



Department of Education and School Psychology

**Master of Education:
School-Based Initial Licensure Program**

Mentor Teacher and Intern Handbook

2020-2021

WELCOME

John Carroll University has been preparing teachers since 1920 and since that time has been recognized for its commitment to cultivating teachers who are socially just, culturally competent, and pedagogically skilled. Our commitment to the Jesuit Ideal of an Educator continues strong today.

The goal of the *Jesuit Ideal* is a leader-in-service. *The Jesuit Ideal* embraces a religious, personal, social and action-oriented mission. The *Ideal* is represented by five dimensions of personhood, which together foster intellectual growth, self-discovery, continuous adaptation, commitment to continuous improvement, and a willingness to accept the challenges of leadership; all essential components for effective teachers in the 21st Century.

The five dimensions of personhood interact to shape the educator as a leader-in-service. The department's professional education programs for school personnel foster the content knowledge, skills, and dispositions that contribute to the formation of the professional as Person who embodies the *Jesuit Ideal*. The conceptual framework grounds and guides the department's professional education programs. The educator as a person is foremost.

In this Handbook you will learn more about the unique characteristics and challenges of teacher preparation at John Carroll University. It will provide you with the information you need to navigate your program.

The Department of Education and School Psychology welcomes you to our program. Be assured of our commitment to your success as you pursue your personal and professional goals as a member of our University and our Department.

Sincerely,



Dr. Lisa Shoaf, Ph.D.
Department Chair

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PREFACE

“...we want our graduates to be leaders-in-service. That has been the goal of Jesuit education since the sixteenth century. It remains so today.”
- P. Kolvenbach, S.J. 1989

University Mission

As a Jesuit Catholic university, John Carroll inspires individuals to excel in learning, leadership, and service in the region and in the world. The University finds the source of its inspiration in the experience of Saint Ignatius of Loyola and the centuries-long commitment of the Society of Jesus to academic excellence and service to the common good. The Jesuit Catholic character of John Carroll University is a single reality based on the integration of faith and culture. It represents a commitment to a church within the world, serving the human search for truth and value, and for justice and solidarity. It also represents a reverence for the transcendent vision that Christ preached and lived as the final best expression of human fulfillment. This Jesuit Catholic character inspires and guides the intellectual, professional, and ethical labors that make John Carroll a university.

Consistent with the University mission, the Department of Education and School Psychology (DESP) is committed to providing professional education in a liberal arts context, upholding traditional values, yet remaining responsive and sensitive to society’s changing needs, focusing on personal as well as professional development of the individual, and emphasizing teaching that is anchored in the Jesuit Ideal of an Educator and a strong research base.

Conceptual Framework

The conceptual framework of the Professional Education unit in the Department of Education and School Psychology is grounded in the *Jesuit Ideal of an Educator*. The *Jesuit Ideal* embraces a religious, personal, social and action-oriented mission. The *Ideal* is represented by five dimensions of personhood, which together foster intellectual growth, self-discovery, continuous adaptation, commitment to continuous improvement, and a willingness to accept the challenges of leadership. Briefly described below, each dimension characterizes the *whole person* who engages in knowledge and service to others (Gray, 2004; Havernak, 1992; McCool, 1986)¹.

Five Dimensions of the *Jesuit Ideal*

Formation of the total person. One of the most valuable resources educators can draw on in their educational practice is their own sense of self. The *Jesuit Ideal* calls for educators to communicate the importance of seeking truth, meaning, and value with their whole being. Each educational act

¹ Gray, S.J., H. (2004). *Response to the Jesuit Ideal of an Educator as a Conceptual Framework*. Paper presented at Faculty Retreat, Department of Education & Allied Studies at John Carroll University.

Harvanek, R.J. (1992). *The Jesuit vision of a university*. University Heights, OH: John Carroll University.

McCool, G.A. (1986). *The Jesuit ideal of a teacher: A complex and developing tradition*. Unpublished manuscript.

progresses not only from content area expertise, but also the whole person as an agent of change. Only as educators have developed their own person can they help to develop the student as person.

Personal influence of the educator. To influence the growth and development of students, the educator seeks to know about their lives both in and out of school. This is the foundation of dialogue that contributes to the development of the total person of the student.

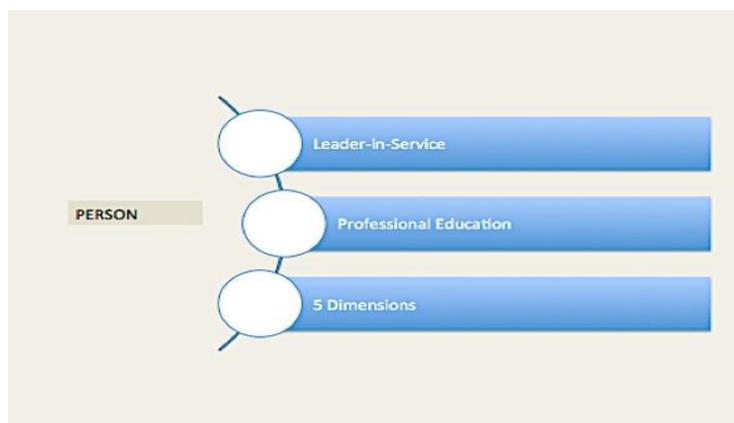
Educational settings as communities of personal influence. In educational practice, educators view the school setting as a community of engagement with others for the betterment of humanity in the school locale and in the society at large. The school setting is seen as an active site of social justice where diversity and individual differences are celebrated.

Education as a vocation. The *Jesuit Ideal* asserts that educators view their role as a vocation, a life of dedicated service towards the growth and development of students. In turn, educators continually work at their own professional growth and development committed to the greater good.

Integration of the disciplines to extend and synthesize knowledge. The *Jesuit Ideal* honors the integration of the disciplines for deep knowledge and understanding. Educators are cultivated by the combined wealth of human and spiritual experience found in the integration of the arts, sciences, and professional education curricula.

The *Jesuit Ideal* in the Professional Education of School Personnel

The goal of the *Jesuit Ideal* is a leader-in-service. The five dimensions of personhood interact to shape the educator as a leader-in-service. The department's professional education programs for school personnel offer the content knowledge and skills, and afford the dispositions that contribute to the formation and growth of the professional as Person who embodies the *Jesuit Ideal*. The conceptual framework that grounds and guides the department's professional education programs is illustrated in the Figure below. The educator as a person is foremost. An effective program of professional education develops the knowledge, skills and dispositions that further sustain the educator as a professional person who is a leader-in-service to others. Note: Agency is defined as the "satisfying power to take meaningful action and to see the results of our decisions and choices". Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: Freeman.



DESP Learning Outcomes Alignment with JCU Academic Learning Goals

JCU Academic Learning Goals

1. Demonstrates an integrative knowledge of human and natural worlds;
2. Develop habits of critical analysis and aesthetic appreciation;
3. Apply creative and innovative thinking;
4. Communicate skillfully in multiple forms of expression;
5. Act competently in a global and diverse world;
6. Understand and promote social justice;
7. Apply framework for examining ethical dilemmas;
8. Employ leadership and collaborative skills;
9. Understand the religious dimensions of human experience.

Initial Licensure Teacher Preparation Programs		JCU Goals
Domain	DESP Learning Outcomes	
I. Contexts		
1.	Understands the central concepts, tools of inquiry, competing perspectives and the structure of the disciplines taught.	1,2
2.	Recognizes the value of understanding the interests and cultural heritage of each student.	6,9
3.	Plans instruction based on knowledge of subject matter, students, the community, and curriculum goals.	2,3,5
4.	Creates a learning environment of respect and rapport.	4,5,6,8
II. Learner Development		
5.	Understands how children/youth develop and learn.	1
6.	Provides learning opportunities that acknowledge and support the cognitive and social development of learners.	4,5,6
7.	Understands how learners differ in their approaches to learning.	1,7
8.	Demonstrates flexibility, responsiveness, and persistence in adapting to diverse learners.	1,5,6,2,3
III. Practice		
9.	Understands and uses a variety of instructional strategies; designs coherent instruction.	1,3,4,5,2,
10.	Creates a learning environment that encourages social interaction, active engagement, and self-motivation.	3,6,8,2,5
11.	Uses knowledge of communication techniques to foster active inquiry, collaboration, and supportive interaction.	2,4,8
12.	Understands and uses formative and summative assessment approaches and strategies.	1,2,3,5
IV. Person		
13.	Reflects on professional practices.	2,7
14.	Fosters relationships with colleagues, parents, and agencies in the larger community.	4,5,8
15.	Grows and develops professionally.	5,8,2

**School-Based M.Ed. Program Directory
2018-2019 Cohort**

Department of Education and School Psychology	216-397-3080
Lisa Shoaf, Department Chair	216-397-1709
Margaret Schauer, Teacher Education Coordinator (AYA, MC)	216-397-4690
LaVysia Richmond, Programs and Operations Coordinator	216-397-3080
Lisa Sugar, Administrative Assistant for Licensure	216-397-1714
Renee Hoenig, Accreditation Administer	216-397-4985
Sage McMillan, Administrative Assistant for Licensure	216-397-4389
Cleveland Heights High School Robert Swaggard, Director of Curriculum and Instruction R_swaggard@chuh.org	216-320-2005
Hawken Lower Mary Beth Hilborn, Assistant Director of the Lower School; Director of Early Childhood mhilb@hawken.edu	440-423-2044
Lander Elementary School Felecia Evans, Principal fevans@mayfieldschools.org	440-995-7350
Mayfield Middle School Paul Destino, Principal pdestino@mayfieldschools.org	440-995-7800
Willoughby-South High School Robin Hopkins, Principal Robin.Hopkins@weschools.org	440-975-3648

SCHOOL-BASED PROGRAM OVERVIEW

The School-Based M.Ed. Program is a full-time, intensive 11-month program designed for adults who hold a liberal arts degree (B.A. or B.S.) or equivalent and wish to obtain a teaching license while completing a M.Ed. degree. The master's degree course of study is 39-45 credit hours (depending on licensure area) at the graduate level. The program requires coursework over the summer and during the fall and spring semesters. The internship consists of full time participation in a partner school over the academic year.

PROFESSIONAL EXPECTATIONS

The practical and moral responsibilities of teaching present a consistent and complex set of challenges. The following points are intended to provide guidelines and perspectives—a code of ethics—for participants within the School-Based Program. If there are questions/concerns about any of these points, please contact one of the Teacher Education coordinators for clarification. (See Directory p. v)

Site-Based Coordinator

- Serves as a liaison between the mentor teacher, field site and the university.
- Helps to facilitate professional rapport between the mentor teacher and the intern, to foster meaningful feedback and growth, and to problem solve in collaboration with JCU program coordinators.
- Reviews lesson plans, observes intern's lessons.
- Conducts formative and summative evaluations of each intern at the site according to the schedule provided by JCU.
- Helps the intern and mentor set goals and make a smooth transition to greater responsibility over the academic year.
- Orients the interns to the school environment and informs them of procedures and policy expectations.

Mentor Teacher

- Serves as a mentor to the intern through collaborative inquiry and co-teaching practices.
- Develops intern's knowledge, skills, and dispositions expected of effective teachers.
- Communicates with the intern on a regular basis to provide feedback about progress and any areas of concern.
- Completes three observations during the fall semester, four observations during the spring semester, and summary reports according to the schedule provided by JCU.
- Participates in a collaborative midterm and a final conference evaluation of the intern's performance, using the CPAST assessment form.
- Attends orientation, professional development sessions, and other SB meetings/events at their school site and on JCU campus, as appropriate.
- Assists the intern in becoming reflective and responsive to feedback about his/her teaching.
- Provides information and resources to help the intern become familiar with the curriculum, evidence-based teaching methods, technology integration, assessments and standards.
- Helps the intern develop good judgment in discussing/presenting controversial topics.

- Assists the intern to thoughtfully explore multiple teaching approaches instrumental to promoting students' learning and development.
- Supports the intern's work on Action Research to help achieve student learning goals.
- Helps the intern develop positive working relationships with colleagues, other school personnel and families.
- Discusses with the intern the appropriate level of confidentiality of student information.
- Involves the intern in professional development opportunities, extra-curricular activities, parent conferences, and other parent/family events, faculty and department meetings.

Intern

- Attends required university and site orientations.
- Attends all required university-based and site-based classes.
- Registers for fall and spring courses at the appropriate time.
- Participates in professional development opportunities, extra-curricular activities, parent conferences, and other parent/family events.
- Completes all course assignments and program requirements (edTPA, OAE Content [MC and AYA – needs to pass exams prior to the spring semester internship], Comprehension Exam: Part I (fall, synthesis of summer coursework) and Part II (Action Research Report and Presentation))
- Participates in a collaborative midterm and a final conference evaluation of the intern's performance, using the CPAST assessment form.
- Adheres to all rules established by the site and demonstrates professional behavior at all times in all circumstances.
- Fulfills mentor and/or site coordinator's expectations for timely completion of lesson and/or unit plans at least two days in advance of teaching episodes.
- Maintains appropriate confidentiality of student information.
- Exercises professional dispositions, such as being fair while judging pupils' actions and refraining from imposing personal, moral, religious, or political views upon students.
- Embodies the dignity and integrity appropriate to the teaching profession.
- Attends meetings or workshops sponsored by Center for Career Services Office.
- Participates in the Education Job Fair during the spring semester.
- Follows the mentor teacher's schedule in terms of daily school arrival and departure. Exceptions are to be explicitly negotiated between interns and mentors. Site coordinators should be notified in cases of any significant changes in schedule.
- Follows the calendar of the school to which s/he is assigned, i.e. holidays, vacations, extracurricular activities. John Carroll University vacations apply only to university-based classes. Interns follow JCU's calendar for the close of the spring semester.
- In the case of illness or other emergencies, notifies mentors as soon as possible and provides verification from a physician or other relevant sources, as requested.
- Dresses professionally at all times and follows school policy regarding tattoos and body piercings.

Interns are advised to consult the Graduate Bulletin 2019-2020 for additional requirements and policies affecting participation in the Master's degree program.

COURSE SCHEDULES

School-Based M.Ed. Program - Early Childhood and Middle Childhood 2020 Summer Schedule

Course/Instructor	Course	Session	Days of Week	Time/Location
May 25-June 25				
ED 534 John Rausch	LEARNING-TEACHING All Licenses	A		online
ED 519 John Rausch	THE EXCEPTIONAL LEARNER	A		online
ED 452 Dan Reynolds	READ & WRITING ACR CURRICULUM	A	MW	3:00-5:50 synchronous
July 6 – August 6				
ED 500 Jim Gutowski	FOUNDATIONS OF EDUCATION	B	MR	9:00-11:50 Synchronous
ED 505 Traci Masterson	CHILD & ADOLESCENT STUDY	B	MR	12:00-2:50 synchronous
ED 454 Anna Iacovetta	Language Study and Phonics	B	M	3:00-5:50 synchronous

First Day at Site – First Day Teachers Required to Begin

2020 Fall Schedule

Course	Course Name	Days of Week	Time/Location
ED 426A (EC) Jennifer Harrison Barb Dlugosz	Learning Across the EC Years in the Content Areas Early Childhood	M	3:30-6:15
ED 425 (EC) Kay Dasher	Integrated Learning Early Child Ed	T	3:30-6:15
ED 432 (MC) Margaret Schauer	Middle Child Philosophy and Instruction	T	5:00-7:40
ED 524 (MC) Margaret Schauer	Middle School Curriculum and Methods	W	5:00-7:40
ED 456 (EC and MC) Dan Reynolds	Reading Assessment and Instruction Early Childhood	R	9:00-11:40
ED 502 (EC and MC) Anna Iacovetta	RESEARCH METHODS All Licenses	R	12:30-3:10

2021 Spring Schedule – TBD

Course	Course Name	Days of Week	Time/Location
ED 594 (EC and MC)	Professional Development Seminar		
ED 445 (EC and MC)	Teaching Internship		
ED 457 (EC and MC)	Methods in Reading Education		
ED 426B (EC) Barb Dlugosz	Learning Across the EC Years in the Content Areas Early Childhood		

**Early Childhood interns wishing to pursue to the Early Childhood Endorsement Program, the three required courses (ED 414, 424A, 424B) will be offered online in summer 2020

School-Based M.Ed. Program - Adolescent Young Adult

2020 Summer Schedule

Course/Instructor	Course	Session	Days of Week	Time/Location
May 25-June 25				
ED 534 Lydia Kruse	LEARNING-TEACHING All Licenses	A	MWR	9:00-11:50
ED 519 Kim Bell	THE EXCEPTIONAL LEARNER	A	MWR	12:00-2:50
July 6 – August 8				
ED 500 Jim Gutowski	FOUNDATIONS OF EDUCATION	B	MWR	9:00-11:50
ED 505 Traci Masterson	CHILD & ADOLESCENT STUDY	B	MWR	12:00-2:50

First Day at Site – First Day Teachers Required to Begin

2020 Fall Schedule

Course	Course Name	Days of Week	Time/Location
ED 452 Dan Reynolds	Reading and Writing Across Curriculum Adolescent/Young Adult	M	5:00-7:40
ED 464A Margaret Schauer	Secondary Methods I	T	5:00-7:40
ED 464B Margaret Schauer	Secondary Methods II	W	5:00-7:40
ED 502 Mark Storz	Research Methods	R	12:30-3:10

2021 Spring Schedule – TBD

Course	Course Name	Days of Week	Time/Location
ED 594	Professional Development Seminar		
ED 445	Teaching Internship		

POLICIES and PRACTICES

Policies and Practices: Academics

M.Ed. Initial Licensure Advisement

Once admitted to the School-based Program through the Office of Graduate Studies admission procedures, Interns are assigned a faculty advisor in the Department of Education and School Psychology. Advisors are available to consult with interns academic and professional issues.

Professional Development

All Interns participate in professional development offered by JCU's Career Center, the Department, and the school and district where you are pre-student and student teaching.

Professional Dispositions

Interns for initial licensure are expected to develop and adhere to the following professional dispositions, aligned with the Conceptual Framework Domains:

Culturally Responsive (Contexts, Learner Development)

Active commitment to understand and judiciously incorporate into one's teaching and relationship with Interns and others sensitivity to all Interns' beliefs, values, interests, learning styles and world views that are likely grounded in the dynamics of Interns' cultural backgrounds.

Developmentally Responsive (Contexts, Learner Development)

Active commitment to understand and judiciously incorporate into one's teaching and relationship with Interns and others a sensitivity to Interns' cognitive, emotional and physical preparedness to engage in the learning tasks sponsored by the curriculum and teaching Intern.

Critically Reflective (Practice)

Active commitment to systematically examine and articulate one's beliefs, values, assumptions and practices in light of a) their attunement to systematic and contextual dynamics; b) their likely and apparent impact on others and c) their resonance with best practices research.

Collaborative (Person)

Active commitment to work with others in a professional manner. Willingness to share views, problem-solve, assume and fulfill responsibilities and work through conflicts and disagreements, in a style that is forthright, fair-minded, sensitive and attentive to the best and common interests applicable to a given situation.

Committed to Excellence (Person)

Active commitment to perform the relevant work with moral integrity, intellectual curiosity, ongoing reflection and openness, the pursuit of deep subject matter knowledge and pedagogic resourcefulness, and an overall sustaining devotion to high standards of learning and achievement, for oneself and for all Interns and others involved.

Justice-Oriented (Person)

Active commitment to examine and advocate that which is truthful, good and fair in particular situations. This commitment entails thoughtfully examining competing perspectives on truth, goodness and fairness and determining what should be done to adjudicate these values in the myriad situations of daily life.

Consult the Graduate Studies Bulletin for additional academic policies and procedures.

Policies and Practices: Internship**Ohio Assessment for Educators**

Candidates in the Middle Childhood and Adolescent Young Adult program must pass the content exam(s) prior to the beginning of the Spring semester in order to enter the Internship.

Attendance

It is expected that interns are at the school site, in the classroom, on the appointed days. As a general rule, interns arrive and leave the school site on the same schedule as expected of all teachers in the school. If an illness or emergency occurs, first call or e-mail your Mentor Teacher as soon as possible. Preferably, call the night before an absence; at the latest, notification should occur before 7 a.m. on the day of your absence. If possible, contact the Mentor Teacher directly rather than merely leaving him or her a message. In all, consult with the Mentor Teacher at the beginning of the semester to clarify preferable modes of communication in the context of illness/emergencies. In addition, in these cases, please contact the Site Supervisor to keep him/her in the loop.

Background Investigation

Each person who is working in schools with PK-12 Interns must be fingerprinted, and have the fingerprints sent to the Bureau for Criminal Investigation (BCI) for a criminal background check. The results of this investigation will be forwarded to the Department of Education and School Psychology. In order to enter a school site, a teacher Intern must have successfully passed a background check. A valid background check is also required for the application to the Ohio Department of Education for a teaching license. Finger printing can be done on campus or at a local fingerprinting center.

TB Testing

Some districts require Interns who are working in schools to have an annual TB Test. Check with your assigned district to find out if this is a requirement. TB testing can be done at the John Carroll University Campus Health Services or with your own personal physician. Please provide TB test results to the Department's Administrative Assistant by the end of the third week of the current semester.

Verification of Moral Character

JCU requires the affirmation of good moral character of all its interns. Interns entering the School-based Program, sign a Verification of Moral Character Form. (see Appendix for a copy of this form).

Lesson Plan Template

Lesson Plans must be given to your Mentor Teacher(s) at least two days prior to the teaching experience and given to your Site Supervisor prior to an observation. A copy of the template with accompanying guidelines will be provided to all Interns.

Co-Teaching Models

Where and when appropriate, the department supports the use of a co-teaching model. In this model, teacher Intern and mentor teacher co-plan and co-teach lessons during the professional year. At the beginning of the year, mentor teachers take the lead in planning and teaching. As the year progresses, the interns increasingly take the lead. Throughout the year mentor teachers and interns collaborate in the planning and teaching so as to not only benefit the Interns' growth and development, but that of the students in the class as well. (See Appendix for Models of Co-teaching).

Substitute Teaching

Teaching licensure Interns are placed in school sites as part of their teacher education program. In this role they may **NOT** be employed as substitute teachers by the program, agency or school system. Procedures:

- (1) Any requests by the school, school district or agency that the intern substitute for the classroom teacher must be made known to the appropriate Teacher Education Program Coordinator;
- (2) When the intern assumes responsibility for the class due to an immediate emergency, the school principal or another certified staff member must notify appropriate Teacher Education Program Coordinator and periodically check with the intern on site until a contracted substitute teacher is in place.

Work Stoppages

Teacher licensure Interns are Interns at John Carroll University. They are not licensed personnel of an agency school or school district and therefore do not have any legal status. They should not report to a program or school site in the event of work stoppages.

Standards of Professionalism

During the internship, Interns are expected to act professionally at all times. Interns need to make a good impression, keep in mind that they are not only representing themselves at the site, but the University and Department as well. Interns should:

- Arrive at or before the time the mentor teacher arrives; if an emergency arises and plans must be changed, notification of the school and teacher immediately with sincere apologies is imperative.
- Dress professionally and attend to personal hygiene.
- Wear any district required identification in plain sight at all times.
- Use professional language in and out of the classroom with everyone (no profanity or overly casual language) — with adults and students alike.
- Demonstrate attentiveness and an eagerness to learn.
- Display a willingness to use feedback and/or criticisms as an opportunity for improvement and growth.
- Display a willingness to work with students from different cultures, different socioeconomic levels, and/or different learning abilities.
- Be respectful of peers, families, teachers, staff and principals.

- Be committed to meeting the educational needs of all students in a caring, non-discriminatory, and equitable manner.
- Demonstrate a belief that all students can learn.
- Display persistence in the face of difficulty, stress or adverse conditions.
- Display a positive attitude toward teaching and learning.
- Turn off your cell phone; if there is an anticipated need to use a cell phone for an urgent matter, notify the mentor teacher ahead of time.

Code of Ethics

The moral and ethical responsibilities of teaching present a consistent and complex challenge. While the following points will be interpreted within the teaching context, they should assist the teacher Intern to become an ethical practitioner.

- The teacher Intern should refrain from imposing personal, moral, religious, or political views upon Interns. Instead, the Intern should demonstrate a liberated mind.
- The teacher Intern when receiving or using information about Interns in class or work should protect students' and families' right to privacy.
- The teacher Intern should maintain the dignity and integrity appropriate to the profession.
- The teacher Intern must strive to be fair while judging students' actions.
- The teacher Intern must demonstrate professional behavior, outlined by the University as well as the placement site, at all times in all circumstances.
- When in any doubt, the teacher Intern should contact his or her Mentor Teacher, Site Supervisor, and/or Teacher Education faculty member.

Termination of the Intern from Internship

A professional education Intern must demonstrate the highest professional standards when placed in the field. This expectation is indicated by the school's acceptance of the Intern to the clinical experience. The Intern is expected to conform to established school policies, to insure student safety and well-being, and to exhibit professional educational practices that conform to our Code of Ethics. When it appears that a Intern is seriously deficient in meeting these expectations, a request may be made by the school or by the university/site supervisor to meet with University officials to consider the Intern's status in the program. Reasons for dismissal from clinical experience may include, but are not limited to, the following:

- Lack of responsibility in fulfilling requirements.
- Behaviors indicating an attitude of indifference or hostility.
- Ineffective written or oral language which interferes with performance of teaching.
- Limited teaching skills (e.g., unprepared, no lesson plans, or poorly written lesson plans, poor classroom management).
- Poor interpersonal skills with school's students, faculty, and/or staff.
- Violation of school policies, procedures, rules, regulations, or code of ethics, including any harm or potential harm to students, staff, families, one's self, or others involved in the school setting.
- Lack of appropriate professional attitudes or behaviors.

Procedures for Termination

If a problem arises which could culminate in termination of the Intern's internship, the site supervisor will notify JCU's appropriate program coordinator, the intern, the mentor teacher, and/or the school principal, in writing, that issues have been raised that question an intern's ability

to move forward in the program. The program coordinator will inform the co-chairs of the situation with the intern.

As soon as reasonably possible, the parties will meet to discuss the problem(s). Written documentation of the problem(s) will be shared with the intern. The intern will be informed in writing of the specific conditions that he/she must meet in order to continue with the internship and the period of time within which this must be accomplished.

If, by the end of the period of time established during the meeting, the co-chair, program coordinator, site supervisor, the mentor teacher, and the school principal agree that the Intern has not met these conditions, the internship will be terminated. A formal letter of dismissal, describing the intern's performance, and indicating the reasons for dismissal, will be prepared and delivered to the Intern in a meeting with the Intern convened by the site supervisor and attended by the mentor teacher and the school principal, the appropriate coordinator, and department chair. The Intern will be removed from the teaching assignment immediately upon delivery of the letter and he/she will be given a grade of "no credit" for the internship.

Appeal

Due process is available to interns who wish to appeal their termination. First, interns should discuss the matter with their advisor. After this discussion, if the intern wishes to pursue an appeal, they should do so in writing to the department co- chair within 30 days of termination. If further action is required an appeal may be made to the appropriate dean.

Fees

In order to complete the Teacher Education program, teacher Interns will incur the cost for the electronic portfolio, Teacher Performance Assessment (edTPA), required state licensure exams, and liability insurance. The fees associated with these assessments will be paid by the teacher Interns.

Electronic Portfolio Fee

The Electronic Portfolio fee is \$110. This electronic portfolio will allow you to upload important assignments, edTPA materials, and other documents that are used to assess your progress in the program. This electronic portfolio helps build your professional teaching portfolio as you move into a teaching position and is valid for seven years. This fee was paid as part of your deposit.

edTPA

The edTPA is a capstone assessment required in the Teacher Education licensure programs. The purpose of edTPA is to assess novice teachers' readiness to teach their particular subject area(s) and particular grade levels. The assessment focuses on Intern learning, theory and research, and evidence-based practice.

This assessment takes place during the second semester of the internship. Throughout the program you will engage in courses and practica to help you prepare for this assessment.

This assessment carries a \$300 fee. In order to offset this cost throughout your program, a fee will be assigned to the following courses beginning with summer 2019:

EC Interns		MC Interns		AYA Interns	
ED452	\$70	ED452	\$70	ED452	\$70
ED425	\$70	ED432	\$70	ED464A	\$70
ED426A	\$70	ED424	\$70	ED464B	\$70
ED594	\$70	ED594	\$70	ED594	\$70

The department will cover the remaining additional cost of \$20.

Liability Insurance

All interns are required to provide proof of liability coverage. You may use a private carrier or the one listed below. You may obtain this coverage by joining the National Education Association's student program (this includes a student membership for OEA, too). There is a fee for the one-year student membership.

If you prefer to pay online: <https://sites.nea.org/JoinNea/>

If you prefer to pay by check: www.ohea.org

Select "Becoming a Member."

Ohio Assessment for Educators

As part of the licensure process, the State of Ohio requires teacher Interns to successfully pass the Ohio Assessment for Educator (OAE) examinations. There are fees associated with each of the OAE exams. You will be taking more than one exam in each of the licensure areas. To learn more about the exams and fees visit: <http://www.oh.nesinc.com/>

ASSESSMENT

The Department of Education and School Psychology uses an assessment system, which aims to obtain accurate information about the development and performance of School-Based interns. The purpose is to appraise the quality of each intern's performance as well as the quality of the Teacher Education Initial Licensure programs. In this way, adjustments and improvements can be made on both individual and programmatic levels.

The School-Based interns will be evaluated in multiple settings: coursework at John Carroll, site-based coursework, and classroom assessments. Formative evaluations include the Observation Feedback Form (OFF) and the collaborative assessment conference at the end of the fall semester and at the midterm of the spring semester. Summative evaluations consist of the final collaborative evaluation conference, edTPA (need to meet benchmark performance), OAE content exams for MC and AYA (need to pass exams prior to entering the spring semester internship), and Comprehensive Exam (Part I –fall, synthesis of summer coursework; Part 2 – spring, Action Research Report and Presentation). The coordinators of the School-Based M.Ed. program will conduct formative evaluations of interns' progress after the summer sessions and during the fall and spring semesters. The site coordinator and the mentor teacher will also monitor the intern's performance at the site throughout the academic year. These evaluations are aligned to the Department's conceptual framework (see Preface, p. ii) and standards from professional organizations (e.g., NAEYC <http://www.naeyc.org/>; AMLE, <http://www.amle.org/>; etc.) These evaluations are submitted to the Department throughout each semester.

University and school site personnel will use data from these multiple assessment sources as well as other relevant information as a foundation to discuss intern development within the program. If there are areas for concerns or a need for discussion with an intern, a meeting will be arranged with the intern and personnel from the site and John Carroll. At the same time, if an intern believes there is a need for a meeting, it will be arranged as soon as possible. Finally, if there is a concern related to a suitable fit for an intern within the School-Based program, then a meeting will be held to decide the most appropriate decision. The goal is to create the most effective intervention strategy aligned to success for each intern.

In the case that the School-Based Intern Program is not the appropriate choice for an intern, the Department of Education and School Psychology reserves the right to make that decision in consultation with all relevant parties. The appropriate decision will be made based on the available information. Alternatives to the School-Based M.Ed. include:

- Extension of the teacher preparation process
- Withdrawal from the SB program; the intern may request re-evaluation for admission to the Professional Teacher M.Ed. with Initial licensure program
- Dismissal from the program

The assessment system is a means to acknowledge the best of practice and to initiate the improvement of emerging teaching strategies and skills. The spirit of evaluation for the School-Based interns is that of the progressive development of an educator. Evaluation provides opportunity to reflect, to create alternatives and to monitor and refine development.

Assessment Measures

GPA and Course Grades

Intern progress is monitored throughout the teacher education program. In order to remain in good standing, Interns are expected to maintain a 3.0 GPA in their Education and Content Area coursework as well as the overall GPA. Grades of D do not earn graduate credit. In 400-level courses students must achieve A or B grades to earn graduate credit; grades of B- or less do not earn graduate credit. To be considered a “student in good standing” a graduate student must maintain a grade point average of 3.0.

Technological Pedagogical and Content Knowledge (TPACK)

Interns self-assess their pedagogical knowledge, content knowledge and technological pedagogical content knowledge at the beginning and at the completion of their program for the purposes of evaluating their growth in their understanding and use of technology in the classroom and for program evaluation.

Social Justice Scale

Interns self-assess their perspectives toward issues of social justice at the beginning and at the completion of their program for the purposes of evaluating their growth in the understanding of and disposition toward issues of social justice and for program evaluation.

Clinical Assessments

During the Internship, teacher Interns are assessed on their dispositions and performance in five categories at multiple times during the semesters:

- Understanding subject matter and learner development
- Creating an environment for Intern learning
- Organizing knowledge for Intern learning
- Teaching for Intern learning
- Assessing student performance
- Reflecting on professional teaching

Observation Feedback Form (OFF)

Interns are assessed using this measure during their fall and spring semesters. Mentor teachers and Site Supervisors assess the Interns a minimum of three times during fall semester four times during spring semester. Site Supervisors assess Interns a minimum of two times each semester.

Summary Evaluation (SE)

Based on the standards that guide the licensure programs (NAEYC, AMLE, INTASC) mentor teachers and site supervisors and interns assess Interns’ performance at the end of the fall semester. Successful performance on this measure is used in part as a gateway to the student teaching semester.

Intern Preservice Assessment of Student Teaching (CPAST)

CPAST is tool used across the state of Ohio to assess the performance of interns. Mentor teachers, site supervisors, and interns individually assess the Intern at the midterm and at the completion of the spring semester. After individually assessing the Intern, a triadic

conference is held at which time consensus is reached on each item of the measure. Based on the evaluation, goals for the second half of student teaching and then for the first year of teaching are developed and agreed upon.

edTPA

The edTPA is a capstone assessment required in the Teacher Education licensure programs. The purpose of edTPA is to assess novice teachers' readiness to teach their particular subject area(s) and particular grade levels. The assessment is designed with a focus on Intern learning, theory and research, and evidence-based practice. It is based on findings that successful teachers:

- develop knowledge of subject matter, content standards, and subject-specific pedagogy;
- develop and apply knowledge of varied children's needs;
- consider research and theory about how children learn; and
- reflect on and analyze evidence of the effects of instruction on students learning.

This assessment takes place during the second semester of the clinical year, during student teaching. Throughout the program, the Intern will engage in courses and practica to help to prepare for this assessment. (see Appendix for a more detailed description of the assessment)

Interns need to complete the edTPA and meet the **benchmark score requirements** set by the Department of Education and School Psychology. Full details will be distributed in the ED594 seminar. Interns who do not meet these requirements, will need to satisfactorily complete an intervention plan that consists of revising the edTPA to meet the benchmark scores. Interns are subject to receiving an Incomplete for the seminar course until these requirements are met.

Comprehensive Exam

All Interns for the M.Ed. must pass a comprehensive examination. The school-based comprehensive exam consists of two parts. Part I, typically scheduled for October, assesses the Intern's integration of the knowledge addressed in summer coursework. Part II is the successful completion of the action research project which is begun in ED 502 and completed in the Spring semester.. Consult the Graduate Bulletin for additional academic policies and procedures.

State Assessments

The State of Ohio requires all Interns for licensure to successfully complete the Ohio Assessment for Educators. All licensure Interns take the appropriate Assessment of Professional Knowledge. Early and Middle Childhood Interns are required to take the Foundations of Reading test. All licenses also take the appropriate content area test(s). More specific information may be found at the following website: <http://www.oh.nesinc.com/>.

LICENSURE

Eligibility

Eligibility for a teaching license in the state of Ohio is based on the following:

1. Successful completion of M.Ed. School-based program.
2. Successful completion of all content related courses (MC, AYA)
3. Successful completion of the appropriate OAE examinations.

Applying for an Ohio Teacher License

To apply for your teaching license please access the Ohio Department of Education's (ODE) website using this link: <http://education.ohio.gov/Topics/Teaching/Licensure/Apply-for-Certificate-License>.

This link will take you through the process. We will receive an email from the ODE letting us know that you have applied. Once we have concluded that you have met all the requirements for eligibility we will approve your application. You will receive more information about the application process during the student teaching seminar.

Ohio Resident Educator Program

The Ohio Resident Educator Program is a four-year induction system that provides new teachers with support from a mentor and additional professional development during the first years of teaching. Once hired, Ohio schools must register beginning teachers in the residency program, which they need to successfully complete to qualify for a five-year professional educator license (*Ohio Revised Code 3301-24-18*).

Schools and districts are responsible for determining eligibility of their beginning teachers for the Resident Educator program and for assigning them each with a certified mentor.

What are the benefits of the Ohio Resident Educator Program?

This residency period helps beginning teachers:

- Receive ongoing, job-embedded, professional development focused on helping them achieve proficiency in instructional and assessment practices.
- Analyze their teaching practice using ongoing formative assessment feedback and suggestions for professional growth from a trained mentor.
- Reflect on teaching practices and set goals to improve student learning.
- Base their teaching practices on the Ohio Standards for the Teaching Profession.
- Prepare for successfully completing the Resident Educator Summative Assessment, which is required to qualify for a five-year professional educator license.
- Prepare for future district/school leadership opportunities.

What steps should Ohio's beginning teachers take to get started in the Resident Educator program?

- Attend Resident Educator orientation at their school or district.
- Connect with the Resident Educator program coordinator who directs the school or district program. The program coordinator is responsible for registering all resident educators in the State's CORE system by Nov. 15 of each year. At the end of each year, he or she must indicate in CORE whether participants completed or did not complete the program for the year.
- Ensure they are assigned a certified mentor (a certified mentor has completed both Instructional Mentoring – 1 and Resident Educator trainings).

- Complete each year's requirements, including the Formative Progress Review.
- Consult the department's website at education.ohio.gov to stay aware of program updates. Search for *resident educator program*.

How do I apply for a Resident Educator or Alternate Resident Educator license?

- ***The first step in applying for a Resident Educator or Alternative Resident Educator license is to apply for a SAFE account by accessing the SAFE link at the top of education.ohio.gov. In addition to the last four digits of the applicant's Social Security number, the applicant will need either an Ohio driver's license number or state of Ohio identification number (available from an Ohio Bureau of Motor Vehicles office). Those without one of these two forms of identification will find instructions in the SAFE creation menu about uploading another acceptable form of identification.***
- ***Once the SAFE account is validated, applicants should log into SAFE and verify that their email addresses are entered correctly. Once logged into SAFE, they can begin an application by accessing ODE.CORE and the My Educator Profile licensure system.***

To learn more:

Visit education.ohio.gov and search for *teachers* for information on all aspects of teaching in Ohio. Also, search for *resident educator program* and review eligibility requirements, program overview (including the orientation PowerPoint) and the latest news and activities outlined for completion in each year of the program. More information about the Resident Educator Program will be shared during the student teaching seminar.

AWARDS and SCHOLARSHIPS

The Department of Education and School Psychology is privileged to award scholarships and awards to Interns studying in the areas of education, undergraduate and graduate. Please visit the department website (<http://sites.jcu.edu/education/pages/Intern-information/awards/>) to apply for the scholarships and awards.

Sally H. Wertheim Educational Leadership Award

This award recognizes an outstanding graduate Intern who not only demonstrates leadership, scholarship, character, and commitment to others-qualities steeped in the Jesuit mission-but who also seeks to enhance, and shows promise for improving, the educational experiences of children and youth. Interns for the award must be enrolled in a graduate degree program in education at John Carroll.

The William P. Hoffman Endowment for Professional Development Award

This scholarship is a memorial tribute to Dr. William P. Hoffman who was a professor in the John Carroll University Department of Education & School Psychology. He worked with the Educational Administration program from 1970 to 1980. The purpose of this award is to recognize an outstanding senior or graduate Intern in the department who demonstrates leadership, scholarship and service to support professional development and scholarly research or presentations at professional conferences in the field of education.

Golden Apple Awards

Early Childhood, Middle Childhood, Adolescent/Young Adult, Multi Age

These awards honor graduating education Interns for academic excellence based on their grade point averages. The department makes six to eight of these awards each year, divided among Interns for certification/licensure at different levels

Francis T. Huck Awards

Early Childhood, Middle Childhood, Adolescent/Young Adult, Multi Age

Dr. Francis T. Huck's career in the department spanned three decades – the 60s, 70s, and 80s. He taught research and statistics, but his love was the teacher education program, where he assigned Interns for field placement and Intern teaching. Upon retirement, the department established the Francis T. Huck Award to honor outstanding undergraduate Intern teachers. The department makes the award available to Intern teachers pursuing certification/licensure at different levels. The selection process is as follows: Site supervisors each nominate Intern teachers with a minimum overall grade point average of 3.0. The full-time teacher education faculty selects recipients, based on site supervisor recommendation, academic achievement, and professionalism.

APPENDIX

- A. Overview: Teacher Performance Assessment [edTPA]
- B. Forms
- C. Co-Teaching Strategies & Examples
- D. Campus Resources

A. Overview: Teacher Performance Assessment [edTPA]

edTPA is a required assessment in the Teacher Education Programs; it includes both formative and summative assessments. Details on department benchmark score requirements and consequences for not initially meeting these requirements will be discussed in ED594.

edTPA Design Principles for *Educative Assessment*

- Discipline specific and embedded in curriculum
- Intern Centered: Examines teaching practice in relationship to Intern learning
- Analytic: Provided feedback and support along targeted dimensions
- Integrative: maintains the complexity of teaching
- Affords complex view of teaching based on multiple measures
- Consists of three tasks that follow Plan-Teach-Assess-Reflect iterative teaching process

edTPA Purpose

The purpose of edTPA, a nationally available performance-based assessment, is to measure novice teachers' readiness to teach a particular subject area and grade span. The assessment is designed with a focus on children's learning and principles from research and theory. It is based on findings that successful teachers:

- develop knowledge of subject matter, content standards, and subject-specific pedagogy
- develop and apply knowledge of varied children's needs
- consider research and theory about how children learn
- reflect on and analyze evidence of the effects of instruction on children's learning

As a performance-based assessment, edTPA is designed to engage Interns in demonstrating their understanding of teaching and Intern learning in authentic ways.

edTPA Architecture

- A summative assessment of teaching practice
- Collection of artifacts and commentaries
 - **Artifacts:** authentic work include plans, copies of instructional and assessment materials, video clips of teaching, and children's work samples
 - **Commentaries:** describe artifacts, explain the rationale behind their choice, and analyze what Intern has learned about his/her own teaching practice and the children's learning. Commentaries must be clearly written and well-focused.
- "Learning Segment" of 3-5 days

edTPA Context for Learning

Interns provide information related to the Context for Learning, including:

- Type of school (elementary, middle, high school) and specific features of school or classroom setting
- Mentor teacher requirements that might impact planning or delivery of instruction (standardized tests, pacing, etc.)
- Time devoted to subject
- Ability grouping/tracking
- Textbook or instructional program and other resources
- Interns: Grade level(s), number of males/females, ELL, GT, IEPs or 504 plans
- Chart of required and proposed accommodations/modifications

Task 1: Planning Instruction & Assessment

Purpose

- Describe plans for learning segment and explain how they are appropriate for the Interns and the content being taught;
- Demonstrate the ability to organize curriculum, instruction, and assessment to help diverse Interns meet standards for content; and,
- Develop academic language related to the content.
- Provide evidence of selecting, adapting, and/or designing learning tasks and material that offer Interns equitable access to the content.

Task 2: Instructing and Engaging Children in Learning

Purpose

- Demonstrate how one facilitates Interns' developing understanding of skills and strategies to comprehend or compose text.
- Provide evidence of engaging Interns in meaningful tasks, monitoring their understanding, and using responses to Interns to guide their learning
- Identify lessons where Interns are engaged in using relevant skills and strategies to comprehend and/or compose text. One lesson is selected for filming.
- Collect permission forms from parents.
- Videotape the lesson.
- Review the video to identify one or two video clips that meet requirements.
- Respond to commentary prompts to analyze teaching and Interns' learning in the video clip(s).

Task 3: Assessing Intern Learning

Purpose

- Assess Intern achievement, diagnose Intern learning strengths and needs, and inform instruction.
- Provide evidence to:
 - Develop evaluation criteria aligned with big idea or essential question, standards, and learning objectives;
 - Analyze Intern performance on an assessment in relation to Intern needs and the identified learning objectives;
 - Provide feedback to Interns; and
 - Use the analysis to identify next steps in instruction for the whole class and individual Interns.

Emphasis on *Academic Language*

- Academic language is different from everyday language. Some Interns are not exposed to this language outside of school.
- Much of academic language is discipline-specific.
- Unless we make academic language explicit for learning, some Interns will be excluded from classroom discourse and future opportunities that depend on having acquired this language.
- Academic language is the oral and written language used in school necessary for learning content.
- This includes the “language of discipline” (vocabulary and forms/functions of language associated with learning outcomes) and the “instructional language” used to engage Interns in learning content.

B. FORMS

Application for Student Teaching

The application for Student Teaching is online and can be found at the department's website or through this link: <http://sites.jcu.edu/education/pages/Intern-information/application-forms/>.

Application for Licensure

To apply for your teaching license please access the Ohio Department of Education's (ODE) website using this link: <http://education.ohio.gov/Topics/Teaching/Educator-Licensure/Apply-for-Certificate-License>.

Verification of Moral Character

The Verification of Moral Character form can also be found online at the department's website or through this link: <http://sites.jcu.edu/education/pages/Intern-information/application-forms/>.

NOTE: This signed statement must become part of your Intern record before you can be admitted to a program in Teacher Education. The State of Ohio is now asking the following questions on the application for licensure. *Have you ever been convicted of, found guilty of, or pled guilty to any misdemeanor other than a traffic offense? Have you ever had a criminal conviction sealed or expunged?*

C. Co-Teaching Strategies & Examples

Strategy	Definition/Example
One Teach, One Observe	<p>One teacher has primary responsibility while the other gathers specific observational information on Interns or the (instructing) teacher. The key to this strategy is to focus the observation – where the teacher doing the observation is observing specific behaviors.</p> <p><i>Example:</i> One teacher can observe Interns for their understanding of directions while the other leads</p>
One Teach, One Assist	<p>An extension of One Teach, One Observe. One teacher has primary instructional responsibility while the other assists Interns with their work, monitors behaviors, or corrects assignments.</p> <p><i>Example:</i> While one teacher has the instructional lead, the person assisting can be the “voice” for the Interns when they don’t understand or are having difficulties.</p>
Station Teaching	<p>The co-teaching pair divides the instructional content into parts – each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often an independent station will be used along with the teacher-led stations.</p> <p><i>Example:</i> One teacher might lead a station where the Interns play a money math game and the other teacher could have a mock store where the Interns purchase items and make change.</p>
Parallel Teaching	<p>Each teacher instructs half the Interns. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduction of Intern to teacher ratio.</p> <p><i>Example:</i> Both teachers are leading a question and answer discussion on specific current events and the impact they have on our economy.</p>
Supplemental Teaching	<p>This strategy allows one teacher to work with Interns at their expected grade level, while the other teacher works with those Interns who need the information and/or materials retaught, extended or remediated.</p> <p><i>Example:</i> One teacher may work with Interns who need reteaching of a concept while the other teacher works with the rest of the Interns on enrichment.</p>
Alternative (Differentiated)	<p>Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all Interns; however, the avenue for getting there is different.</p> <p><i>Example:</i> One instructor may lead a group in predicting prior to reading by looking at the cover of the books and the illustrations, etc. The other instructor accomplishes the same outcome but with his/her group, the Interns predict by connecting the items pulled out of a bag with the story.</p>
Team Teaching	<p>Well planned, team taught lessons exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a Intern’s perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist Interns and answer questions</p> <p><i>Example:</i> Both instructors can share the reading of a story or text so that the Interns are hearing two voices.</p>

The strategies are not hierarchical – they can be used in any order and/or combined to best meet the needs of the Interns in the classroom.

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On Campus Resources

The Center for Career Services

- Phone: 216-397-4237
- Location: 2563 South Belvoir Blvd., to the right of the tennis courts
- Website: sites.jcu.edu/careercenter

Writing Center

- Phone: 216-397-4529
- Location: O'Malley Center (OC) 207, Seminar A of Grasselli Library
- Website: sites.jcu.edu/writingcenter

Office of Student Accessibility Services

- Phone: 216-397-4967
- Location: Room 7A, on the garden (lower) level of the Administration Building
- Website: <http://sites.jcu.edu/accessibility>

University Counseling Center

- Phone: 216-397-4283
- Location: 2567 S. Belvoir, two houses to the right of the tennis courts
- Website: <http://www.jcu.edu/counseling>