Teaching Fellows (M.Ed.)

Program Handbook

Alliance for Catholic Education
2022-2023 Academic Year

UNIVERSITY OF
NOTRE DAME

Information Site: ace.nd.edu/teach/current

Table Of Contents

Chapter 1:
Conceptual Framework of the Alliance for Catholic Education

1.1 Overview

In 1993, under the direction of the Reverend Timothy R. Scully, C.S.C. and Sean McGraw, the University of Notre Dame began what is now known as the Alliance for Catholic Education (ACE) Teaching Fellows. ACE Teaching Fellows is an innovative and nationally recognized teacher preparation program that leads to a Master of Education Degree (M.Ed.) and an initial teaching license. The Alliance for Catholic Education recruits, educates, places, and supports talented college graduates from fields such as arts and letters, engineering, business and science to teach in approximately 100 under-resourced K-12 schools in fifteen states throughout the country. In its first 26 years, more than 2,000 teachers have been formed in ACE in the areas of elementary education, social studies, English, foreign language, math, and science.

ACE Teaching Fellows is one of four graduate level licensure programs in ACE. The others are the Mary Ann Remick Leadership Program, a Master of Arts in Educational Leadership degree program that prepares individuals for the ministry of Catholic school leadership, and two licensure preparation programs: The Program for Inclusive Education and English as a New Language. These programs share a common mission, conceptual framework, and core beliefs.

1.2 ACE Mission

The University of Notre Dame's Alliance for Catholic Education (ACE) sustains, strengthens, and transforms K-12 Catholic education. Responding to the social teachings of the Church, ACE serves the common good by giving priority to under-resourced schools that serve needy, frequently minority, students and families.

At the heart of ACE are the recruitment, education, and formation of faith communities of talented and committed teachers and leaders to revitalize Catholic schools across the country. ACE also leads a growing national movement of colleges and universities in collaboration with diocesan school systems to serve P-12 Catholic education by preparing teachers and principals and by developing research-based reform for Catholic schools—reform that addresses such established needs as renewing curriculum and pedagogy, strengthening the Catholic identity and mission of schools, and resolving deep financial challenges.

1.3 ACE Pillars

The conceptual framework of all ACE Programs is based on three pillars: I) Forming Professional Educators, II) Building Community, and III) Growing Spiritually. ACE seeks to provide its candidates the preparation and formation to become professional educators, build loving communities, and live active, faithful lives.

Pillar I—Forming Professional Educators: High quality professional preparation provides the tools for effective education. From the outset, ACE has held the conviction that its teachers/leaders must be prepared for the challenges of instructing students in Catholic schools.

Pillar II—Building Community: Central to the mission of ACE is the belief that community living calls the candidates to a deeper understanding of service to God and to one another. Community life with fellow teachers/leaders and a larger community of support enables ACE educators to share the burdens and the joys of education with others.

Pillar III—Growing Spiritually: As Catholic teachers/leaders and members of an intentional Christian community, ACE candidates are continually invited to a deeper identity with the primary model of the ACE program: Christ the Teacher. ACE educators are called to reflect upon and deepen their commitment to the ongoing development of their spiritual lives and their witness to others. The spiritual pillar of ACE motivates each ACE educator, as well as the program's administration and faculty, to respond to the Church's call to social justice, specifically the call to service of the poor and marginalized of our society. Lastly, ACE seeks to develop its candidates as genuine and effective role models of moral and ethical lives.

ACE seeks to form Catholic educators who integrate their personal, communal, professional, and spiritual lives in their journey to answer the Holy Spirit's call to serve. Based on the three pillars of ACE, all *Teaching Fellows* licensure programs provide:

- A standards-based professional education while teaching in Catholic schools,

- Participation in community as a foundational concept in education, and

- The development of spirituality and beliefs and an understanding of the importance of ethical development and faith formation in children.

1.4 ACE Core Beliefs

The faculty serving the Alliance for Catholic Education possess a set of core beliefs. Many are beliefs that are shared with other educators, while some are more uniquely Catholic. These beliefs align to ACE's three pillars and support the foundation and mission of the Alliance for Catholic Education.

1. ACE believes that growth as a professional educator requires rigorous study of research and contemporary practices; praxis to implement and refine learning through reflection and systematic evaluation; and commitment to life-long learning.

2. ACE believes that educators are called to serve the common good and should be prepared to meet academic, emotional, communal, and spiritual needs of students working collaboratively with families and other professionals.

3. ACE believes that effective educators create an environment that meets diverse needs because they understand learning is a complex endeavor that occurs in a variety of ways.

4. ACE believes that a vibrant and healthy school community promotes shared responsibility of families, faculty, staff and administration in supporting students in their academic, emotional, communal, and spiritual development.

5. ACE believes that every child is made in the image and likeness of God and that Catholic schools have the important responsibility and unique capacity to contribute to student formation in meeting their diverse needs.

1.5 The ACE Teaching Fellows M.Ed. Program

The ACE Teaching Fellows M.Ed. program aims to form diligent, imaginative, and effective teachers dedicated to helping students develop their potential by providing a rigorous and fully integrated course of graduate study informed by contemporary social sciences, classroom perspectives, and educational research. Framed by the mission and pillars of ACE, the M.Ed. program is grounded in three core beliefs.

Great teachers are dedicated to continuous improvement.
What this means for ACE Teachers: Transformational classroom leaders are fully invested in the enterprise of growing as a professional educator. As such, ACE Teachers immerse themselves in the study and practice of planning, executing, and evaluating instruction in order to meet the diverse learning needs of students.

Community animates professional practice and personal growth.
What this means for ACE Teachers: ACE's formation framework is grounded in cultivating vibrant community in all areas of one's growth as we attempt to imitate Jesus in our classrooms and everyday lives.

Service through teaching draws us closer to Christ the Teacher.
What this means for ACE Teachers: Attention to spiritual growth challenges ACE Teachers to embody increasingly more fully Christ's person and teachings, both to the students they serve and to the peers with whom they live and work.

The ACE M.Ed. promotes academic excellence, learning in community, and the spiritual/ethical development of candidates so that they might seek, persist, excel, love, and serve.

Seek   ACE Teachers readily pursue opportunities to improve their practice, and they foster a life-long love of learning in the children they serve.

Persist   ACE Teachers do whatever it takes to meet the diverse learning needs of their students.

Excel   ACE Teachers find ways to unlock the potential of the students entrusted to their care. They assume leadership roles in their schools and communities, as well as contribute to the growth of their colleagues, their school, and the teaching profession.

Love   ACE Teachers help build vibrant community in their homes, schools, and classrooms.

Serve   ACE Teachers model their professional practice on Christ the Teacher, and they work to promote ethical development and self-gift in the young people that they serve.

Chapter 2:
The M.Ed. Curriculum

2.1 Program Overview

The M.Ed. professional education training spans two years and integrates graduate-level course work with immersion in service teaching.

First-Year
During eight weeks of summer course work, ACE Teachers study together as a cohort. When on campus at Notre Dame, they spend their mornings serving as practicum students in the greater South Bend area public and diocesan schools. They then integrate their experiences with graduate level courses in foundations and methods in the afternoons. Both components utilize a scaffolded approach to introduce and provide practice of targeted general and content-specific teaching practices. Program approaches include observation of teaching, collaborative and independent planning, microteaching and practicum teaching, video analysis, critical and reflective writing. During the academic year, ACE Teachers serve full time as teachers of record while taking online courses. They are supported through supervised teaching.

Second Year
ACE Teachers return to Notre Dame their second summer for an additional six and a half weeks of coursework. Building on prior learning and first-year teaching experiences, courses in inclusive teaching practices and moral development invite deeper exploration of student differences, while content-methods courses help to hone skills in planning, assessment, and analysis. Following the summer, ACE Teachers return to their schools to teach a second year with continued support through supervised teaching and online courses. The two-year course sequence ends with a culminating capstone seminar that integrates study and praxis through completion of annotated videos of instructional performance and a capstone reflection.

Both Years
Course work and a supplemental sequence of workshops and trainings promote diversity, equity, inclusion, and critical consciousness through a framework of Christocentric Cultural Responsiveness (CCR), providing formation for teachers in their ongoing understanding and response to undertaking CCR work in Catholic schools.

2.2 Aims

The ACE M.Ed. has three aims:
1. To provide standards-based professional education

2. To develop participants' understanding of community as a foundational concept in education

3. To support ACE participants as they develop their own spirituality and understandings of moral/ethical development

2.3 Processes

Candidates take courses that develop the knowledge, dispositions, and performances specified in performance indicators that incorporate the IPSB Developmental Standards. These courses promote the academic development of students, teacher understanding of how community can be fostered in schools to enhance educational development, and candidate expertise in stimulating spiritual and ethical development of students.

Candidates live in communities of young teachers who are learners. ACE Teachers participate as a large group in many community experiences during the summer school and co-construct an intentional Christian community during the school year. The candidates in this program become complete members of their school communities. During the summer, faculty will also be part of the learning community, with faculty in this program selected as appropriate models of teacher educators who value academic excellence, learning in community, and the spiritual/ethical development of teachers.

Candidates receive high quality field experiences during practicum (Summer I) in the South Bend area and during their two years of immersion in teaching in schools across the country.

Over their two years of participation in the program, candidates construct performance evidence through their Supervised Teaching, Clinical Seminar and content classes, documenting their growth as teachers who can plan instruction, execute instruction, and evaluate their instruction and its effects on students.

2.4 Outcomes (Exit Criteria)

ACE Teachers complete their courses with high proficiency. An overall minimum grade point average of 3.00 is required. Grades of A and B are to be awarded only to those candidates in a course who demonstrate mastery of the following: the relevant IPSB Developmental Standards, dispositions conducive to an effective teacher as grounded in theory and research, their growth as a teacher from courses of study, and related academic experiences demonstrated through performance. Through courses, increases in pedagogical knowledge, understandings of how communities of learners can be created in schools, and understandings about how spiritual and ethical development are stimulated. Additionally, the portfolio process serves to document not only increasing academic knowledge but also understandings about community and spiritual/ethical development.

Supervisors provide evaluations of participants using a rubric based on **Performance Indicators**. From the beginning and with increasing emphasis over the two years, the rubric examines the extent of candidate learning in the classroom. This same rubric calls for continuous evaluation of candidates' abilities to develop communities of learners and to stimulate spirituality and ethical development in students. The expectation is that all candidates will

provide unambiguous evidence to their supervisors of deep understanding of and commitment to excellence in planning and instruction, as well as in developing a strong sense of community in their classrooms.

Successful completion of Supervised Teaching and the Clinical Seminar with an average of 3.0 is required.

For licensure, passing scores on the appropriate Pearson exams are required.

2.5 Program Evaluation

The ACE M.Ed. Initial Licensing Program views program evaluation as necessarily manifold. Internal programmatic review and data gathering are utilized to better recruit and train teachers. Holistic and outward-looking data analysis provides comparisons with national standards of teacher training practice. What follows are generalized, though not exhaustive, instances of evaluation to which we are committed.

Twice during the school year, the administrators of schools employing ACE M.Ed. participants provide evaluations of the success of these teachers in their schools, therefore reflecting the success of the program. These data are, in turn, evaluated by members of the M.Ed. faculty in order to drive program improvement as well as to improve collaboration with schools and faculties in keeping with the notion of the 'alliance' formed with dioceses.

Student classroom level data, when available, are collected for the purpose of informing program improvements and to provide benchmarks for M.Ed. faculty when considering the development of candidates across the two-year teaching experience. These are used to help teachers deepen the uses of classroom assessments, both formative and summative, as part of a culture marked by continuous improvement.

The Academic Director of the M.Ed. and relevant faculty systematically review course elements with an aim towards program improvement and realignment. All syllabi are aligned with Indiana State Developmental Standards and maintain references to the manners in which standards are both addressed and assessed within and by a given course.

Faculty of the M.Ed. Program develop, monitor, and evaluate curriculum and program assessment products and processes. This includes evaluating the mastery of the Indiana Developmental Standards within courses as well as in classroom practice.

The ratings of classroom proficiency levels of the Performance Indicators (PIs) are collectively analyzed to determine strengths and weaknesses in classroom practice. Faculty anticipate devising a plan to remedy any shortcomings. PI data are also disaggregated and analyzed for the sake of the following:
- Identifying trends across cohort groups as a way of aiding the pastoral administrative team in identifying effective future candidates during the application review process.

- Providing longitudinal data that can be used for program development and alteration.
- Targeting specific skills deemed necessary for teachers.

ACE Teachers evaluate the program particularly with respect to the extent the program has prepared them in each of the Indiana Developmental Standards and the three pillars of the ACE M.Ed. conceptualization (i.e. Forming Professional Educators, Building Community, and Growing Spiritually).

2.6 M.Ed. Education Courses

The following are course descriptions for the ACE M.Ed. courses.

First Summer

EDU 60020 Introduction to Teaching (1 cr): This course provides an introduction to the meaning and practice of contemporary teaching. It includes historical highlights in public and Catholic education, and considers cultural and social contexts of today's Catholic schools. Professional, legal, and ethical responsibilities of the teacher are emphasized along with classroom organization and management.

EDU 650322,4,6 Practicum (2 cr): An intense practicum in the local area schools during the summer. The clinical experience will include closely supervised teaching as well as reflections on that experience. Extensive planning of instruction is required.

EDU 60060 Teaching in Catholic Schools (1 cr): An overview of six core topics of Catholic teaching with a discussion of their influence and impact on Catholic school culture and teaching.

EDU 60070 Teaching Religion in Catholic Schools (1 cr): An overview of six core topics of Catholic teaching along with initial planning with grade level master teachers to teach these topics in Catholic schools.

EDU 60102 Effective Elementary Classroom Teaching (2 cr): An introduction to the culture and dynamics of the elementary school classroom with emphasis placed on planning, instruction, and assessment practices to meet relevant standards and goals. The course includes an integrative survey of research-based methods that lead to effective daily instruction to meet the needs of all elementary-aged learners.

EDU 60132 Mathematics in Elementary Education I (2 cr): The development of the mathematical and pedagogical content knowledge for teaching mathematics in the elementary classroom (K-6). The course gives attention to learning theory, evidenced-based instructional methods, frameworks, and assessment practices, and standards of the National Council of Teachers of Mathematics.

EDU 60182 Teaching of Reading (3): An exploration of the research and instructional strategies of reading instruction including emergent literacy, reading readiness, phonemic awareness, phonics, word recognition, vocabulary development, fluency, cultural literacy, and reading comprehension, as well as direct, explicit, and multi-sensory strategies for reading remediation.

EDU 60204 Foundations of Middle School Teaching (3 cr): An introduction to the culture and dynamics of the middle school classroom with emphasis placed on planning, instruction, and assessment practices to meet relevant standards and goals. The course includes an integrative survey of research-based methods that lead to effective daily instruction to meet the needs of all young adolescent learners.

EDU 60256 Foundations of High School Teaching (3 cr): An introduction to the culture and dynamics of the high school classroom with emphasis placed on planning, instruction, and assessment practices to meet relevant standards and goals. The course includes an integrative survey of research-based methods that lead to effective daily instruction to meet the needs of all adolescent learners.

EDU 63500 Integrative Seminar (1 cr): An integration of the professional, communal, and spiritual dimensions of the ACE program. Participants engage in active listening as well as interactive and collaborative learning exercises to integrate these pillars of ACE in their professional service to Catholic Schools.

EDU 60605 English/Language Arts Education I (2 cr): In this course, participants will extend their developing knowledge of curriculum and instructional planning to reflect the unique content and skill of English/Language Arts pedagogy. By exploring current research from peer reviewed literature, examining evidenced-based practices, discussing key features of state and NCTE standards, and simulating relevant instructional scenarios, participants will begin to plan and deliver high-impact learning experiences for their middle and high school students.

EDU 60625 Social Studies Education I (2 cr): In this course, participants will extend their developing knowledge of curriculum and instructional planning to reflect the unique content, skill and literacy-related priorities of Social Studies pedagogy. By exploring current research from peer reviewed literature, examining evidenced-based practices, discussing key features of state and NCSS standards, and simulating relevant instructional scenarios, participants will begin to plan and deliver high-impact learning experiences for their middle and high school students.

EDU 60665 Mathematics Education I (2 cr): In this course, participants will extend their developing knowledge of curriculum and instructional planning to reflect the unique content and skill of Mathematics pedagogy. By exploring current research from peer reviewed literature, examining evidenced-based practices, discussing key features of state and NCTM standards, and simulating relevant instructional scenarios, participants will begin to plan and deliver high-impact learning experiences for their middle and high school students.

EDU 60685 Science Education I (2 cr): In this course, participants will extend their developing knowledge of curriculum and instructional planning to reflect the unique content, skill and

literacy-related priorities of Science pedagogy. By exploring current research from peer reviewed literature, examining evidenced-based practices, discussing key features of state and NSTA standards, and simulating relevant instructional scenarios, participants will begin to plan and deliver high-impact learning experiences for their middle and high school students.

EDU 60695 Literacy in the Content Areas (1 cr): This course will focus on reading and writing in the content areas and introduce literacy strategies, resources, and assessments for use in middle and high school classrooms. Specific attention will be given to teaching and learning of texts with scientifically-based reading components of comprehension, vocabulary development, use of language to support learning, and informal and formal writing. Inclusion of interventions that are direct, explicit, and multi-sensory are provided.

Second Summer

EDU 60112 Mathematics in Elementary Education II (.5 cr): In this course, participants will draw on their experiences as educators to improve their capacity to apply content-specific pedagogies in the elementary setting (K-6). By examining evidenced-based practices and discussing key features of state and NCTM standards, participants will be expected to refine and enhance how they design instruction and assessments that implement core mathematics teaching practices.

EDU 60142 Reading and Language Arts in Elementary Education (3 cr): An integrated approach to literacy instruction designed to help children make sense of the world through literacy expression of all language arts elements including grammar, spelling, writing, and speaking and listening skills as well as continuing their understanding of essential reading components using quality children's literature and multi-sensory approaches. Course content will also focus on assessment with readings on current research, practice in constructing traditional and performance assessments in relation to stated unit goals, and analyses of results to inform future planning and instruction.

EDU 60162 Content Methods for Elementary Education (2 cr): A review of content-specific methods framed by readings on theory and evidence-based practices and frameworks will enable participants to develop cohesive units of study which integrate reading, writing, mathematics, social studies and science.

EDU 60312 Inclusive Teaching Practices in Elementary (3 cr): A survey in exceptionality with emphasis on the elementary-aged child is followed by in-depth study of the common learning problems in the elementary grades, especially reading, writing and mathematics disability. Both teaching strategies and assessment are considered.

EDU 60324 Inclusive Teaching Practices in Middle School (3 cr): A survey in exceptionality with emphasis on the middle grades child is followed by in-depth study of the common learning problems in the middle school, especially reading, writing and mathematics disability. Both teaching strategies and assessment are considered.

EDU 60336 Inclusive Teaching Practices in High School (3 cr): A survey in exceptionality with emphasis on the high school student is followed by in-depth study of the common learning problems in the high school, especially reading, writing and mathematics disability. Both teaching strategies and assessment are considered.

EDU 60455 Development and Moral Education in Childhood and Adolescence (3 cr): A systematic treatment of the cognitive, social, biological, and personality development during childhood through late adolescence relating to education and an examination of the theoretical and research bases of moral development and their implications for P-12 classrooms.

EDU 63500 Integrative Seminar (1 cr): An integration of the professional, communal, and spiritual dimensions of the ACE program. Participants engage in active listening as well as interactive and collaborative learning exercises to integrate these pillars of ACE in their professional service to Catholic Schools.

EDU 60705 English/Language Arts Education II (3 cr): In this course, participants will draw on their experiences as educators to improve their capacity to apply content-specific pedagogies in a middle and high school setting. By analyzing peer-reviewed literature, examining evidenced-based practices, discussing key features of state and NCTE standards, and simulating relevant instructional scenarios, participants will be expected to refine and enhance how they design learning experiences and assessments that implement key aspects of English/Language Arts pedagogy.

EDU 60725 Social Studies Education II (3 cr): In this course, participants will draw on their experiences as educators to improve their capacity to apply content-specific pedagogies in a middle and high school setting. By analyzing peer-reviewed literature, examining evidenced-based practices, discussing key features of state and NCSS standards, and simulating relevant instructional scenarios, participants will be expected to refine and enhance how they design learning experiences and assessments that implement key aspects of Social Studies pedagogy.

EDU 60765 Mathematics Education II (3 cr): In this course, participants will draw on their experiences as educators to improve their capacity to apply content-specific pedagogies in a middle and high school setting. By analyzing peer-reviewed literature, examining evidenced-based practices, discussing key features of state and NCTM standards, and simulating relevant instructional scenarios, participants will be expected to refine and enhance how they design learning experiences and assessments that implement key aspects of Mathematics pedagogy.

EDU 60785 - Science Education II (3 cr): In this course, participants will draw on their experiences as educators to improve their capacity to apply content-specific pedagogies in a middle and high school setting. By analyzing peer-reviewed literature, examining evidenced-based practices, discussing key features of state and NSTA standards, and simulating relevant instructional scenarios, participants will be expected to refine and enhance how they design learning experiences and assessments that implement key aspects of Science pedagogy.

EDU 60875 Supporting English Language Learners (1 cr.): Introduction to the process of language acquisition. Additional focus upon practical pedagogical strategies for supporting English Language Learners (ELLs) at all age levels.

Internet Courses – First Year

EDU 60410 Topics in Educational Psychology (2 cr): Readings and reflections on topics in Educational Psychology relevant to the experiences of first year teacher: The course is divided into three sections, each covering a different topic and supervised by one of the faculty members: (1) Student Culture (2) Teaching and learning (3) Motivation.

EDU 65930 Clinical Seminar (1 cr): The course focuses on the development of the teacher as a professional. Reflective analysis relative to best practices and current research is documented. Evidence is accumulated in the form of written and video-based guided reflections, which are placed in a growing professional portfolio.

EDU 65950 Supervised Teaching (2 cr): The course focuses on classroom teaching. It includes the observation of classroom teaching, examination of instructional and planning materials, meetings with the ACE Teacher, mentor teacher and building principal, and the collection of field notes and evaluations for formative and summative assessment.

Internet Courses – Second Year

EDU 60172 Assessment in Elementary Education (2 cr): Readings on assessment principles and practices, and training in the construction, use, and analysis of formative and summative assessments in Elementary Education. Strategies and technologies for the design of different types of assessments to meet the needs of all learners, analysis of results in relation to learning outcomes, and data-driven decision-making will be emphasized.

EDU 60715 English/Language Arts Assessment (2 cr):-This course provides readings on assessment principles and practices, and training in the construction, use, and analysis of formative and summative assessments in English/Language Arts. Strategies and technologies for the design of different types of assessments to meet the needs of all learners, analysis of results in relation to learning outcomes, and data-driven decision-making will be emphasized.

EDU 60735 Social Studies Assessment (2 cr):-This course provides readings on assessment principles and practices, and training in the construction, use, and analysis of formative and summative assessments in Social Studies. Strategies and technologies for the design of different types of assessments to meet the needs of all learners, analysis of results in relation to learning outcomes, and data-driven decision-making will be emphasized.

EDU 60775 Mathematics Assessment (2 cr):-This course provides readings on assessment principles and practices, and training in the construction, use, and analysis of formative and summative assessments in Mathematics. Strategies and technologies for the design of different

types of assessments to meet the needs of all learners, analysis of results in relation to learning outcomes, and data-driven decision-making will be emphasized.

EDU 60795 Science Assessment (2 cr): This course provides readings on assessment principles and practices, and training in the construction, use, and analysis of formative and summative assessments in Science. Strategies and technologies for the design of different types of assessments to meet the needs of all learners, analysis of results in relation to learning outcomes, and data-driven decision-making will be emphasized.

EDU 65930 Clinical Seminar (1 cr): The course focuses on the development of the teacher as a professional. Reflective analysis relative to best practices and current research is documented. Evidence is accumulated in the form of written and video-based guided reflections, which are placed in a growing professional portfolio.

EDU 65935 Capstone Seminar in Teaching and Practice (1 cr): This culminating course of the ACE M.Ed. provides opportunity for integration of study and praxis through assignments to show the development of the teacher as a professional. Portfolio evidence is accumulated in the form of goal setting, a professional growth project, an annotated video showing PI mastery, and a capstone reflection.

EDU 65950 Supervised Teaching (2 cr): The course focuses on classroom teaching. It includes the observation of classroom teaching, examination of instructional and planning materials, meetings with the ACE Teacher, mentor teacher and building principal, and the collection of field notes and evaluations for formative and summative assessment.

EDU 60885 Supporting English Language Learners II (2 cr.) (*Elective*)**:** This course is designed to complement and follow EDU 60875: Supporting ELLs I. The course focus is upon key themes associated with ELL instruction: research, linguistics, applied theories, and content-based strategies.

Second Summer Elective

EDU 60865 Blended Learning (1cr.) This course introduces models of blended learning, strengths and weaknesses of blended learning models, and content delivery options.

2.7 Course Sequence

All ACE students are placed in one of three developmental level curricular tracks: elementary, middle school, or high school. Those in the middle school and high school tracks are then placed in a content area: math, science, social studies, English/language arts, or foreign language. Particular methods and content courses will depend on the developmental level track.

First Summer (11/13 Credits)		
Elementary	**Middle School**	**High School**
EDU 60020 Intro to Teaching (1)	EDU 60020 Intro to Teaching (1)	EDU 60020 Intro to Teaching (1)
EDU 65032 Practicum (2)	EDU 65034 Practicum (2)	EDU 65036 Practicum (2)
EDU 60060 Teaching in Catholic Schools (1)	EDU 60060 Teaching in Catholic Schools (1)	EDU 60060 Teaching in Catholic Schools (1)
EDU 60102 Effective Elementary Classroom Teaching (2)	EDU 60204 Foundations of Middle School Teaching (3)	EDU 60256 Foundations of High School Teaching (3)
EDU 60182 Teaching of Reading (3)	EDU 606's Seminar in Content Area I (2)	EDU 606's Seminar in Content Area I (2)
EDU 60132 Math in Elem. Ed. (2)	EDU 60695 Literacy in the Content Areas (1)	EDU 60695 Literacy in the Content Areas (1)
EDU 60192 Science and Social Studies in the Elementary Grades (1)	EDU 63500 Integrative Seminar (1)	EDU 63500 Integrative Seminar (1)
EDU 63500 Integrative Seminar (1)		

First School Year: all tracks (8 credits)
- EDU 65950 Supervised Teaching (2 ea. semester)
- EDU 65930 Clinical Seminar (1 ea. semester)
- EDU 60410 Topics in Educational Psychology (second semester; 2)

Second Summer (11/13.5 credits)		
Elementary	**Middle School**	**High School**
EDU 60312 Inclusive Teaching Practices in Elementary (3)	EDU 60324 Inclusive Teaching Practices in Middle School (3)	EDU 60336 Inclusive Teaching Practices in High School (3)
EDU 60455 Development and Moral Education in Childhood and Adolescence (3)	EDU 60455 Development and Moral Education in Childhood and Adolescence (3)	EDU 60455 Development and Moral Education in Childhood and Adolescence (3)
EDU 60142 Reading and Language Arts in Elementary (3)	EDU 607's Seminar in Content Area II (3)	EDU 607's Seminar in Content Area II (3)
EDU 60162 Content Methods (2)	EDU 60875 Supporting ELLs (1)	EDU 60875 Supporting ELLs (1)
EDU 60112 Math in Elem. Ed. II (.5)	EDU 63500 Integrative Seminar (1)	EDU 63500 Integrative Seminar (1)
EDU 60875 Supporting ELLs (1)		
EDU 63500 Integrative Seminar (1)		

Second School Year: all tracks (8 credits)
- EDU 65950 Supervised Teaching (2 ea. semester)
- EDU 65930 Clinical Seminar (first semester; 1)
- EDU 65935 Capstone Seminar in Teaching (second semester; 1)
- Assessment in Content Area II (1 ea. semester) (EDU 60715, 60735, 60755, 60775, 60795 Depending on specialization)) <u>OR</u>
- EDU 60172 Assessment in Elementary Education (1 ea. Semester)
- EDU 60885 Supporting English Language Learners II may be scheduled as an elective (1st semester; 2)

2.8 Administrators and Faculty

Chairs

Mark Berends, Ph.D. (University of Wisconsin-Madison) Director of the Institute for Educational Initiatives, 631-0195

John J. Staud, Ph.D. (University of Michigan), ACE Executive Director and Interim Chair, Fellow in the Institute for Educational Initiatives, 631-7183.

Directors

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Rachel Edelman, M.A. (University of Notre Dame). Regional Director of School Culture, Notre Dame ACE Academies.

Meghan Fagan, Ph.D. (University of Michigan). University Supervisor for M.Ed.; Fellow in the Institute for Educational Initiatives

Abby Giroux, M.A.+ (University of Notre Dame), M.A.), Associate Director, Program for Inclusive Education.

Mark Johnson, M.A. (Northeastern University). University Supervisor for M.Ed.; Fellow in the Institute for Educational Initiatives

Matthew Kloser, Ph.D. (Stanford University). Director, Notre Dame Center for STEM Education, Fellow in the Institute for Educational Initiatives. 631-4120

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Monica Kowalski, Ph.D. (The Ohio State University). Associate Director, Program Evaluation and Research, University Supervisor for M.Ed.

Daniel K. Lapsley, Ph.D. (University of Wisconsin). Coordinator of ACE Academic Programs and ACE Collegiate Professor of Psychology; Fellow of the Institute for Educational Initiatives and the Center for Social Concerns, 631-8789.

Katy Lichon, Ph.D. (Southern Methodist University), Director, English as a New Language.

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2.9 M.Ed. Performance Indicators

The M.Ed. program enumerates teaching performance indicators for which the ACE teachers are required to provide performance evidence. The performance indicators are then tied to the three pillars of the conceptual framework (Forming Professional Educators, Building Community, and Growing Spiritually), and aligned to the Indiana Developmental Standards for Educators (IDS), the INTASC Model Core Teaching Standards, and the CAEP Standards.

The matrix below shows the alignment among these standards and the performance indicators. A more detailed breakdown of the Indiana Developmental Standards follows.

Performance Indicators	CAEP	INTASC	IDS
Pillar I Professional Teaching			
Domain 1: Planning and Preparation			
1. Demonstrates knowledge of content and pedagogy	1.1	4	2, 3, 7
2. Demonstrates knowledge of students	1.1	1, 2, 7	1, 2, 3, 6
3. Designs coherent unit-based instruction	1.1	1, 4, 7	3, 4
4. Selects instructional objectives	1.1	1	3, 4
5. Designs assessments to provide evidence of learning	1.1	6	4
6. Demonstrates knowledge of resources	1.1	4, 5, 7	2, 3
Domain 2: The Classroom Environment			
1. Creates an environment of respect and rapport	1.1	3	2, 5
2. Establishes a culture for learning	1.1	3	2, 5
3. Manages classroom procedures	1.1	3	2, 5
4. Manages student behavior	1.1	3	2, 5
5. Organizes physical space	1.1	3	5, 7
Domain 3: Instruction			
1. Communicates clearly and accurately	1.1	5	3
2. Uses questioning and discussion techniques	1.1	8	2, 3
3. Engages students in learning	1.1	3, 4, 5, 8	2, 3, 5
4. Assesses student learning	1.1	6	4
Domain 4: Professional Responsibilities			
1. Maintains accurate records	1.1	9	4, 6
2. Communicates with parents and guardians	1.1	10	4, 6
3. Shows professionalism	1.1	9	6
Pillar II Community			
1. Contributes to the professional and local community	1.1	9, 10	3, 5, 6
Pillar III Spirituality			
1. Fosters spiritual and ethical development in students	1.1	3, 9	1

ACE Performance Indicators	Indiana Developmental Standards for Educators		
	HIGH SCHOOL	**MIDDLE SCHOOL**	**ELEMENTARY**
Pillar I: Forming Professional Educators **Domain 1: Planning and Preparation**			
1. Demonstrates knowledge of content and pedagogy	2.1, 2.2, 2.3, 2.4, 3.3, 3.4, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7	2.1, 2.2, 2.3, 2.4, 3.3, 3.4, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7	2.1, 2.2, 2.5, 2.6, 3.3, 3.4
2. Demonstrates knowledge of students	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.8, 3.6, 3.8	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.8, 3.6, 3.8	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.10, 3.6, 3.8
3. Designs coherent unit-based instruction	3.2, 3.3, 3.7, 3.11, 4.1, 4.2	3.2, 3.3, 3.7, 3.11, 4.1, 4.2	3.2, 3.3, 3.7, 3.11, 4.1, 4.2
4. Selects instructional objectives	3.3, 4.1	3.3, 4.1	3.3, 4.1
5. Designs assessments to provide evidence of learning	4.1, 4.2, 4.3, 4.5	4.1, 4.2, 4.3, 4.5	4.1, 4.2, 4.3, 4.6, 4.7
6. Demonstrates knowledge of resources	2.9, 3.12, 3.13, 3.14	2.9, 3.12, 3.13, 3.14	2.11, 3.12, 3.13, 3.14
Domain 2: The Classroom Environment			
1. Creates an environment of respect and rapport	5.1	5.1	2.4, 5.1
2. Establishes a culture for learning	2.7, 5.2	2.7, 5.2	2.9, 5.2
3. Manages classroom procedures	2.7, 5.4, 5.6	2.7, 5.4, 5.6	2.9, 5.4, 5.6
4. Manages student behavior	5.1, 5.5	5.1, 5.5	5.1, 5.5
5. Organizes physical space	5.1, 5.3, 7.7	5.1, 5.3, 7.7	5.1, 5.3
Domain 3: Instruction			
1. Communicates clearly and accurately	3.15	3.15	3.15
2. Uses questioning and discussion techniques	2.5, 2.6, 3.15	2.5, 2.6, 3.15	2.7, 2.8, 3.15
3. Engages students in learning	2.5, 2.6, 3.4, 3.5, 3.11, 3.16, 5.4	2.5, 2.6, 3.4, 3.5, 3.11, 3.16, 5.4	2.7, 2.8, 3.4, 3.5, 3.11, 3.16, 5.4
4. Assesses student learning	4.1, 4.3, 4.4	4.1, 4.3, 4.4	4.1, 4.3, 4.4, 4.5
Domain 4: Professional Responsibilities			
1. Maintains accurate records	4.4, 6.7, 6.8	4.4, 6.7, 6.8	4.4, 6.9, 6.10
2. Communicates with parents and guardians	4.6, 6.1, 6.2, 6.3, 6.7	4.6, 6.1, 6.2, 6.3, 6.7	4.7, 4.8, 6.1, 6.2, 6.3, 6.5, 6.9
3. Shows professionalism	6.4, 6.5, 6.6, 6.7, 6.8	6.4, 6.5, 6.6, 6.7, 6.8	6.6, 6.7, 6.8, 6.9, 6.10
Pillar II Building Community			
1. Contributes to the professional and local community	3.9, 3.13, 6.1, 6.3, 6.4	3.9, 3.13, 6.1, 6.3, 6.4	3.9, 3.13, 6.1, 6.3, 6.4, 6.5, 6.6
Pillar III Growing Spiritually			
1. Fosters spiritual and ethical development in students			

2.10 Relationship of M.Ed. Courses to Performance Indicators

ACE Teachers develop competency with performance indicators through M.Ed. coursework. The M.Ed. courses provide ACE Teachers with experiences and assignments that prepare them for their teaching practicum and supervised teaching in which performance indicators are evaluated. What follows are the M.Ed. courses and the specific indicators that are developed through them.

EDU 60020 Introduction to Teaching (1 cr): (First Summer)
This course provides an introduction to the meaning and practice of contemporary teaching. It includes historical highlights in public and Catholic education, and considers cultural and social contexts of today's Catholic schools. Professional, legal, and ethical responsibilities of the teacher are emphasized along with classroom organization and management.

Performance Indicators:
2.2   Establishes a culture for learning
2.3   Manages classroom procedures
2.4   Manages student behavior
2.5   Organizes physical space
4.1   Maintains accurate records
4.2   Communicates with parents and guardians

EDU 65032,4,6 Practicum (2 cr): (First Summer)
An intense practicum in the local area schools during the summer. The clinical experience will include approximately 5-6 weeks of closely supervised teaching experience as well as reflections on that experience. Extensive planning of instruction is required.

Performance Indicators:
1.3   Designs coherent unit-based instruction
1.4   Selects instructional objectives
2.3   Manages classroom procedures
2.4   Manages student behavior
3.1   Communicates clearly and accurately
3.2   Uses questioning and discussion techniques
3.3   Engages students in learning
3.4   Assesses student learning
4.1   Maintains accurate records
4.3   Shows professionalism

EDU 60060 Teaching in Catholic Schools (1 cr): (First Summer)
An overview of six core topics of Catholic teaching along with a discussion of their influence and impact on Catholic school culture and teaching.

Performance Indicators:

2.1   Creates environment of respect and rapport
P.II.1   Contributes to the school community
P.III.1 Fosters spiritual and ethical development in students

EDU 60070 Teaching Religion in Catholic Schools (1 cr): (First Summer)
An overview of six core topics of Catholic teaching along with initial planning with grade level master teachers to teach these topics in Catholic schools.

Performance Indicators:
1.1   Demonstrates knowledge of content and pedagogy
2.1   Creates environment of respect and rapport
P. II.1 Contributes to the professional and local community
P.III.1 Fosters spiritual and ethical development in children

EDU 60102 Effective Elementary Classroom Teaching (2 cr): (First Summer)
An introduction to the culture and dynamics of the elementary school classroom with emphasis placed on planning, instruction, and assessment practices to meet relevant standards and goals. The course includes an integrative survey of research-based methods that lead to effective daily instruction to meet the needs of all elementary-aged learners.

Performance Indicators:
1.2   Demonstrates knowledge of students
1.3   Designs coherent unit-based instruction
1.4   Selects instructional objectives
1.5   Designs assessments to provide evidence of learning
2.2   Establishes a culture for learning

EDU 60112 Mathematics in Elementary Education II (.5 cr): (Second Summer)
In this course, participants will draw on their experiences as educators to improve their capacity to apply content-specific pedagogies in the elementary setting (K-6). By examining evidenced-based practices and discussing key features of state and NCTM standards, participants will be expected to refine and enhance how they design instruction and assessments that implement core mathematics teaching practices.

Performance Indicator:
1.1   Demonstrates knowledge of content and pedagogy

EDU 60132 Mathematics in Elementary Education I (2 cr): (First Summer)
The development of the mathematical and pedagogical content knowledge for teaching mathematics in the elementary classroom (K-6). The course gives attention to learning theory, evidenced-based instructional methods, frameworks, and assessment practices, and standards of the National Council of Teachers of Mathematics.

Performance Indicator:
1.1   Demonstrates knowledge of content and pedagogy

EDU 60142 Reading and Language Arts in Elementary Education (3 cr): (Second Summer)
An integrated approach to literacy instruction designed to help children make sense of the world through literacy expression of all language arts elements including grammar, spelling, writing, and speaking and listening skills as well as continuing their understanding of essential reading components using quality children's literature and multi-sensory approaches. Course content will also focus on assessment with readings on current research, practice in constructing traditional and performance assessments in relation to stated unit goals, and analyses of results to inform future planning and instruction.

Performance Indicator:
1.1   Demonstrates knowledge of content and pedagogy
1.3   Designs coherent, unit-based instruction
1.4   Selects instructional objectives
1.5   Designs assessments to provide evidence of learning
1.6   Demonstrates knowledge of resources

EDU 60162 Content Methods for Elementary Education (2 cr): (Second Summer)
A review of content-specific methods framed by readings on theory and evidence-based practices and frameworks will enable participants to develop cohesive units of study which integrate reading, writing, mathematics, social studies and science.

Performance Indicator:
1.1   Demonstrates knowledge of content and pedagogy

EDU 60172 Assessment in Elementary Education (2): (Second Year Internet Course)
Readings on assessment principles and practices, and training in the construction, use, and analysis of formative and summative assessments in Elementary Education. Strategies and technologies for the design of different types of assessments to meet the needs of all learners, analysis of results in relation to learning outcomes, and data-driven decision-making will be emphasized.

Performance Indicators:
1.1   Demonstrates knowledge of content and pedagogy
1.3   Designs coherent unit-based instruction
1.4   Selects instructional objectives
1.5   Designs assessments to provide evidence of learning
1.6   Demonstrates knowledge of resources

EDU 60182 Teaching of Reading (3 cr): (First Summer)
An exploration of the research and instructional strategies of reading instruction including emergent literacy, reading readiness, phonemic awareness, phonics, word recognition, vocabulary development, fluency, cultural literacy, and reading comprehension, as well as direct, explicit, and multi-sensory strategies for reading remediation.

Performance Indicators:
1.1   Demonstrates knowledge of content and pedagogy

EDU 60192 Science and Social Studies in Elementary Education (1 cr): (First Summer)
An introduction to methods for teaching elementary science and social studies with a focus on selecting standards-based content, developing inquiry-based lessons, and finding and using appropriate resources.

Performance Indicator:
1.1   Demonstrates knowledge of content and pedagogy

EDU 60204 Foundations of Middle School Teaching (3 cr): (First Summer)
An introduction to the culture and dynamics of the middle school classroom with emphasis placed on planning, instruction, and assessment practices to meet relevant standards and goals. The course includes an integrative survey of research-based methods that lead to effective daily instruction to meet the needs of all young adolescent learners.

Performance Indicators:
1.2   Demonstrates knowledge of students
1.3   Designs coherent unit-based instruction
1.4   Selects instructional objectives
1.5   Designs assessments to provide evidence of learning
2.2   Establishes a culture for learning

EDU 60256 Foundations of High School Teaching (3 cr): (First Summer)
An introduction to the culture and dynamics of the high school classroom with emphasis placed on planning, instruction, and assessment practices to meet relevant standards and goals. The course includes an integrative survey of research-based methods that lead to effective daily instruction to meet the needs of all adolescent learners.

Performance Indicators:
1.2   Demonstrates knowledge of students
1.3   Designs coherent unit-based instruction
1.4   Selects instructional objectives
1.5   Designs assessments to provide evidence of learning
2.2   Establishes a culture for learning

EDU 60312 Inclusive Teaching Practices in Elementary (3 cr): (Second Summer)
A survey in exceptionality with emphasis on the elementary-aged child is followed by in-depth study of the common learning problems in the elementary grades, especially reading, writing and mathematics disability. Both teaching strategies and assessment are considered.

Performance Indicators:
1.2   Demonstrates knowledge of students

EDU 60324 Inclusive Teaching Practices in Middle School (3 cr): (Second Summer)
A survey in exceptionality with emphasis on the middle grades child is followed by in-depth study of the common learning problems in the middle school, especially reading, writing and mathematics disability. Both teaching strategies and assessment are considered.

Performance Indicators:
1.2   Demonstrates knowledge of students

EDU 60336 Inclusive Teaching Practices in High School (3 cr): (Second Summer)
A survey in exceptionality with emphasis on the high school age student is followed by in-depth study of the common learning problems in the high school, especially reading, writing and mathematics disability. Both teaching strategies and assessment are considered.

Performance Indicators:
1.2   Demonstrates knowledge of students

EDU 60410 Topics in Educational Psychology (2 cr): (First Year, Second Semester Internet Course)
Readings and reflections on topics in Educational Psychology relevant to the experiences of first year teacher: The course is divided into three sections, each covering a different topic and supervised by one of the faculty members: (1) Student Culture (2) Teaching and learning (3) Motivation.

Performance Indicators:
1.2   Demonstrates knowledge of students
1.3   Designs coherent unit-based instruction
1.5   Designs assessments to provide evidence of learning
2.1   Creates environment of respect and rapport
2.2   Establishes a culture for learning
3.2   Uses questioning and discussion techniques
3.3   Engages students in learning
3.4   Assesses student learning
P.II.1   Contributes to the professional and local community

EDU 60455 Development and Moral Education in Childhood and Adolescence (3 cr):
(Second Summer)
A systematic treatment of the cognitive, social, biological, and personality development relating to education and an examination of the theoretical and research bases of moral development and their implications for the classroom, with an emphasis on adolescence.

Performance Indicators:
1.2   Demonstrates knowledge of students
2.1   Creates environment of respect and rapport
2.2   Establishes a culture for learning
3.3   Engages students in learning

4.3   Shows professionalism
P.III.1. Fosters spiritual and ethical development in students

EDU 63500 Integrative Seminar (1 cr): (First and Second Summers)
The course focuses on the development of the teacher as a professional. Reflective analysis relative to best practices and current research is documented. Evidence is accumulated in the form of written and guided reflections, which are placed in a growing professional portfolio.

Performance Indicators:
P.II.1   Contributes to the professional and local community
P.III.1. Fosters spiritual and ethical development in students

EDU 60605 (25,45,65,85) ELA Education I (SS Education, Math Education, Science Education (2 cr): (First Summer)
In this course, participants will extend their developing knowledge of curriculum and instructional planning to reflect the unique content and skill of English/Language Arts (Social Studies, Math, or Science) pedagogy. By exploring current research from peer reviewed literature, examining evidenced-based practices, discussing key features of state and NCTE (NCSS, NCTM, NSTA) standards, and simulating relevant instructional scenarios, participants will begin to plan and deliver high-impact learning experiences for their middle and high school students.

Performance Indicators:
1.1   Demonstrates knowledge of content and pedagogy
1.6   Demonstrates knowledge of resources
3.2   Uses questioning and discussion techniques
3.3   Engages students in learning

EDU 60695 Literacy in the Content Areas (1 cr): (First Summer)
This course will focus on reading and writing in the content areas and introduce literacy strategies, resources, and assessments for use in middle and high school classrooms. Specific attention will be given to teaching and learning of texts with scientifically-based reading components of comprehension, vocabulary development, use of language to support learning, and informal and formal writing. Inclusion of interventions that are direct, explicit, and multi-sensory are provided.

Performance Indicators:
1.1   Demonstrates knowledge of content and pedagogy
1.6   Demonstrates knowledge of resources
3.2   Uses questioning and discussion techniques
 3.3   Engages students in learning

EDU 60705 (25,45,65,85) ELA Education II (SS Education, Math Education, Science Education) (2 cr): (Second Summer)
In this course, participants will draw on their experiences as educators to improve their capacity to apply content-specific pedagogies in a middle and high school setting. By analyzing peer-

reviewed literature, examining evidenced-based practices, discussing key features of state and NCTE (NCSS, NCTM, NSTA) standards, and simulating relevant instructional scenarios, participants will be expected to refine and enhance how they design learning experiences and assessments that implement key aspects of English/Language Arts (Social Studies, Math, or Science) pedagogy.

Performance Indicators:
1.1   Demonstrates knowledge of content and pedagogy
1.3   Designs coherent unit-based instruction
1.4   Selects instructional objectives
1.5   Designs assessments to provide evidence of learning
1.6   Demonstrates knowledge of resources
3.2   Uses questioning and discussion techniques
3.3   Engages students in learning

EDU 60715 (35,55,75,95) English/Language Arts Assessment (SS Assessment, Math Assessment, Science Assessment) (2 cr): (Second Year Internet Course)
This course provides readings on assessment principles and practices, and training in the construction, use, and analysis of formative and summative assessments in English/Language Arts (Social Studies, Math or Science). Strategies and technologies for the design of different types of assessments to meet the needs of all learners, analysis of results in relation to learning outcomes, and data-driven decision-making will be emphasized.

Performance Indicators:
1.1   Demonstrates knowledge of content and pedagogy
1.3   Designs coherent unit-based instruction
1.4   Selects instructional objectives
1.5   Designs assessments to provide evidence of learning
1.6   Demonstrates knowledge of resources

EDU 65930 Clinical Seminar (1 cr): (First Year - Fall and Spring; Second Year - Fall)
The course focuses on the development of the teacher as a professional and reflective practitioner. Evidence is accumulated in a portfolio of accomplishments which demonstrates growth vis a vis general and content-specific standards. Reflective analysis relative to best practices and current research is documented.

Performance Indicators:
1.1   Demonstrates knowledge of content and pedagogy
1.2   Demonstrates knowledge of students
1.3   Designs coherent unit-based instruction
1.4   Selects instructional objectives
1.6   Demonstrates knowledge of resources
2.1   Create environment of respect and rapport
2.2   Establishes a culture of learning
2.3   Manages classroom procedures
2.4   Manages student behavior

2.5   Organizes physical space
3.1   Communicates clearly and accurately
3.2   Uses questioning and discussion techniques
3.3   Engages students in learning
3.4   Assesses student learning
4.1   Maintains accurate records
4.2   Communicates with parents and guardians
4.3   Shows professionalism

EDU 65935 Capstone Seminar in Teaching Practice (1 cr): (Second Year Spring)
This culminating course of the ACE M.Ed. provides opportunity for integration of study and praxis through assignments to show the development of the teacher as a professional. Portfolio evidence is accumulated in the form of goal setting, a professional growth project, an annotated video showing PI mastery, and a capstone reflection.

All Performance Indicators

Relationship of M.Ed. Courses to Performance Indicators

Performance Indicators	60020	65032, 4, 6	60040	60060, 60070	60112 60142 60132 60162 60182	60256 60204 60102	60312 60324 60336	60410	60410	63500	60605 60625 6064	60705 60725 6074	60122 60172 60715	65930 659
I.1.1			x	x	x						x	x	x	x
I.1.2						x	x	x	x					x
I.1.3						x		x				x	x	x
I.1.4		x				x						x	x	x
I.1.5						x		x				x	x	x
I.1.6											x	x	x	x
I.2.1				x				x	x					x
I.2.2	x					x		x	x					x
I.2.3	x	x												x
I.2.4	x	x												x
I.2.5	x													x
I.3.1		x												x
I.3.2		x						x			x	x		x
I.3.3		x						x	x					x
I.3.4		x						x			x	x		x
I.4.1	x	x												x
I.4.2	x													x
I.4.3		x							x					x
II.1				x				x		x				x
III.1				x				x	x	x				x

2.11 Relationship of M.Ed. Courses to Indiana Developmental Standards for Educators

The state of Indiana specifies seven developmental standards as the basis for performance-based licensing. All standards appropriate to a license must be met before a license can be issued.

Throughout the M.Ed. program, courses address the standards so that by program completion all standards have been taught and assessed. The standards and their various components are included for reference.

Indiana Developmental Standards for Educators

Standard 1: Student Development and Diversity
Teachers at the secondary level (Middle school teachers; Elementary education teachers) have a broad and comprehensive understanding of student development and diversity and demonstrate the ability to provide instruction that is responsive to student differences and that promotes development and learning for all students, including:

1.1 major concepts, theories, and processes related to the cognitive, linguistic, social, emotional, physical, and moral development of students in grades 5–12 (5-9; K-6), and factors in the home, school, community, and broader environment that influence the development of students at this level

1.2 knowledge of students' developmental characteristics and developmental variation, and the ability to use this knowledge to inform instructional decision making and promote student success

1.3 concepts, principles, theories, research, and philosophical foundations underlying developmentally responsive middle level programs and schools, and the ability to use this knowledge to provide develop-mentally responsive instruction and effective learning experiences for students in grades 5–9.

1.3 typical developmental challenges for students in grades 5–12 (e.g., in relation to peer interactions, identity formation, self-esteem, risk taking, and educational decision making), and the ability to help students address these challenges
typical developmental challenges for students in grades K–6 (e.g., in relation to peer interactions, self-esteem, self- direction, decision making, and goal setting), and the ability to help students address these challenges
typical developmental challenges for students in grades 5–9 (e.g., in relation to peer interactions, self-image, physical appearance, involvement in risky behaviors, feelings of rebelliousness, decision making, goal setting, organizational skills), and the ability to help students address these challenges (1.4 – MS)

1.4 knowledge of types of student diversity (e.g., cultural, economic, and linguistic background; gender; religion; family structure), and the ability to use this knowledge to promote learning and development for students with diverse backgrounds, characteristics, and needs (1.5 – MS)

1.5 knowledge of types of exceptionalities, including high ability and twice exceptional; their characteristics; and their implications for development, teaching, and learning; and the ability to use this knowledge to promote learning and development for students with exceptionalities (1.6 – MS)

1.6 processes of second-language acquisition and the ability to use differentiated strategies based on assessment data to support learning for English Learners (1.7 – MS)

Standard 2: Learning Processes
Teachers at the secondary level (Middle school teachers; Elementary education teachers) have a broad and comprehensive understanding of learning processes and demonstrate the ability to facilitate student achievement, including:

2.1 knowledge of major theories and concepts related to the learning process, and the ability to apply this knowledge to enhance student learning in varied educational contexts, including project-based learning contexts

2.2 processes by which students construct meaning and acquire skills, including critical- and creative-thinking skills, and the ability to facilitate these processes for students with diverse characteristics and needs

2.3 knowledge of the important roles of play, social interaction, and hands-on experiences in young children's learning, and the ability to use these processes to help children construct knowledge and develop problem-solving and other skills

2.4 knowledge of the role of positive relationships and supportive interactions as a crucial foundation for working with children, with a focus on children's individual characteristics, needs, and interests

2.3 knowledge of how student learning is influenced by different types of instructional practices and teacher behaviors, and the ability to use this knowledge to promote learning for all students (to capitalize on the developmental characteristics of middle school students and to facilitate and enhance their learning) (2.5 – elementary)

2.4 procedures for making instruction rigorous and relevant to students and for linking new learning to students' experiences and prior knowledge, and the ability to use these procedures to facilitate student learning (2.6 – elementary)

2.5 strategies for promoting students' independent thinking and learning, reflection, and higher-order thinking, and the ability to use these strategies to promote students' growth as learners (2.7 – elementary)

2.6 strategies for engaging students in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work (2.8 – elementary)

2.7 strategies for promoting students' organizational and time-management skills and sense of responsibility for their own learning, and the ability to use these strategies to promote student success(2.9 – elementary)

2.8 knowledge of how various individual factors (e.g., prior learning and experiences, interests, talents) and factors in the home, school, and community influence learning processes, and the ability to use this knowledge to improve teaching effectiveness and learning outcomes (2.10 – elementary)

2.9 knowledge of how digital-age tools and environments influence learning processes and outcomes, and the ability to use this knowledge to improve teaching effectiveness and learning outcomes (2.11 – elementary)

Standard 3: Instructional Planning and Delivery
Teachers at the secondary level (Middle school teachers; Elementary education teachers) have a broad and comprehensive understanding of instructional planning and delivery and demonstrate the ability to plan and deliver standards-based, data-driven differentiated instruction that engages students, makes effective use of contemporary tools and technologies, and helps all students achieve learning goals, including:

3.1 knowledge of components that comprise the curriculum (e.g., unpacked standards, scope and sequence, resources, assessments)

3.2 knowledge of the purposes of curriculum mapping, and the ability to plan, enact, monitor, and analyze curriculum map data and resultant student learning

3.3 procedures for long- and short-range instructional planning (e.g., aligning instruction with the learning progression within identified content standards, determining prerequisite knowledge and skills), factors to consider in instructional planning (e.g., nature of the content; time and other resources available; student assessment data; characteristics of effective lesson and unit plans; students' characteristics, prior experiences, current knowledge and skills, and readiness to learn), and the ability to use this knowledge to plan effective and appropriate student learning experiences

3.4 knowledge of the characteristics, uses, benefits, and limitations of various instructional approaches, and the ability to apply research-based best practices to meet a variety of instructional needs, make content comprehensible and relevant to students, and promote students' active involvement in their learning

3.5 the ability to develop and implement project-based learning experiences that guide students to analyze the complexities of an issue and use creative thinking and innovative approaches to solve problems

3.6 the ability to differentiate instruction based on student characteristics and needs and to monitor and adapt lessons to ensure rigorous learning and success for all students, including English Learners and students with exceptional needs, including high ability and twice exceptional

3.7 knowledge of the principles of universal design for learning (UDL) and how to apply UDL guidelines to incorporate the flexibility necessary to maximize learning opportunities for all students

3.8 the ability to plan and adapt learner-centered instruction that reflects cultural competency; is responsive to the characteristics, strengths, experiences, and needs of each student; and promotes all students' development and learning

3.9 the ability to provide learning experiences that promote students' global awareness, understanding of global issues and connections, sense of participation in a global community, and motivation to solve global challenges

3.10 knowledge of the foundational elements of Response to Instruction (RtI) and the ability to apply this knowledge to differentiate tiered instruction for all students based on data

3.11 the ability to apply skills and strategies for integrating curricula, creating interdisciplinary units of study, and providing students with opportunities to explore content from integrated and varied perspectives; use higher-order thinking and creativity; solve problems; acquire, organize, analyze, and synthesize information; and work cooperatively and productively in group settings to accomplish goals for student achievement

3.12 knowledge of types of instructional resources, and the ability to locate, create, evaluate, and select evidence-based resources to meet specific instructional needs and to provide differentiated instruction

3.13 knowledge of information literacy, and the ability to promote students' knowledge of and model and facilitate students' use of the tools, practices, and opportunities of the information age

3.14 knowledge of types of digital tools and resources, technologies specific to the teacher's discipline(s), and the distinction between digital curricula and digital resources, and the ability to use digital tools and resources to improve teaching effectiveness; create learning experiences that facilitate creativity, collaboration, inventiveness, and learning; customize learning experiences to meet individual needs; and help students explore real-world issues, solve authentic problems, develop global awareness, participate in local and global learning communities, and independently pursue and manage their own learning

3.15 knowledge of communication theory, communication methods (including the use of digital-age media and formats), and factors that influence communication, and the ability to use various communication and questioning techniques to meet all students' needs and achieve instructional goals

3.16 knowledge of factors and situations that tend to promote or diminish student engagement in learning, and the ability to apply skills and strategies for promoting students' active engagement and self-motivation

Standard 4: Assessment
Teachers at the secondary level (Middle school teachers; Elementary education teachers) have a broad and comprehensive understanding of assessment principles and practices and demonstrate the ability to use assessment to monitor student progress and to use data to guide instructional decision making, including:

4.1 fundamental assessment concepts (e.g., reliability, validity, bias) and the ability to use these concepts to design and select student assessments that are aligned to instructional goals, to administer assessments with fidelity, and to interpret assessment results

4.2 knowledge of the purposes of assessment, the relationship between assessment and instruction, and the importance of using a systematic and comprehensive approach to assessment

4.3 knowledge of the characteristics, uses, advantages, and limitations of different types of formative and summative assessments; the ability to use appropriate assessment strategies, instruments, and technologies to obtain desired information and monitor progress; and the ability to adapt assessments for all students, including English Learners and students with exceptionalities, including high ability and twice exceptional

4.4 knowledge of systematic observation and documentation, and the ability to use these processes to gain insight into children's development, interactions, strengths, and needs

4.4 knowledge of the use of RtI foundational elements to track and analyze student assessment results, including use of the Indiana Growth Model, and the ability to use formal assessment results, ongoing informal assessment, and other data sources to enhance knowledge of student learning and skills; evaluate and monitor student learning and progress; establish learning goals; and plan, differentiate, and continuously adjust instruction for individuals, groups, and classes (4.5 – elementary)

4.5 the ability to apply (developmentally appropriate) skills and strategies for engaging students in reflection, self- assessment, and goal setting (4.6 – elementary)

4.6 the ability to apply skills and strategies for communicating effectively with parents/guardians and others about assessment results, including providing students with timely, accurate, and constructive feedback (4.8 – elementary)

4.7 knowledge of the role of families as active participants in developing, implementing, and interpreting assessments for children, and the ability to engage families in these processes

Standard 5: Learning Environment
Teachers at the secondary level (Middle school teachers; Elementary education teachers) have a broad and comprehensive understanding of student learning environments and demonstrate the ability to establish positive, productive, well-managed, and safe learning environments for all students, including:

5.1 the ability to apply skills and strategies for creating a safe, healthy, supportive, and inclusive learning environment that encourages all students' engagement, collaboration, and sense of belonging

5.2 the ability to apply skills and strategies for establishing a culture of learning that emphasizes high expectations for all students, promotes self-motivation, and encourages students' sense of responsibility for their own learning

5.3 the ability to apply skills and strategies for planning and adapting (to plan and adapt developmentally appropriate) learning environments that reflect cultural competency; are responsive to the characteristics, strengths, experiences, and needs of each student; and promote all students' development and learning

5.4 knowledge of the characteristics and benefits of virtual learning environments, online environments, face-to-face environments, and hybrid environments, and the ability to work effectively in different types of environments to ensure student learning and growth

5.5 knowledge of various classroom management approaches, including relationships between specific management practices and student learning, attitudes, and behaviors, and the ability to use this knowledge to create an organized and productive learning environment that maximizes students' time on task, facilitates learning, and encourages student self-regulation, responsibility, and accountability
knowledge of developmentally appropriate classroom management approaches and positive guidance techniques, including relationships between specific practices and student learning, attitudes, and behaviors, and the ability to use this knowledge to create an organized, positive, and productive learning environment that maximizes students' time on task; facilitates learning; and encourages student self-regulation, responsibility, and accountability

5.6 the ability to apply skills and strategies for managing class schedules and transitions and for organizing the physical environment to maximize student learning time and meet student learning needs

Standard 6: The Professional Environment
Teachers at the secondary level (Middle school teachers; Elementary education teachers) have a broad and comprehensive understanding of professional environments and expectations and demonstrate the ability to collaborate with others to improve student learning, to engage in continuous professional growth and self-reflection, and to adhere to legal and ethical requirements of the profession, including:

6.1 the ability to apply skills and strategies for establishing collaborative relationships with parents/guardians, other professionals, and community partners to support and enhance student learning

6.2 knowledge of diverse family and community characteristics, structures, dynamics, roles, relationships, and values, and the ability to use this knowledge to build effective partnerships with diverse families and communities
6.2 the ability to apply skills and strategies for facilitating the involvement of parents/guardians in their children's education (development and learning – 6.3-elementary)

6.3 the ability to use digital tools and resources to participate in professional learning networks and to communicate and collaborate with parents/guardians, peers, and others in the educational community (6.5-elementary)

6.4 the ability to apply skills and strategies for coordinating and collaborating with community institutions, agencies, programs, and organizations that advocate for and serve children and families

6.4 the ability to participate effectively and productively as a member of a professional learning community (6.6- elementary)

6.5 the ability to apply skills and strategies for lifelong learning and to use reflection, self-assessment, and various types of professional development opportunities and resources, including technological resources, to expand professional knowledge and skills (6.7-elementary)

6.6 the ability to make effective use of job-embedded professional development and to advocate for effective, job- embedded professional development opportunities (6.8-elementary)

6.7 knowledge of the rights and responsibilities of teachers, students, and parents/guardians, and the ability to apply this knowledge in varied educational contexts (6.9-elementary)

6.8 knowledge of legal and ethical requirements related to educational equity; students with exceptionalities, including high ability and twice exceptional; health and safety; confidentiality; digital citizenship (e.g., regarding copyright, intellectual property, and documentation of sources); mandated reporting; record keeping; accountability; discipline; and other matters; and the ability to apply this knowledge in varied educational contexts (6.10- elementary)

Standard 7: Reading Instruction
Teachers at the secondary (Middle school) level have a broad and comprehensive understanding of content-area and disciplinary literacy skills, and demonstrate the ability to plan and deliver integrated content-area reading instruction that is based on student learning standards, student literacy needs and strengths as reflected in ongoing student data, and scientifically based reading research, including:

7.1 foundations of content-area and disciplinary literacy in adolescence, including major scientifically based reading research (SBRR) theories and processes related to content-area

reading and writing development in adolescence, the role of motivation in adolescent literacy development, and reading and writing skills required of students in the teacher's discipline

7.2 skills and practices of effective content-area reading instruction based on SBRR and RtI elements, including the ability to select evidence-based instructional strategies that are aligned to learning goals and student needs, to use ongoing student data to inform reading-related instruction, and to collaborate with colleagues to coordinate content- area reading instruction across the curriculum that addresses the demonstrated needs and strengths of students

7.3 the ability to use evidence-based instructional practices to develop students' vocabulary and academic language related to content-area reading and writing in the teacher's discipline

7.4 the ability to use evidence-based skills and strategies for facilitating students' comprehension before, during, and after reading content-area texts in the teacher's discipline

7.5 the ability to use evidence-based instructional practices to advance students' recognition, analysis, and use of text structures and features to deepen comprehension, and to develop students' text-based reading skills and their use of comprehension strategies related to the teacher's discipline

7.6 the ability to use evidence-based instructional practices to develop students' writing skills in the teacher's discipline

7.7 the ability to use evidence-based practices effectively to create a literacy-rich classroom environment that fosters and supports the literacy development of all students, reflects and values cultural diversity, promotes respect for all readers at all levels of reading proficiency, promotes the involvement of families and members of the community at large in students' literacy development, and engages all students as agents in their own literacy development.

2.12 The Performance Evidence: Collection from Courses

The performance evidence is a collection of work across the span of the M.Ed. program that includes performance indicator ratings for four semesters, developed units of study, a classroom management plan, teaching videos and analyses, and various analytical papers and reflections. This evidence is gathered through assignments in content methodology, assessment, and developmental courses and in practice through EDU 65950 Supervised Teaching and EDU 65930 Clinical Seminar/EDU 65935 Capstone Seminar. It reflects how candidates integrate their academic, community, and spiritual development as a teacher, consistent with the conceptual framework of the M.Ed. program. The performance evidence serves as the summative evaluation for the M.Ed. and coherently documents mastery of the Developmental Standards.

The two-year sequence of planning and assessment assignments that provide performance evidence is included below. The two-year sequence of performance indicator ratings is included in Section 4 – Professional Field Experiences.

2.12.1 ACE Candidate Competencies in the Areas of Planning and Assessment

Course assignments occurring over the two-year ACE Teaching Fellows M.Ed. Program provide a sequence of opportunities for displaying competence in planning of instruction and assessment. The purpose of these assignments is to obtain evidence of candidate growth and proficiency across time in planning, assessment, and how these relate to instructional delivery as measured by InTASC standard criteria (see chart below).

During Summer I, candidates take courses in leveled (high school, middle school, elementary) general methods and seminars in their content area (MS/HS: English Language Arts, Foreign Language, Social Studies, Science, or Mathematics; Elementary: Reading, math, and an introductory science and social studies course). Within combinations of these courses, candidates prepare their *first unit plan* and lesson plans. These assignments are assessed with an expectation that to PASS, the candidate is DEVELOPING in all rated categories. A year later and through a second summer content seminar, the candidates present a unit and specific lesson during an oral defense of planning. This time, the expectation to PASS reflects a combination of DEVELOPING and PROFICIENT ratings for specified criteria. Similarly, candidates demonstrate proficiency with assessment during the fall semester and through their content assessment course. By the final semester of the program, and through their content assessment course, the candidate now *demonstrates teaching proficiency*. This final assignment not only includes planned units of instruction and accompanying assessments but also includes video clips, annotations and student assessment samples that are analyzed and from which suggestions for improvements are proposed. Ideally, PROFICIENT ratings for all criteria are expected.

Over the two-year span, there are ample opportunities provided should the candidate struggle in meeting expectations. Prior to submissions, formative feedback is provided; post submission, redos of problematic elements are required.

This sequence shows that the number and specific criteria for assignments are differentiated across the two years—they increase in number and shift in focus as the ACE Teacher Candidate gains in experience. Please see the accompanying charts and full rubric.

RELEVANT COURSES	
Methods Courses – Summer I	**Content Courses – Summer II**
EDU 60256 – Foundations of High School Teaching	EDU 60705 – ELA Content Seminar II
EDU 60204 – Foundations of Middle School Teaching	EDU 60725 – Social Studies Content Seminar II
EDU 60102 – Effective Elementary Classroom Teaching	EDU 60745 – Foreign Language Content Seminar II
	EDU 60765 – Math Content Seminar II
	EDU 60785 – Science Content Seminar II
Content Courses – Summer I	EDU 60142 – Reading and Language Arts in Elementary
EDU 60605 – ELA Content Seminar	EDU 60112 – Math in Elementary Education II
EDU 60625 – Social Studies Content Seminar	
EDU 60645 – Foreign Language Content Seminar	**Content Assessment Courses – Final Semester**
EDU 60665 – Math Content Seminar	EDU 60715 – ELA Content Assessment
EDU 60685 – Science Content Seminar	EDU 60735 – Social Studies Content Assessment
	EDU 60755 – Foreign Language Content Assessment
EDU 60182 – Teaching of Reading (Elementary)	EDU 60775 – Math Content Assessment

EDU 60132 – Math in Elementary Education EDU 60192 – Science and Social Studies in the Elementary Grades	EDU 60795 – Science Content Assessment EDU 60172 – Assessment in Elementary Education

RELEVANT InTASC STANDARDS

Standard #4: Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

* In addition to the above InTASC standards, the Alliance for Catholic Education's Teaching Fellows program also measure professional dispositions, which are represented within the rubric.

Semester and course		Year 1		Year II	
		Summer Methods	Summer Content Seminar	Summer Content Seminar/ Fall Semester Assessment course	Final Semester Assessment course
Assignment		First Unit Plan	Making Things Visible Narrative Assignment – ref. First Unit Plan	Summer defense of planning/ Fall assessment assignments	Demonstrating Teaching Proficiency
Evaluation					
Planning summer					
Unit Planning	1. Writing a Unit Rationale	▨		▨	▨
	2. Writing a Unit Goal	▨		▨	▨
	3. Sequencing Lesson Objectives	▨		▨	▨
Lesson Structure	4. Designing coherent lessons with logically sequenced and effective instructional activities	▨		▨	▨
	5. Embedding Formative Assessments	▨		▨	▨
Lesson Content	6. Writing lesson plans with content-specific pedagogical approaches		▨	▨	
	7. Writing lesson plans that present content accurately		▨	▨	
Assessment fall					
Design	8. Designing a Unit Test	▨		▨	▨
	9. Creating a Performance Assessment			▨	▨
Analysis	10. Analyzing and Using			▨	▨

	Assessment Information to Inform Practice				
	11. Analyzing Assessment Effectiveness and Proposing Changes				
Connection of planning to instruction					
Instruction	12. Using content-specific pedagogical approaches				
	13. Presenting Content Accurately				
Analysis of instruction	14. Analyzing one's instructional practice				
	15. Proposing suggestions for improvement				
Professionalism					
16. Demonstrating Professionalism					

Developing	Minimum expectation
Proficient	Minimum expectation

Part I: Planning				
Part I: Planning – Unit **The teacher candidate designs coherent instruction that is cohesive and logically sequenced, connected to standards and appropriate to grade level.** *(CAEP 1.1; InTASC 7)* (***EVIDENCE***: *Unit plan cover page using ACE template*)				
CANDIDATE COMPETENCY	**EXEMPLARY-4**	**PROFICIENT-3**	**DEVELOPING-2**	**UNSATISFACTORY-1/0**
Unit Rationale __/4 *PI 1.3* *The teacher candidate demonstrates the ability to construct unit rationales that reflect cohesive, logically sequenced instruction.*	The teacher candidate expresses well-argued statements within unit rationales that reflect cohesive (purposefully designed to facilitate learning), logically sequenced instruction.	The teacher candidate articulates unit rationales that reflect cohesive, logically sequenced instruction.	The teacher candidate expresses unit rationales that do not consistently reflect cohesive, logically sequenced instruction.	The teacher candidate does not include a rationale.
Unit Goal __/4 *PI 1.2* *The teacher candidate demonstrates the ability to write unit goals that reflect the integrity of unit content, are developmentally appropriate, and aligned with the brief descriptions of unit summative assessments.*	The teacher candidate expresses unit goals that reflect the integrity of the content, are challenging and developmentally appropriate, threaded throughout, and align with the brief description of unit summative assessments.	The teacher candidate expresses unit goals that reflect the integrity of the content, are developmentally appropriate, and align with the brief description of unit summative assessments.	The teacher candidate expresses unit goals that address the content, but do not appropriately challenge students or align with the brief description of the unit summative assessments.	The teacher candidate includes a unit goal that lacks either integrity to the content or grade level appropriateness.
Lesson Objective Content & Sequencing ___/4 *PI 1.4* *The teacher candidate demonstrates the ability to write and sequence lesson plan objectives that address standards and support students' achievement of their respective unit goals.*	The teacher candidate writes sequences of lesson plans with objectives that are consistently congruent (work together to achieve the goal), address appropriate content (i.e. standards), and are logically sequenced/ structured in a way that challenges students to use	The teacher candidate writes sequences of lesson plans with objectives that address appropriate content (i.e. standards) AND the lesson plan sequences support students' achievement of unit goals.	The teacher candidate writes sequences of lesson plans with objectives that address appropriate content (i.e. standards), but are illogically sequenced OR inconsistently use appropriate, measurable verbs.	The teacher candidate writes a sequence of lesson plan objectives that **does not** appropriately address content (i.e. standards) AND is illogically sequenced OR does not use measurable verbs.

44

	the content in meaningful and connected ways.		

The teacher candidate designs coherent lessons with logically sequenced and effective instructional activities and formative assessments that are consistent with objectives and appropriate to grade level. *(CAEP1.1; InTASC 7)* (***EVIDENCE***: *lesson plans using the ACE template*)

Lesson Activity Content & Design ___/4 **PI 1.3** *The teacher candidate demonstrates the ability to prepare lessons that reflect logically sequenced and differentiated instructional activities for the stated objective.*	The teacher candidate writes lessons that reflect engaging (well-paced, student-centered, culturally relevant, high cognitive demand), logically sequenced activities and interactions that, together, help challenge students with appropriate and important content (i.e. standards). Lesson plan activities explicitly include differentiation strategies for addressing varied student needs in meeting lesson plan objectives.	The teacher candidate writes a lesson that reflects logically sequenced instructional activities and interactions that, together, have students work with appropriate and important content (i.e. standards). The lesson plan activities include minimal differentiation strategies for addressing varied student needs in meeting the lesson plan objective.	The teacher candidate writes a lesson that includes some activities and interactions that, together, do not coherently help students work with appropriate and important content (i.e. standards). The lesson plan activities include no differentiation strategies for addressing varied student needs in meeting the lesson plan objective.	The teacher candidate writes a lesson that includes little to no student-centered activities or interactions and/or have little to no coherence for helping students work with appropriate and important content (i.e. standards).
Embedding Formative Assessments ___/4 **PI 1.5** *The teacher candidate demonstrates the ability to embed appropriate formative assessments throughout lessons.*	The teacher candidate includes formal formative assessments that elicit extensive evidence of student thinking and skill in relation to the content at hand (i.e. standards, objectives). Formative assessments are embedded throughout the lesson to maximize the use of this information to inform instruction.	The teacher candidate includes formal formative assessments that elicit some evidence of student thinking and skill in relation to the content at hand (i.e. standards, objectives). Formative assessments are embedded throughout the lesson.	The teacher candidate includes formal formative assessments that produce data from students, but minimally elicit the depth and breadth of their thinking. Formative assessments relate to the objective but appear predominately at the end of the lesson, minimizing the use of the information.	The teacher candidate includes formative assessments that do not relate to the objective and/or are minimally present in the lesson.

The teacher candidate designs pedagogically sound instruction based on the specific content area. *(CAEP 1.1; InTASC 7)* (***EVIDENCE***: *lesson plans using the ACE template*)

CANDIDATE COMPETENCY	EXEMPLARY-4	PROFICIENT-3	DEVELOPING-2	UNSATISFACTORY-1/0
Unit Test __/4 **PI 1.5** *The teacher candidate demonstrates the ability to design unit test items to, provide evidence of students' performance related to unit goals.*	The teacher candidate designs unit test items that align with unit content/skill and provide clear evidence of students' performance related to unit goals. Coherently constructed unit tests elicit evidence of student thinking and skills through items that are varied, grade appropriate, and work in relation to one another to assess multiple levels of thinking.	The teacher candidate writes a lesson plan characterized by content-specific methods that align with theories of learning or research-based approaches that facilitate students' engagement with core disciplinary ideas and disciplinary practices.	The teacher candidate writes a lesson plan characterized by methods that limit the opportunities for engaging students with core disciplinary ideas, disciplinary practices, or each other.	The teacher candidate writes a lesson plan characterized by methods that rarely align with theories of learning and do not promote ways of engaging students with core disciplinary ideas, disciplinary practices, or each other.
Performance Assessment __/4 **PI 1.5** *The teacher candidate demonstrates the ability to construct performance assessments to provide*	The teacher candidate constructs performance assessments that align with the unit content/skill and provide clear evidence of	The teacher candidate writes a lesson plan that presents content accurately.	The teacher candidate writes a lesson plan that includes minor content inaccuracies.	The teacher candidate writes a lesson plan that presents significant content inaccuracies.

evidence of students' performance related to unit goals.	students' performance related to unit goals. The performance tasks rely on clear and challenging performance criteria and provide open-ended opportunities for students to meaningfully use content and skills.			

Part II: Summative Assessments				

Part II: Summative Assessments
The teacher candidate aligns grade level appropriate assessments with learning outcomes. *(CAEP 1.1; InTASC 6)* (**EVIDENCE**: *unit test and performance assessment for unit*)

CANDIDATE COMPETENCY	EXEMPLARY-4	PROFICIENT-3	DEVELOPING-2	UNSATISFACTORY-1/0
Unit Test __/4 **PI 1.5** *The teacher candidate demonstrates the ability to design unit test items to, provide evidence of students' performance related to unit goals.*	The teacher candidate designs unit test items that align with unit content/skill and provide clear evidence of students' performance related to unit goals. Coherently constructed unit tests elicit evidence of student thinking and skills through items that are varied, grade appropriate, and work in relation to one another to assess multiple levels of thinking.	The teacher candidate designs unit test items that have integrity to the content and together, provide evidence of students' performance related to unit goals. Unit test items present some variation in question type and items that challenge all students.	The teacher candidate designs unit test items that provide some evidence of students' performance related to the unit goal. The unit test items present minimal variation or lack challenge.	The teacher candidate designs unit test items that do not have integrity to the content, are not varied or are not grade level appropriate. The unit test items do not provide evidence of students' performance related to the unit goal.
Performance Assessment __/4 **PI 1.5** *The teacher candidate demonstrates the ability to construct performance assessments to provide evidence of students' performance related to unit goals.*	The teacher candidate constructs performance assessments that align with the unit content/skill and provide clear evidence of students' performance related to unit goals. The performance tasks rely on clear and challenging performance criteria and provide open-ended opportunities for students to meaningfully use content and skills.	The teacher candidate constructs performance assessments that have integrity to the content and provide evidence of students' performance related to unit goals. The performance tasks provide some opportunity for students to make decisions about when and how to meaningfully use content and skills.	The teacher candidate constructs a performance assessment that provides some evidence of students' performance related to the unit goal. The performance task provides few opportunities for students to make decisions about when and how to use content and skills.	The teacher candidate constructs a performance assessment that provides little to no evidence of students' performance related to the unit goal, or the performance task provides no opportunities for students to make decisions about when and how to use content and skills.

Part II: Assessment – Analysis and Use of Information to Inform Future Practice
The teacher candidate analyzes student performance and effectiveness of assessments using statistical measures (namely measures of central tendency), with subsequent proposed changes. *(CAEP 1.1; InTASC 6)* (**EVIDENCE**: *reflective analysis, student samples and achievement data related to unit assessments*)

Analysis of Student Performance __/4 **PI 3.4** *The teacher candidate demonstrates the ability to analyze student performance and statistical measures to determine student learning and assessment effectiveness.*	The teacher candidate analyzes student performance accurately while discussing the meaning of whole-class achievement data (including appropriate measures of central tendency and distribution). Analyses cite significant evidence from a range of student samples to make	The teacher candidate analyzes student performance that provides insight into the meaning of whole-class achievement data (including appropriate measures of central tendency and distribution). Analyses cite student samples to make connections between	The teacher candidate writes an analysis of student performance that incompletely or inaccurately discusses the meaning of whole-class achievement data (including appropriate measures of central tendency and distribution).	The teacher candidate writes an analysis of student performance that incompletely or inaccurately discusses the meaning of whole-class achievement data (including appropriate measures of central tendency and distribution).

	connections between student performance and curriculum and instruction.	student performance and curriculum and instruction.	The analysis cites minimal evidence from student samples.	The analysis does not cite evidence from student samples.
Analysis of Effectiveness of Assessments with Proposed Changes __/4 **PI 3.4** *The teacher candidate demonstrates the ability to identify strengths of one's data analyses and areas for improvement.*	The teacher candidate constructs assessment analyses that identify strengths in specific assessment structures, or in questions that provide high-quality evidence of varied student thinking or skills, and areas for improvement. Proposed changes effectively address varied student needs in considering needed areas for improvement.	The teacher candidate constructs assessment analyses that identify strengths and areas for improvement. Proposed changes effectively address needed areas for improvement.	The teacher candidate includes an assessment analysis that weakly connects task structure with the quality of evidence it provides. Or, proposed changes do not effectively address needed areas for improvement.	The teacher candidate includes an assessment analysis that does not connect task structure with the quality of evidence it provides, and proposed changes do not effectively address needed areas for improvement.

Part III: Connection of Planning to Instruction

Part III: Instruction - Video Evidence
Through video evidence and annotations, the teacher candidate demonstrates effective content-specific pedagogical approaches with content accuracy and effective teacher-student interaction. *(CAEP 1.1; InTASC 4)* **(EVIDENCE: video)**

CANDIDATE COMPETENCY	EXEMPLARY-4	PROFICIENT-3	DEVELOPING-2	UNSATISFACTORY-1/0
Content-specific Pedagogical Approaches __/4 **PI 1.1** *The teacher candidate demonstrates the ability to use content-specific methods that facilitate students' engagement with core disciplinary ideas and disciplinary practices.*	The teacher candidate's instruction is characterized by content-specific methods that align with theories of learning or research-based approaches that facilitate students' engagement with and inquiry in core disciplinary ideas and disciplinary practices.	The teacher candidate's instruction is characterized by content-specific methods that align with theories of learning or research-based approaches that facilitate students' engagement with core disciplinary ideas, disciplinary practices, and each other.	The teacher candidate's instruction is characterized by methods that limit the opportunities for engaging students with core disciplinary ideas, disciplinary practices, or each other.	The teacher candidate's instruction is characterized by methods that rarely align with theories of learning and do not promote ways of engaging students with core disciplinary ideas, disciplinary practices, or each other.
Content Accuracy __/4 **PI 1.1** *The teacher candidate demonstrates the ability to present content accurately.*	The teacher candidate's instruction presents content accurately and shows evidence of anticipating student ideas and/or struggles.	The teacher candidate's instruction presents content accurately.	The teacher candidate's instruction includes minor content inaccuracies.	The teacher candidate's instruction presents significant content inaccuracies.

Part III: Analyzing Instructional Practice
The teacher candidate analyzes her own instruction to make connections between her teaching practice/instruction and students' learning, with subsequent proposed suggestions for improvements. *(CAEP 1.1; INTASC 9)* **(EVIDENCE:** *annotations, reflective analysis)*

| *Analysis and Use of Assessment Information to Inform Practice __/4* **PI 3.3** *The teacher candidate demonstrates the ability to interrogate practice and make connections across planning, instruction, assessment, and interactions with students.* | The teacher candidate constructs a reflective analysis that focuses on interrogating his content-specific and differentiated practice and making connections across planning, instruction, assessment, and interactions with students. | The teacher candidate constructs a reflective analysis that focuses mostly on interrogating practice and making connections across planning, instruction, assessment, and interactions with students. | The teacher candidate constructs a reflective analysis that is almost entirely descriptive, or the reflective analysis inaccurately analyzes planning, instruction, assessment, and interactions with students. | The teacher candidate constructs a reflective analysis that is incomplete. |

47

	EXEMPLARY-4	PROFICIENT-3	DEVELOPING-2	UNSATISFACTORY-1/0
Proposing Changes __/4 *PI 3.4* *The teacher candidate demonstrates the ability to propose logical, actionable suggestions that address specific areas for growth noted in analyses.*	The teacher candidate proposes several logical, actionable suggestions that address specific areas for growth noted in the analysis. Suggestions are placed in the context of where and when they might be enacted, especially in regard to differentiated student learning/needs.	The teacher candidate proposes several logical, actionable suggestions that address the specific areas for growth noted in the analysis.	The teacher candidate proposes minimal suggestions or the suggestions are minimally actionable.	The teacher candidate proposes no logical suggestions.

		Part IV: Professionalism		

Part IV: Professionalism
The teacher candidate demonstrates professionalism by submitting assignments completely, professionally, and on time. *(CAEP 1.1)*
(*EVIDENCE*: *timely submission of required components)*

CANDIDATE COMPETENCY	EXEMPLARY-4	PROFICIENT-3	DEVELOPING-2	UNSATISFACTORY-1/0
Professionalism __/4 *PI 4.3* *The teacher candidate demonstrates professionalism by submitting assignments completely, professionally and on time.*	The teacher candidate submits assignment completely, professionally, and attentive to formatting guidelines. The assignment is on time.	The teacher candidate submits assignment completely and professionally. The assignment is on time.	The teacher candidate submits assignment that is incomplete or unprofessionally presented. The assignment is late, within 1 week of due date.	The teacher candidate submits assignment that is incomplete or unprofessionally presented. The assignment is more than 1 week late.

2.13 Policy Statement on Graduate Transfer Credit

A candidate in the M.Ed. program may request that credit from a previous graduate course be substituted for a required course in the curriculum under the following circumstances:

1. The request must be initiated one semester or term prior to the scheduled course in the curriculum;

2. The request must be in writing to the appropriate program director;

3. The candidate must have transcript proof of course credits from an accredited university in the same amount as the required ND course

4. The candidate must have either the official course description or a copy of the syllabus.

The directors of the M.Ed. program reserve the right to approve or deny the petition for graduate transfer credit. Should the director approve the substitution of the course, the candidate must give the required documentation to the ACE Licensing Officer, who will then process the transfer credit into the graduate program. The Graduate School limits the number of graduate transfer credits to six in any masters program.

2.14 Policy Statement on Summer Session Course Attendance

The summer session affords limited time for course work. Therefore, presence is critical. Absences that extend beyond a day can only be granted by the Academic Director and these include absences for family weddings, wedding party commitments, and unusual family, health, or undergraduate situations (e.g. completion of finals, graduation). When possible, it is expected that the ACE teacher will communicate such absences before they occur. Absences for health reasons do not need to be granted by the Academic Director but may require a medical note if requested by one's professors.

Non-family weddings and vacation days are not excused absences. Summer faculty members are encouraged to note their policy regarding unexcused absences on course syllabi and these typically will involve a grade reduction or additional assignment.

Chapter 3:
Admission – Retention – Licensing

3.1 Admission to ACE Teaching Fellows

The formal process of recruitment, selection, and placement of ACE Teaching Fellows candidates occurs over 12 months, beginning each spring and concluding at the end of March of the following year. Note, informal recruitment begins prior to a candidate's eligible candidacy. The incoming Teaching Fellows cohort begins coursework the first week of June.

Beginning in the spring, ACE advertises its program to the University of Notre Dame, Saint Mary's College, and Holy Cross College communities, as well as 50+ target institutions. At each of these target institutions, informational meetings, meetings with campus contacts and strategic recruiting partners, and class visits are held in an effort to recruit a diverse candidate pool for selection and placement. Additionally, outreach to ~50 other target institutions is communicated via Handshake (and other recruitment platforms), social media, and other outreach channels.

There are three application windows available to candidates as outlined below:

Application Timeline Window	Application Deadline	Application Status Notification
Early Commit Timeline	Mid-March	Mid-April
Fall Timeline	Early-November	Mid-December
Spring Timeline	Mid-January	Mid-March

For each application cycle, selection committees comprised of the ACE pastoral team, ACE faculty, IEI and other University department faculty, members of the University administration, and ACE graduates are empaneled. Rigorous orientation and training for each interview team is held the month prior to their respective interviews to ensure inter-rater reliability and familiarity with the evaluation instruments and metrics.

Competence for admission is assessed through evaluation of written essays, interviews, grade point average (GPA), letters of reference, transcript reviews, and standardized test scores as means of evidencing basic skills. Commitment to and aptitude for the teaching, community and spiritual pillars of the program are evaluated through analyses of transcripts, essays, interviews, and references.

Several sources of evidence may be submitted to establish basic skills competency. For a complete list of methods and scores, refer to *section 3.6.3 below.* Please note that any accepted ACE candidate who does not have evidence of basic skills via GRE, SAT, ACT, will be required to take the PRAXIS CORE exam no later than orientation weekend.

Transcript evaluation for verification of content specialization is an additional requirement by the Indiana Department of Education. During the selection process, transcripts are evaluated to

determine the content area that each candidate is eligible to teach. Each undergraduate course/description is aligned with the Indiana Content Standards for Educators (2010) to ensure the candidate has competency in the subject area of placement.

Initial selection is based both on the materials submitted and a personal interview, as well as on the availability of a teaching placement commensurate with the candidate's eligible content area. During the first two weeks of March, final candidates are matched with available placements in ACE schools. Applications, as submitted to the ACE Program and the University of Notre Dame Graduate School, are shared with (arch)diocesan and school partners for approval. Once approved by the school partner, a notification letter of acceptance is sent to the candidate. Applicants not accepted by a diocese for a teaching position cannot be admitted to ACE.

3.2 Admission to the Graduate M.Ed. Program

Applicants applying to ACE also apply simultaneously to the Graduate School for admission. However, acceptance to the Graduate School for the M.Ed. is contingent upon acceptance to ACE. Letters of acceptance are only issued by the Graduate School to those who have been admitted to ACE. Exceptions for extraordinary reasons must be approved by the Academic Director of the M.Ed. program and the Director of the Institute for Educational Initiatives.

Transcripts for admission to ACE's initial licensure post-baccalaureate program (ILPB) are reviewed carefully by the M.Ed. program. As we evaluate applications, we admit candidates who excel within the context of our highly competitive applicant pool. Outlined below are the metrics we use to evaluate candidates:

1. **Undergraduate Academic Performance and/or Professional Experience**

All candidates must complete an undergraduate program to be eligible to apply. While there is no minimum grade point average or class rank required, our most competitive applicants will have a GPA greater than 3.0. However, recognizing that not all candidates are applying directly from their undergraduate institution, candidates should demonstrate general education knowledge that is deep and broad, as well as have content competency as described below.

2. **Academic Requirements & Content Competency**

As previously noted, transcript evaluation for verification of content specialization is an additional requirement by the Indiana Department of Education. When evaluating candidates, transcripts are evaluated to determine the content area each candidate is eligible to teach. Undergraduate courses taken are aligned with the Indiana Content Standards for Educations (2010) to ensure the candidate has competency in the subject area of placement.

3. **Basic Skills Standardized Assessments**

The University of Notre Dame Graduate School is test-optional, therefore standardized test scores are not required for admission into the Graduate M.Ed. program. However, assessment of basic skills is required for admission into the ACE program. Several sources of evidence may be

submitted to establish basic skills competency. For a complete list of methods and scores, refer to *section 3.6.3 below*.

4. PRAXIS Subject Assessments

Assessment of specialized content is required for admission into the ACE program. **<u>Prior to arrival</u>** on Notre Dame's campus in June for summer coursework, all candidates will need to **pass** the corresponding Praxis Subject Assessment to meet programmatic requirements of admittance. Subject Assessments can be retaken every 28 days until passing. If a passing score is not obtained prior to the beginning of the summer session, candidates will be enrolled in a mandatory study hall during the summer session two times per week until the exam is passed. Candidates can retake the exam every 28 days as applicable. Scores take anywhere from 4-6 weeks to receive. **A final deadline for passing this content exam is December 1, 2022, so please plan your time accordingly. Candidates cannot return to placement after the holiday break without passing the content exam.**

5. Letter(s) of Recommendation

Four letters of recommendation are required from every candidate. Per the University of Notre Dame Graduate School, at least one letter of recommendation must be provided from a professor of record who taught the candidate as an undergraduate (or graduate student). Additionally, the following recommendations are suggested: a second professor recommendation, a campus minister/service project coordinator, and a peer.

Recommenders are asked to evaluate candidates on five dispositions: zeal, coachability, persistence, servant leadership, and hunger for spiritual growth. Recommenders must attest to at least one disposition that is an area of strength, as well as one disposition that is an area for continued growth.

6. Experiential Commitment to the Three Pillars

The three pillars of the ACE program, (1) forming professional educators, (2) building community, and (3) growing spiritually, inspires and animates the preparation and formation provided to candidates. As such, applicants who have demonstrated a commitment to working with students, to living and working in intentional communities, and to growing spiritually will be most competitive. Indicators of competency include, but are not limited to:

- Forming Professional Educators
  - Experience working with K-12 students as a pre-service teacher, tutor, and/or coach
  - Academic performance in content area coursework aligning with placement
  - Experience responding to critical feedback, demonstrating consistent professionalism, and multi-tasking
- Building Community
  - Leadership experience in co-curricular organizations, residence life, athletics, and/or other professional settings

- o Participation in community-based learning courses, service trips, and/or volunteer opportunities
- o Cultural immersion, such as study abroad, service trips, and/or other opportunities to engage alongside communities that do not reflect candidates' image and likeness.
- Growing Spiritually
  - o Experience working with K-12 students in faith-based settings
  - o Dedication to personal faith formation, including retreats, Bible studies, and/or other opportunities to deepen one's faith
  - o Spiritual direction

Candidates are also subject to the admissions requirements of the University of Notre Dame Graduate School. For a full list of these requirements, please refer to the Application Requirements outlined on the Graduate School website.

For admission to the Graduate School, candidates must attain clearance from the University Health Services (UHS) that all immunizations are completed and on file (see section 6.2). Candidates will be alerted if UHS is missing information and moreover, will be unable to enroll for fall classes.

3.3 Admission for Those Holding an Initial License

The University of Notre Dame's Master in Education (M.Ed.) program is designed to prepare its candidates for initial licensure. An applicant to ACE who already holds an initial license is welcome and eligible to teach via two routes:
(1) the current content area/licensure with the obtained license, or

(2) an additional content area given the undergraduate curricula makes him/her eligible for initial licensure in a second content. The applicant must be willing and have content eligibility to pursue an alternative content area for licensure (i.e., willing to teach at a developmental level or content other than the one they are eligible for licensure or licensed in from the undergraduate studies).

Again, the exception to this policy would include any candidate already holding an initial license that is applying for the purpose of *service* in the currently licensed area, while obtaining only the M.Ed. degree. Such candidate would be on a degree-seeking/non-certification track in their current content and developmental level.

3.4 Retention

The directors of the M.Ed. program and ACE review candidate grades at the end of the first summer session and at the end of every grading period. They also review performance and dispositional assessments from the field supervisors. Should deficiencies be detected during the first year of participation in the program, the director of the M.Ed. program will advise the

candidate in writing that their performance will result in dismissal if the deficiency is not remedied by the end of the next grading period. At the director's discretion, additional resources to remedy the problem (e.g., additional field supervision and support for a candidate experiencing difficulties with the teaching assignment during the first year) may be allocated. Any such decision would be made by consulting with faculty, supervisors, and the administrators of the school hosting the Teaching Fellows' candidate as a supervised teacher.

Although the same type of review continues in the second year, the most important monitoring during the second year is with respect to progress in completing the performance and dispositional review process as outlined in the Clinical Seminar Guidelines. For a degree to be awarded, the overall GPA must not be less than 3.0 and the candidate must have completed all required courses with a passing grade (a C or above).

3.5 Dismissal and Appeals Process for ACE Teaching Fellows

During the first summer, a candidate in the M.Ed. program may be dismissed from the program due to any of the following:

(1) Failure to make satisfactory progress in EDU 65030 Practicum (See Section 4.1.2)

(2) Failure of a candidate on non-certification status to achieve a cumulative GPA of 3.0 for the summer session.

Subsequently, a candidate in the M.Ed. program may be dismissed from the program due to any of the following:

(1) GPA below 3.0 for two consecutive grading periods

(2) Supervised teaching cumulative grade below 3.0 for two consecutive grading periods or a single supervised teaching grade below a C;

(3) Clinical Seminar cumulative grade below 3.0 for two consecutive grading periods.

(4) Failure to pass the Praxis Subject Assessment prior to December 1, 2022.

(5) Failure to pass the Praxis Pedagogy Assessment (Principles of Learning and Teaching) in the second academic year prior to the spring deadline (March 1, 2024).

A candidate dismissed from the M.Ed. program is invited to appeal in writing to the Academic Director. The written appeal is reviewed by a standing Appeals Committee of the M.Ed. faculty, excluding the Academic Director. The Appeals Committee shall issue a final written decision on the appeal based on a majority vote of the committee.

Upon final withdrawal or dismissal from the M.Ed. program, the candidate must process official withdrawal from the university; otherwise, grades for current courses will officially become Fs on the transcript.

Any candidate who is dismissed from the M.Ed. program is withdrawn from ACE Teaching Fellows.

In addition to the above reasons, a candidate in the ACE program may be dismissed from the program due to any of the following:

(1) Failure by the ACE school to continue the teaching contract;

(2) Engaging in conduct that is unlawful or causes notorious public scandal;

(3) Committing a material or repeated violation(s) of University policy, including those policies described in *du Lac*;

(4) Engaging in conduct that constitutes moral turpitude or breaches the high moral and ethical standard applicable to the candidate as a leader of students and role model;

(5) Engaging in conduct that poses a threat or potential threat to the safety or well-being of any ACE candidate or the students in the ACE school;

(6) Engaging in conduct that is inconsistent with the ACE Program's Mission or Pillars stated herein, or the University's Catholic character or values.

Items 2-6 above shall be determined by ACE in its sole discretion by the Senior Director of Teacher Formation and Education Policy and the Academic Director of the ACE M.Ed. or designees.

A candidate dismissed from the ACE program is invited to appeal in writing to the Senior Director of Teacher Formation and Education Policy. The written appeal is reviewed by a standing Appeals Committee, excluding the Senior Director of Teacher Formation and Education Policy. The appeals committee shall issue a final written decision on the appeal based on a majority vote of the committee.

Any candidate who is dismissed from ACE or who withdraws from ACE is withdrawn from the M.Ed. program. However, the candidate must process official withdrawal from the university; otherwise, grades for current courses will officially become Fs on the transcript.

3.6 Licensing

3.6.1 General Information

Candidates in the ACE M.Ed. Program are enrolled in a post-baccalaureate program leading to an initial license in the state of Indiana. This initial license will include at least one developmental level setting [i.e., elementary (K-6), middle school (5-9), or high school (5-12)] and at least one content area (i.e., mathematics, science, social studies, historical perspectives, geographical perspectives, economics, government and citizenship, psychology, sociology, life science, physical science, chemistry, physics, earth/space science, English-language arts, or elementary generalist). Candidates are placed in a licensure "track," (e.g., middle school math), based on a review of their undergraduate transcripts. Undergraduate coursework must align with the Indiana Content Standards for Educators (2010) to provide evidence of content competency in addition to the successful completion of the commensurate Praxis Subject Assessment (as described above). Please note that candidates who graduated in Theology and will be teaching Religion are *not eligible* for a license given this field is not a licensable area. If a candidate has enough content in another field, they *may* be able to teach one section of such content and be licensed in that area. This will be evaluated on a case-by-case basis and interested candidates should consult with the Director of Professional Standards.

Within the first few weeks after admission to the program, each ACE pre-service teacher is informed of the eligible Indiana license. Many ACE candidates do not intend to teach in Indiana; therefore, procedures regarding other states will be available. The program seeks to ensure all candidates could qualify to teach should they wish to continue in the profession. ACE candidates are required to **pass** the Praxis Subject Assessment in the content area *prior to arriving for the first summer* to demonstrate competency as described above (see section 3.6.3).

It is *highly recommended* that an ACE candidate obtain the Indiana license before seeking a license in another state, because the training was received through an Indiana institution. Furthermore, given program requirements, all of the Indiana licensure requirements will be fulfilled prior to graduation making this process efficient. Please refer to the individual state Department of Education websites to determine which exams are required for additional states of interest.

In Indiana, an initial license is valid for two years and may be renewed twice if the teacher is not teaching in Indiana. Licenses in other states may vary in the length of time. Generally, additional coursework or professional experiences are required for renewal of the license.

3.6.2 Initial Licenses during ACE Experience

Several states, including Alabama and Florida, which receive ACE pre-service teachers, require state licenses for candidates enrolled in the program. Pre-service teachers placed in these states will be required to fulfill that state's requirements in addition to the Indiana requirements. If a license is required by a state, the diocese in which the candidate is serving will provide reimbursement for associated costs and keep the ACE candidate informed of said state's processes.

3.6.3 Standardized Testing for Pre-Service Teachers

In accordance with admission policies, all candidates are required to document basic skills competency. In addition, the Indiana Department of Education requires submission of content evidence via Indiana's Praxis Subject Assessment at the time of admission and no later than December 1, 2022. During the second year of ACE, candidates also take a pedagogy test.

Basic Skills Assessment. ACE policy requires all candidates for program admission demonstrate basic skill proficiency. This can be demonstrated in one of four ways:
- ACT
    - Reading = 22
    - Math = 22
- SAT
    - Evidence-Based Reading & Writing = 550
    - Math = 540
- Praxis CORE
    - Reading = 169
    - Math = 163
- GRE
    - Verbal = 151
    - Mathematics = 153

Praxis Subject Assessment. Indiana rules require all candidates for program completion and licensure demonstrate competency in the content area. This exam is **passed prior to arrival on campus the first summer session**. (For additional information, refer to https://www.ets.org/praxis/in/requirements/. Subject Assessment Name, Test Code, and Passing Score are provided below. ACE will provide financial reimbursement for the initial cost of this exam, provided reimbursement requests and procedures are enacted within 60 days of expense and the exam has been taken in a timely manner. Reimbursement for subsequent costs related to the Praxis Subject Assessment is contingent upon the ACE candidate's prudent approach to the exam as determined by the Director of Professional Standards & Graduate Studies and the Director of Teacher Formation.

Subject Assessment	Test Code	Passing Score
Elementary Education: Mathematics & Science	5008	158
Elementary Education: Reading, Language Arts, & Social Studies	5007	160
Middle School English Language Arts (5-9)	5047	161
Middle School Mathematics (5-9)	5164	157
Middle School Science (5-9)	5442	152
Middle School Social Studies	5089	146
English/Language Arts (5-12)	5038	167
Mathematics (5-12)	5165	159
Chemistry (5-12)	5245	155
Earth/Space Science (5-12)	5571	152
Life Science (5-12)	5235	150

Physical Science (5-12)	5485	157
Physics (5-12)	5265	140
Economics (5-12)	5911	144
Geographical Perspectives (5-12)	5921	156
Government & Citizenship (5-12)	5931	149
Historical Perspectives (5-12)	5941	148
Psychology (5-12)	5391	154
Sociology (5-12)	5952	154

Praxis Pedagogy Assessment. Indiana rules require all candidates for program completion and licensure to demonstrate competency in pedagogy. Candidates will need to post a *passing* score on the developmentally appropriate Praxis Principles of Learning and Teaching Assessment by <u>March 1, 2024.</u> Reimbursement for the Praxis Principles of Learning and Teaching (Pedagogy) is not provided by ACE. Please plan accordingly for this required expense (approximately $150).

Principles of Learning & Teaching Exam	Code
Elementary Education (K-6)	5622
Secondary Education (7-12)	5624
All Grade (P-12)	5625

3.6.4 Licensure in More Than One Content Area

In order to prepare well-qualified teachers, the M.Ed. program provides a two-year sequence of methodological, content specific and grade level courses that systematically develop the pre-service teacher's knowledge, skills, and dispositions within the eligible content or grade level. In accord with research, the program offers this two-year curriculum that evaluates, revises, and improves practice. This approach allows the candidate to achieve licensure in one content area only. Licensure in more than one area is possible in the state of Indiana by passing additional content exams. Most areas can be *added* in this format through the Indiana Department of Education following initial licensure. Please note that other states <u>may not</u> recognize a content addition achieved solely on successful examination. A sufficient number of course credits in the additional content area may be warranted. Graduates should seek the advice of the ACE Licensing Advisor regarding additions to their state licenses.

3.6.5 Licensure in More Than One Developmental Area

Successful program completion includes coursework, fieldwork, and passing scores on the Subject and Pedagogy Assessments. Upon completion, ACE candidates earn the following license: a) elementary—grades K-6; b) middle school—grades 5-9; and c) high school—grades 5-12.

The state of Indiana allows educators who are licensed to add a content area by assessment in a 'higher' developmental level, not a 'lower.' Therefore, elementary and middle school candidates who wish to add a content/higher developmental area following initial licensure must pass the appropriate assessment. Middle school or high school teachers *may not* add K-6 developmental

level without extensive coursework. Please contact the ACE Licensing Advisor for clarification or additional information.

3.6.6 Licensure Process

Acquiring a teacher license is a complex task for the newly graduated teacher. Each state determines not only the curriculum for institutions in that state, but also the qualifications of the teachers who will be licensed to teach within its boundaries. Likewise, each state accredits the schools and programs within institutions of higher education located within that state that prepare teachers for that state's schools. As a result, a teacher may graduate from a teacher education program in Indiana and apply for and receive an Indiana license since the teacher education program was accredited by the state of Indiana. However, additional requirements may be needed from other states. It is critical that a graduate explore each state separately in preparation for the state requirement variability.

Generally, states license teachers using one of two methods: 1) there are required credits and courses for a specific license, or 2) there are required performance standards a candidate must meet for content areas. The responsible agency for licensing teachers within a state is usually a state teachers' Professional Standards Board or a division within a state Department of Education.

The process for obtaining a license is as follows. A candidate completes an approved teacher education program within that state and requests an application for a license from the state's Professional Standards Board or state Department of Education. Most states also require satisfactory score(s) on competency exam(s) including the assessment of subject matter. Many also require an exam of basic competency in reading, writing, and math, as well as pedagogical skills. Candidates need to contact the Teacher Licensing Board or Department in a particular state to determine which exams need to be completed. Many states (including Indiana) use Praxis exams developed by Educational Testing Service (ETS), which can be accessed via www.ets.org/praxis for additional information and on-line registration. Even if states use the same exam, there could be different passing scores. These testing companies are employed for examination to meet both programmatic and licensure accountability. Exams were written to meet the specific Indiana Content Standards for Educators.

Candidates must "code" their teacher education program to receive their test scores, as well as "code" the state or states where scores should be sent. Most states have a section of the application that must be completed by the licensing advisor at the university where the candidate received their training. Once all paperwork has been submitted to the state agency, it usually takes 2-6 weeks to obtain a license. Each year, the licensing advisor reviews the process with the cohort.

For candidates who complete their preparation at a university outside the state in which they intend to teach, the process can be a bit more daunting. However, state directors of teacher certification are working together so licenses received in one state have reciprocity with other states. The National Association of State Directors of Teacher Education and Certification (NASDTEC) is the organization that represents Professional Standards Boards and Commissions

and state Departments of Education in all 50 states, the District of Columbia, the Department of Defense Education Activity, the U.S. Territories, Alberta, British Columbia, and Ontario that are responsible for the preparation, licensure, and discipline of educational personnel. NASDTEC promotes high standards for educators, teacher mobility across state lines, comprehensive personnel screening, and a clearinghouse on teacher discipline.

The NASDTEC Manual is published annually and is the most comprehensive manual on the certification requirements and practices in the United States and Canada (see www.NASDTEC.org). NASDTEC has also developed an Interstate Contract agreement. The Interstate Contract facilitates the movement of educators among the states and other jurisdictions that are members of NASDTEC and have signed the Contract. Although there may be conditions applicable to individual states such as their own assessment requirements, the Contract makes it possible for an educator who has completed an approved program and/or who holds a certificate or license in one state to earn a certificate or license in another state. Receiving states may impose certain special requirements that must be met in a reasonable period of time. For example, a state may require a history teacher to have coursework in that state's history. As of September 2020, 50 states or jurisdictions have signed the Interstate Contract.

Over the course of the two-year ACE experience, candidates will be reminded of the expectation to seek a state teaching license should they wish to remain in teaching. Each state has different requirements for this license, and generally these requirements include successfully completing a general knowledge exam and an exam in the content area one wishes to teach. ACE graduates may always feel free to contact the ACE Licensing Advisor concerning the required exam for potential states. Generally, states require that you pass the required exams, complete an application and criminal history check for that state, and either have your Indiana license **or** have a completed verification form from the ACE Licensing Advisor attesting that you have completed an approved program in Indiana.

Indiana Licensure. Upon completion of the M.Ed. Program, which includes passing all required exams, all ACE graduates are eligible to receive a teaching license in the state of Indiana since the ACE M.Ed. is a state-approved program in Indiana. The graduating ACE teachers should upload appropriate paperwork including CPR and suicide prevention verifications. Once the application to the Indiana Department of Education is completed, it takes just a few days to receive notification that a license can be downloaded. For candidates wishing to secure teaching positions for the fall following graduation, upon request a letter can be written by the ACE Licensing Office stating that all requirements have been met and the license is in process.

3.6.7 Cross-Licensing with Other States

Because Indiana is a signatory to the NASDTEC Interstate Compact Agreement, graduates of Indiana's approved programs can receive cross-state licensing with other member states. Presently 50 states and territories are members of the Interstate Compact Agreement:

Alabama	Iowa	North Dakota
Alaska	Kansas	Ohio
Arizona	Kentucky	Oklahoma
Arkansas	Louisiana	Oregon
California	Maine	Pennsylvania
Colorado	Maryland	Rhode Island
Connecticut	Massachusetts	South Carolina
Delaware	Michigan	Tennessee
District of Columbia	Minnesota	Texas
DODEA	Mississippi	Utah
Florida	Missouri	Vermont
Georgia	Montana	Virginia
Guam	Nebraska	Washington
Hawaii	Nevada	West Virginia
Idaho	New Hampshire	Wisconsin
Indiana	New Jersey	Wyoming
Illinois	North Carolina	

*ACE has facilitated licensing of candidates in all 50 states.

Chapter 4:
Professional Field Experiences

4.1 The Summer Practicum

Overview

The first summer includes a practicum in South Bend-area elementary and secondary summer schools. There are three levels of supervision connected with these teaching experiences for middle and high school teachers and four levels for elementary:

- An M.Ed. faculty member oversees all supervision at all sites.
- Experienced teachers serve as on-site supervising teachers employed as adjunct instructors by the University.
- Each ACE candidate has a Cooperating Teacher at the teaching site. Typically, these are employees of the participating school, although in several instances these are ACE graduates employed by the University to provide mentorship for current ACE candidates during their work in South Bend.
- Elementary ACE Teachers have a Clinical Instructor to whom they report. These Clinical Instructors work with the ACE Teacher to help with short term and long term planning and are available for other mentoring as well.

The practicum is an important component of the first summer experience. Candidates begin the experience as observers and gradually assume more responsibility over the summer session. As part of this "laboratory" teaching experience, candidates also plan instruction for future school year assignments. ACE Teachers work with the M.Ed. faculty to ensure that their instruction planning is consistent with the principles covered in the summer graduate courses.

Guidelines

All ACE Teachers, their Cooperating Teachers, and the ACE coordinators receive guidelines for the summer experience. These guidelines, which are based on methods coursework, differ for elementary, middle and high school teachers. In the practicum placement, the teaching that a candidate completes is subject to the Cooperating Teacher's discretion and the nature of the summer school course (remedial, enrichment, etc.). Please note the following:

1. The Cooperating Teacher makes the final decisions regarding when the ACE Teacher assumes certain teaching responsibilities.

2. The Cooperating Teacher's professional preparation, pedagogy and conduct serves as a model for the teaching candidate. Watching a teacher actually discipline a student or explain an abstract math concept is worth a thousand words.

3.   ACE Teachers enrolled in the summer practicum will be teachers of record in their own classrooms in the fall. Therefore, it is important for them to gain as much teaching experience as possible. The guidelines provided to Cooperating Teachers suggest that the ACE Teachers start with short lessons in week one and move up to blocks of several hours toward the end of the practicum. ACE Teachers are expected to continue observing during the time they are not teaching or working with individuals or small groups.

4. Discussions in class and in labs as well as interactions with Clinical Instructors sharpen powers of observation. ACE Teachers should become critical observers in the same way they become critical consumers of educational theory and practice.

Specifics

a. <u>Planning</u>—Great teaching requires great planning. Thus, it is essential that the ACE candidates in practicum conscientiously plan what and how they will teach. Teachers should carefully consider those strategies and approaches which are most likely to be successful with their students, and they should be able to justify these choices based on knowledge of the content area and best instructional practices, an understanding of their students, and an appreciation of the school culture.

ACE Teachers will receive a lesson planning form from their Practicum Supervisor to be used for every lesson they teach. The ACE Teacher should always share the plan with the Cooperating Teacher prior to teaching the lesson. Lesson plans should be kept for future analysis and reflection.

b. <u>Materials</u>—The Cooperating Teacher should show the ACE Teachers the available materials at the school. ACE Teachers should receive their teaching manuals and books from their schools/dioceses during the summer. These materials can also be used as resources for planning for the fall.

c. <u>Dress</u>—As a professional educator, teachers should be mindful of the school's standards for appropriate dress. Cooperating Teachers should discuss with the ACE Teacher before the first day of teaching what is appropriate for their building.

d. <u>Absence</u>—On the first day of the experience, the ACE Teachers should obtain a contact number for their Cooperating Teacher. In all cases of absence, ACE Teachers are expected to inform the Cooperating Teacher so that instruction in the classroom can proceed without them. The ACE Teachers must also inform their Field Supervisor so that valuable time is not wasted by coming to visit when the ACE Teachers are not there.

e. <u>Observation form</u> –ACE Teachers' Cooperating Teachers will complete formal observation forms as the students teach. These forms are specific to particular performance indicators and developmental standards and should be saved, along with the appropriate lesson plan, for subsequent reflection during the portfolio process.

f. Reflection on Practice—ACE Teachers will be given requirements by the Director of Summer Field Experiences.

g. Evaluation—The Cooperating Teachers and University Supervisors serve as formative evaluators during the practicum experience. The Director of Summer Field Experiences will visit classrooms in order to continually assess and improve the practicum experience.

4.1.1 Policy for Successful Completion of Summer Practicum

The purpose of the Summer Practicum is to help prepare ACE Teachers to assume responsibility for their own classroom through extensive planning of instruction and reflections on their summer classroom experience. A teacher's instructional preparation and the practice of implementing effective instruction are both paramount in evaluating the progress of prospective teachers. ACE Teachers are expected to demonstrate growth in both planning and pedagogy during the summer practicum experience. A candidate unable to demonstrate growth in each area will, upon the recommendation of the supervising committee, be withdrawn from the M.Ed. program.

In those rare situations when an ACE Teacher fails to meet his or her performance expectations in the Summer Practicum or, in the judgment of multiple supervisors, is incapable of helping students learn, they will be subject to the following dismissal procedures:

- The Summer Practicum Supervisor will document his or her concerns in writing, alert the Practicum Director and ACE Teacher, and complete additional observations as necessary to validate concerns.

- The Practicum Director or a designee will observe the ACE Teacher, communicate with the Cooperating Teacher and Summer Practicum Supervisor, and develop with the Summer Practicum Supervisor and ACE Teacher an improvement plan with a specified timeline.

- In the event that the Practicum Director deems the improvement plan unsuccessful in ameliorating the ACE Teacher's work, the academic year University Supervisor and Coordinator of Supervision may be asked to observe the ACE Teacher and share their assessments with the Cooperating Teacher and Practicum Director. The Coordinator of Supervision and/or University Supervisor will write a brief summary of the situation attaching any collected documentation.

- The Practicum Director, University Supervisor, Coordinator of Supervision and the Summer Practicum Supervisor will then meet and decide upon one of three options: 1) To recommend immediate withdrawal from the program; 2) To recommend dismissal from the program with a grade of D or F for this portion of the practicum; or 3) To develop a specific improvement plan for the first semester of the academic year.

- The final decision regarding an ACE teacher's dismissal will be made by the Academic Director in consultation with the Director of Teacher Formation and Education Policy.

4.2 Supervised Teaching Experiences for ACE Teachers

ACE Teachers are considered the teachers of record for the Catholic schools in which they serve. It is in this context that the program provides teachers three levels of supervision once they arrive at their respective school sites. Formative support and supervision are provided by an experienced classroom teacher who serves as a mentor to the ACE Teacher. Building principals (or a designee) serve as Clinical Supervisors. The University Supervisor provides additional supervision and support. These three individuals coordinate their supervisory and mentoring efforts throughout the two years of ACE. Expectations and guidelines are presented below for each of these individuals.

This multi-tier model of supervision is designed to allow the Mentor Teacher to function as an on-site source of support and feedback. The mentor often becomes a trusted confidant of the ACE Teacher in the way they provide support, advice, information and guidance in a non-threatening manner. The school administrator, or designee, acts as the Clinical Supervisor in the sense that periodic formal observations and summative evaluations are completed on a regular basis. The University Supervisor works with the mentor and the school administrator to facilitate their supervisory efforts and observes and confers with the ACE Teacher at least once each semester. While the University Supervisor is responsible for assigning a grade for each semester of the experience, (EDU 65950, Supervised Teaching—2 credits each semester and EDU 65930 Clinical Seminar in Teaching—1 credit each semester), the mentor and Clinical Supervisor are also providing critical input and consultation during this process.

4.2.1 Role and Expectations of the Mentor Teacher

The Mentor Teacher is a key support person in the three-tiered model of supervision. The mentor is typically selected by the school principal or other appropriate administrator based on their standing as a model veteran educator who exemplifies the attributes of a master teacher. In many instances, the mentor has graduate preparation in supervision or curriculum. The primary role of the mentor is to be open, constructive, supportive and honest in helping the ACE Teacher through the difficult early experiences as a new teacher. The mentor serves as the person who interprets the philosophy, goals, policies and needs of the local school; introduces the ACE Teacher to the culture of the school and community; and serves as a close colleague throughout these critical first years of teaching.

Mentors are expected to provide formative feedback to the ACE Teacher based on classroom observations as well as myriad discussions and questions that arise during the course of the school year. The mentor acts as a liaison that helps to acclimate the ACE Teacher to the new environment and provides a bridge with the administration and other faculty members. Mentors who work collaboratively with their ACE Teacher on planning, curriculum, classroom management and basic pedagogy provide the trusting relationship necessary for continued professional growth.

Mentors are provided with assistance and support from both the school administrators and the University Supervisor. The mentor is consulted in the evaluation process and asked to provide semester-specific documentation of his/her conversations with the ACE Teacher, but is not

expected to complete a summative evaluation of the ACE Teacher. The mentor's role is to be a supporter in whom the ACE Teacher can confide and develop a close relationship.

In brief, the Mentor Teacher:
- becomes a trusted supporter of the ACE Teacher.
- models enthusiastic, professional behavior.
- helps interpret the teaching and school experiences for the ACE Teacher.
- serves as a sounding board for reflection and growth.
- provides guidance in the development of classroom management skills.
- offers assistance in planning and finding teaching resources.
- helps interpret curriculum and community expectations.
- regularly observes the ACE Teacher's classes.
- confers with the ACE Teacher on a bi-weekly basis and more often at the school beginning of the school year.
- helps in orienting the ACE Teacher to the school community.
- supports the ACE Teacher's reflective practices.

4.2.2 Role and Expectations of the Clinical Supervisor

The school administrator (or designee) fulfills the important role of support for the mentor and the ACE Teacher in this three-tiered supervision model. The administrator typically selects and monitors the ACE Teacher and provides him/her support in the same way they would provide support to any new teacher in the building. Providing the ACE Teacher with appropriate policies, handbooks, curriculum guides and generally orienting them to the school and community are typical responsibilities of many principals. In addition, fulfilling the role of Clinical Supervisor requires that the principal (or designee) observe and confer regularly with the ACE Teacher. Most principals observe and conference with the ACE Teacher two or three times each semester.

The Clinical Supervisor has the primary responsibility for completing the summative evaluations of the ACE Teacher. The evaluation tool utilizes the same performance indicators used by University Supervisors. These indicators are aligned to the Indiana Department of Education's Developmental Standards for Educators. Completion of these evaluations does not preclude the use of school or diocesan evaluation instruments.

The school principal serves as the first school-site contact person with the University Supervisor. The University Supervisor maintains an open line of communication with the school administrator so as to keep informed of progress and issues which need University support or attention. The University Supervisor considers the school administrator the primary contact person (unless otherwise informed) when arranging school visits.

In brief, the Clinical Supervisor:
- serves as the school-site contact person for the University.
- assists the ACE Teacher in acclimating to the school and local community.
- observes and conferences with the ACE Teacher.
- monitors and supports the ACE Teacher.

- completes a University summative evaluation each semester.
- communicates with University Supervisor as needed.

4.2.3 Role of the University Supervisor

The University Supervisor is the ACE Teacher's primary faculty contact. In addition to serving as a resource for the Mentor Teacher and administrator, the University Supervisor also can help to answer questions regarding the appropriate evaluation forms or any other administrative details. When the Supervisor visits the ACE Teacher's school, they observe and consult with the ACE Teacher and confer with the school administrator(s) and mentor. The University Supervisor is also available as needed in special circumstances. It is important for the University Supervisor to keep in regular contact with the administrator and mentor in order to keep everyone informed of expectations, progress and needs.

Each semester, the University Supervisor is primarily responsible for assigning grades for the supervised teaching experience. The summative evaluation reports of the school administrator and the input from the Mentor Teacher serve as valuable guidance in assigning these grades.

ACE Teachers are expected to complete a number of requirements for the University during the two years of teaching. Journaling, communication via e-mail, reflective teaching practices, and videotaping of teaching are included. Mentors and administrators are kept informed of these requirements.

The University Supervisor establishes a visitation schedule in conjunction with the appropriate school administrators, the mentor, and the ACE Teacher. Each ACE Teacher is visited once each semester, although, in certain circumstances, in consultation with the Academic Director and/or the Coordinator of Supervision, the University Supervisor may opt to conduct additional virtual or in-person visits. The University Supervisor, other ACE M.Ed. faculty and the entirety of ACE pastoral team are available for special situations where assistance is needed.

In brief, the University Supervisor:
- is the primary University liaison for the supervised teaching experience.
- provides information regarding expectations and requirements.
- supports the activities of the Mentor Teacher and Clinical Supervisor.
- arranges for all mentor/Clinical Supervisor training.
- visits each semester to observe and conference with the ACE Teacher.
- confers with both the Mentor Teacher and supervisor.
- assigns semester grades for the supervised teaching experience.
- provides special assistance when needed.

4.2.4 Role of the ACE Team and Other M.Ed. Faculty

The ACE pastoral administrative team, each an experienced teacher with at least a master's degree, visits each host school and community at least once each fall and spring to keep informed of the ACE Teacher's progress and involvement in the school and diocesan

community. The ACE pastoral administrator visits the classroom of the ACE Teacher and consults with the school administrator regarding their growth and development. The ACE pastoral administrator may make additional visits in the spring as needed. Other M.Ed. faculty may also visit the host schools to offer assistance and consultation. Members of the pastoral team keep the University Supervisor informed of their observations, support ongoing activities, and make recommendations in the interests of supporting the teacher's personal and professional health.

4.2.5 Role, Expectations, and Responsibilities of the ACE Teacher

ACE Teachers are considered the teachers of record for the Catholic schools in which they serve. They are expected to demonstrate dispositions of professionalism, receptiveness to student needs, coachability, appreciation for community, and appreciation for human dignity. These dispositions are self-assessed by candidates at the start and end of the program and by supervisors in rating performance indicators, particularly 4.3, 2.1 Pillar II.1, Pillar III.1.

Each ACE Teacher is enrolled in two courses related to supervision each semester (EDU 65950 Supervised Teaching (2 credits) and EDU 65930 Clinical Seminar in Teaching for 3 semesters/ EDU 65935 Capstone Seminar in Teaching for the final semester (1 credit). These two courses are designed to promote reflection and continued professional growth. The University Supervisor is responsible for assigning an appropriate grade for each of these courses.

EDU 65950 Supervised Teaching centers on the 3,000 hours of classroom teaching completed over the two years of ACE. Site visits and other sources of information will contribute to formative and summative evaluations in each of the four semesters. The University Supervisors will visit each teaching site to monitor ACE Teacher's development according to the three pillars, the performance indicators, and the Indiana Department of Education's Developmental Standards. The focus of these site visits is formative in nature with recurring summative evaluations coming at the end of each of the four semesters. During the site visits, the University Supervisor utilizes several sources of information to monitor the ACE Teacher's progress: post-observation meetings with the ACE Teacher, examination of instructional and classroom management materials, examination and discussion of the content course assignments, reflective writing submitted for the EDU 65930 course, and meetings with the Mentor Teacher, building principal and diocesan superintendent. The University Supervisor will document progress through the use of classroom teaching observation instruments, standardized instruments for field notes and standards tracking, mentor teacher observation and feedback instruments, and principal semester evaluations.

EDU 65930 Clinical Seminar in Teaching and EDU 65935 Capstone Seminar in Teaching serve to support and structure reflective teaching over the course of the two years of the ACE program. The ACE Teacher completes a series of guided written or video-informed reflections each semester designed to align with the three pillars of ACE and the differentiated program of professional development and collection of performance evidence. Each reflection is assessed by the University Supervisor based on its comprehensiveness and emphasis on improving one's teaching practices. A copy of these e-mail reflections is placed in the ACE Teacher's permanent online portfolio file. ACE Teachers are considered the teachers of record for the Catholic schools

in which they serve. They are expected to demonstrate dispositions of professionalism, receptiveness to student needs, coachability, appreciation for community, and appreciation for human dignity. These dispositions are self-assessed by candidates at the start and end of the program and by supervisors in rating performance indicators, particularly 4.3, 2.1 Pillar II.1, Pillar III.1.

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4.2.6 Performance Evidence in Supervised Teaching

The Alliance for Catholic Education's Teaching Fellows Program utilizes a "Two Year Tracking Sheet" that is organized around the three pillars of ACE—Forming Professional Educators (Pillar I), Building Community (Pillar II), and Growing Spiritually (Pillar III). This evaluation tool, based on Charlotte Danielson's 2013 *Framework for Teaching Evaluation Instrument*, divides the complex work of teaching into four broad domains and, among the domains, twenty evidence-based performance indicators that are vital to a teacher effectively carrying out their professional work. At the conclusion of each semester, the University Supervisor completes this

form for each ACE teacher. A detailed rubric, provided below, accompanies each performance indicator as a way to further explain the critical components associated with each level of a teacher's performance (exceptional, proficient, basic and unsatisfactory). Determinations about teachers' performance reflect the Academic Supervisor's on-site observations, semester feedback from the Principal, a semester Principal Evaluation form, as well as ongoing communications between the University Supervisor and the ACE teacher regarding how they are implementing key feedback. We expect a teacher to be proficient in all performance indicators at the conclusion of their fourth semester in the program (if not before).

Because we recognize the developmental nature of our ACE teacher's experience, we prioritize certain performance indicators over others at various stages of their two-year teaching experience. As the ACE teacher gains in experience, the number of indicators we include on our tracking sheet increase and shift in focus. For example, during the first semester, we focus heavily on critical components of classroom management and classroom procedures associated with Domain 2, *The Classroom Environment*. By the third semester, we expect more sophisticated planning from teachers evidenced in how they create effective assessments, account for student learning differences, and design and execute coherent unit plans. This Two-Year Tracking Sheet shows how we evaluate teachers' performance over time. The shaded areas indicate the relevant performance indicators for each semester.

Cumulative Progression of Performance Indicators

Two-Year Tracking Sheet	Year 1		Year 2	
	F	S	F	S
Pillar I Professional Teaching				
Domain 1: Planning and Preparation				
1. Demonstrates knowledge of content and pedagogy				
2. Demonstrates knowledge of students				
3. Designs coherent unit-based instruction				
4. Selects instructional objectives				
5. Designs assessments to provide evidence of learning				
6. Demonstrates knowledge of resources				
Domain 2: The Classroom Environment				
1. Creates an environment of respect and rapport				
2. Establishes a culture for learning				
3. Manages classroom procedures				
4. Manages student behavior				
5. Organizes physical space				
Domain 3: Instruction				
1. Communicates clearly and accurately				
2. Uses questioning and discussion techniques				
3. Engages students in learning				
4. Assesses student learning				
Domain 4: Professional Responsibilities				
1. Maintains accurate records				
2. Communicates with parents and guardians				
3. Shows professionalism				
Pillar II Community				
1. Contributes to the professional and local community				
Pillar III Spirituality				
1. Fosters spiritual and ethical development in students				

4.2.7 Policy on Placement Changes in ACE Teaching Fellows

ACE Teachers accept the invitation to participate in ACE with the expectation that they commit to two years at a particular grade level and subject area. ACE discourages its teachers to request a change in placement as it generally puts a burden on the school to find a qualified replacement and inhibits the continuity and growth that typically characterize the movement from first to second year.

Should the school or the ACE Teacher wish to request a change in placement, the Academic Director of the M. Ed. must immediately be consulted. In adjudicating such requests, ACE will consider the implications of this placement change on licensure requirements and M.Ed. program expectations. Licensing requirements may well be incompatible with the reassignment in which

case ACE cannot guarantee that the teacher will be conferred a teaching license at graduation. In addition, second summer and second year academic expectations assume that teachers will reflect and build upon first year experiences, both developmentally and academically. The inability to draw upon first year experiences is a significant hindrance to successfully meeting the academic expectations.

On occasions when the principal and/or diocesan superintendent wish(es) not to extend a contract to the ACE Teacher, the Director of Teacher Formation and Education Policy may grant such a transfer upon consultation with the University Supervisor and others.

Movement from one diocese to another is warranted only in exceptional circumstances as determined by the Directors of ACE Teaching Fellows and is only possible with the full knowledge and approval of the key stakeholders involved.

Chapter 5:
Informational Appendix

5.1 Policy on Community and Marriage

ACE teachers live in small intentional Christian communities. In the context of Christian community, they are called to grow together, to support one another, and to challenge each other as they develop personally, professionally, and spiritually. The Building Community pillar of ACE is certainly broader in reference and expectation than each ACE house; however, a principal experience of community is rooted in the life of each ACE house.

The vision of small Christian community that each ACE house is called to explore entails a substantial giving of the self for the good of the community. This vision of community, endorsed by years of programmatic experience, is such that admission to ACE is reserved to single lay people committed to living in the ACE house with the other community members. Because of this commitment to intentional Christian community, residence in an ACE house is restricted to members of the ACE program.

Because ACE is a two-year program, the possibility arises that members could wish to marry before they complete their two years of service. In such cases, we encourage the engaged couple to reflect with care on their decision. The emotional, social, and spiritual energies required by the ACE model of intentional Christian community are likely to conflict with the demands connected with the intimacy of marriage, particularly at the onset of the marriage. Because of our profound respect for the Sacrament of Marriage, we strongly recommend that ACE participants enter into marriage at a time when they are able to enter fully into that Sacramental relationship without having substantial responsibilities to an ACE community, in fairness to the marriage and to the other community members.

In the event a couple considers the possibility of marrying before one has completed his or her term of service in ACE, they would be asked to enter into a discernment process with the ACE leadership to determine whether they will be able to continue to participate in the ACE program should they decide to wed before completing their service. The leadership of ACE will review each situation as it arises and a decision will be made considering the least disruption to the three pillars. Consensus will be the goal of such a discernment process; however, the leadership of ACE reserves the right to make the final decision about continuance in the program after marriage.

5.2 Policy on Housing in ACE

5.2.1 Housing in ACE
ACE arranges two types of housing for its teachers during their time in the program. During the two summer sessions at the University of Notre Dame, ACE Teachers live in

the dormitories on campus, typically with one or more roommates, also from ACE. During the two academic years, ACE Teachers live in modestly furnished housing.

The usual practice is that ACE asks each (arch)diocese to locate safe, adequate, and affordable housing; affordability necessitates that in many cases, for example, ACE Teachers share bedrooms. ACE Teachers are responsible for expenses connected with this housing such as rent and utilities. Residents are also responsible for maintaining appropriate levels of cleanliness and upkeep in these dwellings. Therefore, ACE Teachers are responsible for security deposits or any portion thereof that are forfeited for damages.

Placement in a particular ACE community is determined by the leadership of the program and is based largely on the expressed needs of the schools. Considerable energy and resources are devoted to facilitate healthy communities, both during the summer sessions at Notre Dame and during the academic year.

Living in community can provide substantial support for its candidates, though on occasion it can also pose considerable challenges. ACE encourages its participants to embrace the challenges of communal living with honesty and charity, to see them ultimately as opportunities for growth. When difficulties arise, the (arch)diocese provides local resources through the superintendent of schools to help the community resolve its problems while ACE offers considerable support (e.g., regular communication, retreats, site visits).

5.2.2 Community Life

5.2.2.1 Norms and Expectations for Life in an ACE Community
ACE Teachers are called to build communities of faith, hope, and love and are expected to contribute to the common good of the local ACE household. Recognizing that each ACE community lives out this call in a variety of ways, drawing on the gifts and personalities of its members, this document outlines the fundamental norms and expectations for community life in ACE.

1. As Notre Dame graduate students, ACE Teachers are reminded of their responsibility to abide by the expectations established in **DuLac: A Guide to Student Life**. Given the specific emphasis on community and spirituality in ACE, as well as the high moral standards expected of a Catholic educator, the expectations outlined in **DuLac** represent the minimum standard of behavior and respect for others.

2. In addition, membership in an ACE community entails that members consistently observe their responsibilities to engage actively in the life of that community as detailed in the community covenant they develop and sign. Active engagement in community life includes the regular sharing of meals, of household chores and expenses, and of the professional, social, and spiritual life of the community.

3. If challenges to community life arise, ACE Teachers must remain willing to engage in honest reflection, dialogue, and work with other community members and, if necessary, the ACE pastoral administrative team and local resources.

5.2.2.2 Challenges in Community Life

It is possible that community life within a house could become so difficult that alternative housing arrangements may need to be considered and enacted for a member or members of a community. In such cases, the leadership of ACE reserves the sole right to determine if a member needs to be separated from the community and seek alternative housing arrangements.

Action taken on alternative housing arrangements is considered a temporary action, designed to provide time and space for reestablishing and reintegrating the community life expected of each ACE candidate. Unless in the judgment of the Director of Teacher Formation and Education Policy there are exceptional circumstances, the separated member of the community is expected to find an alternative housing arrangement which meets the approval of the ACE leadership and to pay the costs, in keeping with the expectation that all ACE candidates pay for housing.

During this time, the ACE administration will undertake a review of the elements that have led to this challenge to community. If the ACE administration determines that the separated member consistently behaved in ways that are in violation of the norms of community and is unwilling or unable to conform their behavior to these norms, the Director of Teacher Formation and Education Policy, in consultation with the other ACE Directors, may terminate the member's participation in the ACE program. Otherwise, based on the review, the ACE administration will formulate a program of specific and appropriate actions expected of each member of the original community, which will lead to the reintegration of the separated member into a meaningful community. Failure to cooperate in this effort toward reintegration may lead to termination in the program. In that event, the employing principal will be notified of the termination and may, depending on the particular diocesan policies, choose to revoke the teaching contract.

5.2.2.3 Procedure for Alternative Housing

Although rarely invoked, in those situations where an ACE Teacher is relocated in alternative housing, the following procedure is initiated to review and evaluate the teacher's ability to contribute to the common good of his or her ACE community. The procedural steps may involve the following:

1. Evaluation by the pastoral team member responsible for the ACE community.

2. Evaluation by a second pastoral team member, one assigned to a different region of communities.

3. Evaluation by the Director of Pastoral Life, and, if available, an appropriate resource from the local diocese designated by the superintendent of schools.

4. Consultation with the Office of the Superintendent of Schools.

5. These evaluations will be presented to the Director of Teacher Formation and Education Policy, who may also make an independent evaluation.

The Director of Teacher Formation and Education Policy, in consultation with the other ACE Directors, will make the final decision.

5.2.3 Policies for Graduating ACE Teachers

The rent policy is explained in 5.4.6. All graduating members must vacate the house by June 30 of the year they finish the program. If a graduating member has written permission from the Director of Teacher Formation and Education Policy (and, in situations in which the (arch)diocese serves as landlord, their superintendent) to stay in the house during July and/or August, he or she must pay the rent and utilities for the house for the time lived there.

All ACE houses will be subject to a house inspection, conducted by a representative of the diocese immediately prior to departure. All ACE houses should be left clean and in good condition for the summer. ACE Teachers are expected to consult with the landlord to determine appropriate air conditioner levels for the vacated house during the summer, lawn care arrangements, and other maintenance expected of the ACE members before departure.

At the end of the year, graduating members will be responsible for the condition of the common areas of the house. Each member will be responsible for the condition of his or her own bedroom. The house must be left in similar condition as when the members moved in, excepting normal wear and tear. Graduating members are expected to remove all of their belongings from the house and are responsible for cleaning the house prior to moving out. If, upon inspection by diocesan representatives, the house is not cleaned or is damaged, all graduating members of the house will be responsible for paying damage and cleaning costs. ACE reserves the right to withhold a candidate's diploma if costs are not paid. House inspection forms are available on the ACE website.

5.3 Policy for Participation in Research

During studies in ACE, one may be asked to participate in educational research. ACE supports research, publication, and projects for the advancement of educational knowledge. Therefore, ACE welcomes the opportunity to collaborate on serious scholarly endeavors, especially when these are initiated by our faculty or program graduates. ACE also recognizes the rights of dioceses, universities, and other organizations to conduct research independently. An ACE Teacher's participation in studies is subject to the individual researcher's university Institutional Review Board and to the reasonable directives of the ACE Teacher's employer (the principal).

Researchers who wish to access ACE Teachers in their classrooms or communities or ACE data must request approval in advance of all projects from the ACE Research Committee. ACE Teachers and schools will be alerted to any approved research. ACE Teachers may be asked to

sign releases and will be notified by the ACE Research Committee, as well as by the individual researcher about procedures.

Research in an ACE school may also be initiated at the diocesan and/or school level. ACE Teachers are encouraged to participate in any research approved by the diocese or school, as such efforts generally benefit Catholic education. ACE Teachers with questions about research in which they are asked to participate may contact Dr. Gina Svarovsky (gsvarovsky@nd.edu).

5.4 Financial Information

5.4.1 Program Expenses

5.4.1.1 Program expenses supported by ACE and/or Notre Dame
The following are program expenses supported by the University of Notre Dame and ACE:

- Graduate tuition and fees for program requirements:
  - Nonrefundable application fee to ND Graduate School
  - Graduate Student Activity Fee
  - Technical Fee

- Room and board:
  - Summer session housing
  - Summer session meal plan
  - Parking

5.4.1.2 Costs to Students
- Textbooks: ACE Teachers order textbooks for the summer session from online sources.

- Pearson Tests: ACE will reimburse the cost of the first Praxis Content Exam administration for all accepted ACE candidates pursuing teacher licensure through the program. Reimbursement for subsequent costs related to the Praxis Content Exam is contingent upon the ACE candidate's prudent approach to the exam as determined by the Director of Professional Standards & Graduate Studies and the Director of Teacher Formation and Education Policy.

- Internet: Connection to an Internet provider in each community home is required for participation in online courses. Community members share this expense.

5.4.1.3 Resignation/Dismissal Fees and Reimbursements
Any ACE Teacher who resigns their position before the conclusion of the two-year commitment is required to reimburse ACE the amount of $2,500 for the tuition, fees, and program expenses associated with participation in the Program.

In addition, any ACE Teacher who resigns their position or is dismissed from ACE for any of the reasons outlined in Section 3.6 of this Handbook is required to reimburse ACE for their share of the rent due for the remainder of the year and to pay any pro-rata amounts owed for utilities or other shared community expenses.

5.4.1.4 Interest-Free Loans

Each year of participation, a maximum $500 loan is available to each ACE Teacher. No interest shall accrue on the principal balance unless full payment is not made by June 1 of the following year.

5.4.2 Lifetime Learning Tax Credit

The ACE program is unable to provide assistance and advice regarding taxes. A candidate may be able to claim the Lifetime Learning Tax Credit. As regulations often change, please consult a tax consultant for advice concerning this credit. A candidate may also find information online very helpful. The IRS has extensive information about the education credits and student loan interest deductions at http://www.irs.gov/publications/p970/ch03.html.

5.4.3 Student Loan Deferment

5.4.3.1 Student Loan Deferment Process

ACE Teachers who have been accepted into the Graduate School will be able to defer most, if not all, of their undergraduate student loans (depending on their loan companies). ACE Teachers cannot be considered full-time graduate students at the University of Notre Dame unless all requirements for full acceptance by the Graduate School have been met. Failure to be accepted by the Graduate School will result in rejected deferment.

In addition, each semester, ACE Teachers must complete the appropriate deferment forms available from their loan companies. These forms should then be turned into the Office of the Registrar at Notre Dame when completed for the Registrar's signature. To verify attendance for loan deferment, insurance, or scholarship for the current semester, send or bring forms directly to the Office of the Registrar.

In sum, the following conditions apply:

1. Candidates must be accepted by the University of Notre Dame Graduate School and the ACE Teaching Fellows program.
2. If a candidate has enrolled, but the candidate's application in the Graduate School Office is not complete (e.g. missing test scores, recommendation letters, final transcript, etc.), the deferment form will not be processed.
3. The Office of the Registrar will not be able to verify enrollment in semesters for which students have not completed the University enrollment process.

4. Verifications of candidate status will not be processed until after enrollment dates.

Verifications take 1-2 days to be mailed or picked up, except at the beginning of each semester, when it takes longer because of the number of requests being filled. Verification request forms are available in the Office of the Registrar, 300 Grace Hall. The Office of the Registrar may be reached by phone at (574) 631-5347 or by fax at (574) 631-3865.

5.4.4 ACE Travel Support

ACE provides financial support to assist with travel expenses related to teaching service at the ACE placement site and completion of the ACE M.Ed. Such support is provided three times:

1. For expenses related to travel to the ACE placement site for Year 1
2. For expenses related to travel to Notre Dame for Summer 2
3. For expenses related to travel back to the ACE placement site for Year 2

For travel in these three contexts, ACE offers two options for financial support.

Those who elect to use airline travel must work with the ACE Office to book their flight through Anthony Travel, Notre Dame's official travel partner. Flights purchased on your own will not be reimbursable per University of Notre Dame Travel Policy.

Those who elect to drive for these purposes will record and submit the total mileage for the trip along with any related meal and (where relevant) lodging receipts for reimbursement. ACE will reimburse driving mileage according to the current IRS reimbursement rate ($0.58.5/mile). ACE will reimburse such driving/meal/lodging expenses up to $500 per teacher. ACE will not reimburse gasoline expenses.

For those traveling to their ACE site (either year 1 or year 2), ACE will provide financial support only for travel directly to their ACE site. For those traveling to Notre Dame after year 1, ACE will provide financial support only for travel directly to Notre Dame.

Financial support is also provided for all programmatic retreats. Any summer retreat, as well as December Retreat, are fully funded at no cost to the ACE Teachers. For the April Retreat at Notre Dame prior to the first ACE summer, ACE provides travel support to new ACE Teachers as well as to (arch)diocesan representatives. ACE covers travel and lodging expenses for one representative from each (arch)diocese served by the new cohort as well as any school leaders who will be working with ACE teachers for the first time. New ACE teachers, (arch)diocesan leaders, and school leaders who elect to use airline travel must work with the ACE Office to book their flight through Anthony Travel. Those who elect to drive must submit related receipts for reimbursement.

5.4.5 1st Year Transition Support

For **first-year** teachers, ACE will provide a one-time $150 transition stipend, which will be distributed at the conclusion of the first summer pending completion of relevant academic and administrative responsibilities.

5.4.6 Financial Support for Classroom Teachers

Grants not exceeding $800 will be awarded on a competitive basis to support second-year ACE Teachers who wish to **present** at state, regional or national conferences. Applications are accepted at any time; awards are given twice annually. Application forms and processes are available to teachers via the ACE website at https://ace.nd.edu/programs/teach/current-ace-teacher-resources

5.4.7 Community Housing Expenses

ACE works in conjunction with our (arch)diocesian partners to secure a modestly furnished house for each ACE community. ACE Teachers are responsible for the rent and utilities of their local ACE community houses from September 1 of the year they begin the ACE program through June 30 of the year they complete the ACE program.

The rent and utility policy proceeds as follows:

1. For houses of all **first year teachers**: The ACE Teachers are responsible for paying the rent and utilities for July and August between their first and second year.
2. For houses with **all second year teachers**: ACE will pay all of July and August rent and utilities. The incoming new ACE Teachers will begin paying rent and utilities on September 1st.
3. For houses with **both first and second year teachers**: ACE will pay the portion of the July and August rent and utilities that would have been paid by the graduated ACE Teachers. (Thus, if two of the five ACE Teachers in a house are graduating, ACE will pay 40% of the July and August rent and utilities.)

Other expenses for which ACE Teachers will be responsible include food, transportation, and Internet connection. Each ACE Teacher will receive a modest living allowance sufficient to cover these expenses in the diocese in which he or she serves.

5.4.8 Insurance

If possible, ACE Teachers are to remain on their parents' health insurance policies. ACE teachers must contact the Office of the Registrar (574-631-5997) or http://registrar.nd.edu/verification_request.htm to request an enrollment verification letter. ACE offers secondary health insurance to its teachers. This coverage remains in effect for the duration of their ACE experience.

5.4.9 International Students

International students are welcome to apply to ACE, but they are responsible for the cost of travel to and from the United States. A student visa will be provided during the term of enrollment at the University of Notre Dame.

All international students must present proof of required immunizations to the University Health Center, as well as other required documentation outlined by the University of Notre Dame Graduate School.

All questions regarding financial information should be directed to the ACE office.

5.5 Medical Separation

For exceptional reasons and at the direction of a licensed physician, an ACE Teacher may seek a medical leave of absence due to a diagnosed health condition. In such a situation, the ACE teacher should first contact the assigned pastoral administrator. Because every ACE teacher serves as a full-time teacher of record at his/her assigned school, the ACE teacher should next approach his/her school administration to request guidance on and approval for such a leave.

Upon the approval of the school administration for such a leave, the ACE teacher should then apply for a medical separation from academic duties related to their participation in the ACE M.Ed. following the protocol outlined in Section 5.2 of the Academic Code of the Graduate School.

5.6 Health Requirements and Services for ACE Teachers

ACE Teachers must complete the following requirements prior to enrollment in the ACE M.Ed. program:

Candidates are required to return a completed History and Physical Form prior to registration. This form should be returned to the following address:

> University Health Services
> 100 St. Liam Hall
> Notre Dame, IN 46556
> OR: Fax: (574) 631-6047

Vaccination requirements are listed on the first page of the History and Physical Form, and are also available for viewing on our website at http://uhs.nd.edu/forms/.'Proof of immunization' may be provided through the following options:

- Written documentation by a personal health care provider.
- Immunization records from a previous school (high school or college).
- Blood tests (titers) drawn to determine the presence of antibodies to these diseases. This process may be completed at University Health Services.

- Obtaining immunizations from University Health Services, one's own private physician, or local Public Health Department.

If ACE Teachers are deficient in providing this documentation, they will be prevented from registering for classes until the requirements are met.

5.6.1 University Health Services

Information about health services on campus follows. Please contact University Health Services at St. Liam Hall at (574) 631-7497.

The **Walk-In Ambulatory Care Clinic** is open from 8am – 4pm during the summer semester. Students may be seen by a registered nurse, or by a physician as necessary. Physician hours are 9am – 12pm and 1:30pm – 4pm. Lab, x-ray and other ancillary services are referred appropriately.

The **Pharmacy** is open in the summer Monday through Friday from 12pm – 4 pm. Over-the-counter medications and medical supplies are available. Prescriptions from University physicians, as well as from outside physicians, can be filled. The student can bring the prescription or the bottle with a student ID to the pharmacy during business hours. Refills may be phoned to us ahead of time to be ready for pickup. The pharmacy phone is 574-631-6574. The pharmacy can accept cash or check. Receipts are provided for the student to file for insurance reimbursement.

5.6.2 Emotional Support Animals (ESA)

ACE understands there may be circumstances where a teacher would receive a diagnosis from a physician or licensed mental health professional encouraging an assistance animal. There are several steps that ACE Teachers must take prior to bringing such assistance animals into an ACE community.

1. Inform the assigned pastoral administrator and the Senior Director of Teacher Formation and Education Policy that a physician or licensed mental health counselor has advised that the ACE teacher acquire an assistance animal. The ACE teacher must submit supporting documentation from their provider to this effect.
2. Complete the Initial Accommodation Request through Notre Dame's Sara Bea Accessibility Services Center: https://oit-nd-accommodate.symplicity.com/public_accommodation/.
3. If approved through the Sara Bea Accessibility Services Center, work with the assigned pastoral administrator to set up a community conversation. It may be necessary to consider other factors such as the medical conditions of other community members or other issues related to community life to determine if a request for an ESA can be reasonably accommodated.
4. If the emotional support animal is approved by the University and by ACE, work with the assigned pastoral administrator and other community members to establish policies regarding the care of the animal.

Note, pets other than assistance animals are not allowed in ACE houses.

5.7 Transcript Request Information

All transcript requests must be made in writing. ACE Teachers may fill out a Transcript Request Form in the Office of the Registrar, print out an on-line form from http://registrar.nd.edu/transcripts.shtml.

Alternatively, ACE Teachers may send a letter of request to the following address:

Office of the Registrar
Transcript Clerk
300 Grace Hall
University of Notre Dame
Notre Dame, IN 46556

The request should include full name, dates of attendance, student identification number, address of person, school or company where transcript is to be sent, return address, and signature. A transcript cannot be ordered by phone. Faxes will be accepted at the following fax number (574) 631-3865. There is no fee for transcripts.

5.8 Computer and Internet Responsibilities

ACE will provide one scanner and wireless router for each community house. This equipment is designated for the purpose of communicating with Notre Dame faculty for online ACE coursework and for maintaining communication with the ACE team and administration. In the case of equipment failure, please contact the ACE office immediately.

Replacement needs must be determined in conversation with the ACE office. Expenses related to computing must be approved by ACE prior to purchase. Failure to do so will result in non-reimbursement.

Inquiries/questions should be directed to the ACE Senior Program Manager at ace.1@nd.edu.

All ACE Teachers are responsible for establishing a Notre Dame student e-mail account during the first week of the program. It is expected that ACE Teachers will use the student email account for all electronic correspondence related to ACE, including the online courses. It is expected that, during the first summer of coursework, ACE Teachers develop a facility with Canvas and with Taskstream, the on-line academic portfolio, which serve as the predominant media for online courses.

5.9 Policy on Internet Postings

Regardless of the privacy of one's Internet posting, an ACE Teacher's position as a Catholic school teacher should always inform the tone and content of the postings. Sensitive information (e.g. school information privy to only the ACE Teacher as a faculty member; information pertaining to other faculty members, students, or members of the school community) should never be included in any Internet posting.

5.10 Policy on Criminal History Checks

All ACE Teachers either participating in practicum in the summer or who may be eligible to serve as AmeriCorps members through ACE must complete all required State and Federal criminal history checks. These criminal history checks may include those conducted by the FBI, State of Indiana, the State in which the ACE Teacher will serve, and the State of residence at the time of the ACE Teacher's application to the program, and the National Sexual Offender Registry Check. Selection into the program is contingent upon review of the applicant's criminal history. The applicant may review and challenge the factual accuracy of a result before action is taken to exclude the applicant from the program. Copies of these checks will be maintained confidentially and secured in the administrative offices.

5.11 Policy on Sexual Harassment

The University of Notre Dame does not tolerate Sexual or Discriminatory Harassment. If an ACE teacher believes that he or she has experienced or is experiencing Sexual or Discriminatory Harassment, he or she must contact the Office of Institutional Equity at (574-631-0444) or equity@nd.edu.

For further information about Sexual or Discriminatory Harassment see Notre Dame's Policy on Sexual and Discriminatory Harassment (https://policy.nd.edu/assets/203054/sexualanddiscriminatoryharassmentpolicy.pdf).

5.12 Complaint Policy

The following procedure pertains to filing complaints for the ACE M.Ed. program. If an issue or problem arises with a faculty member, the licensure director, etc., it is always most appropriate to approach the person directly. If the issue is not resolved with the primary person involved, the next step is to approach the director of the academic program and ask that person to mediate the situation. If after a reasonable or mutually acceptable conclusion has not been reached in a reasonable amount of time, it is then appropriate to file a formal written complaint with the Complaint Review Processor. All information is confidential.

Formal complaints will be kept on file with the Coordinator of ACE Academic Programs (Dan Lapsley). Responses to complaints will be initiated within two (2) weeks of receipt of the formal complaint and completed in a timely manner.

To file a complaint for the Teaching Fellows (M.Ed.) contact:

Dan Lapsley, Ph.D.
Coordinator of ACE Academic Programs
Alliance for Catholic Education
107 Carole Sandner Hall
Notre Dame, IN 46556
(574) 631-9779