO LICENSURE

Praxis PLT at or above Qualifying Score

Ohio Passing Score _____    Candidate Score _____

Praxis II Content Knowledge at or above Qualifying Score

Ohio Passing Score_____    Candidate Score_____

Advisor Signature______________________________

Date____________________