



**Clarke**

UNIVERSITY

**Clarke University  
Master of Arts in  
Education  
Handbook**

**(Updated June 2020)**

## **Relationship of the MAE Handbook to the Clarke University Academic Catalog**

This handbook provides specific MAE Programming details beyond information available in the academic catalog. For important information about all graduate policies and programs, please see the “Graduate Studies at Clarke University” section within the current academic catalog. The catalog is available on the Clarke University website under “Academics.” *For further information about the Master of Arts in Education programs beyond the catalog and handbook, contact Elizabeth Jekanowski, Ph.D., Director of Education Graduate Programs, at [elizabeth.jekanowski@clarke.edu](mailto:elizabeth.jekanowski@clarke.edu) or 563-588-6407.*

### **The Clarke University MAE Overview**

The Master of Arts in Education is a 36-credit program with 50-100% of its coursework online depending upon the program. Students from all three MAE programs merge for online courses, bringing in perspectives of various geographic locations, grade levels, content areas, and years of teaching experience. Iowa K-6 Reading Endorsement coursework is available with each of the three programs.

### **MAE Graduate Outcomes for All Programs**

Clarke University envisions Master of Arts in Education graduates to be persons who will:

1. synthesize educational concepts and theories that form the basis of instructional pedagogy.
2. apply action research to validate and refine knowledge and practice.
3. demonstrate expertise as a reflective educational leader.
4. analyze the social, ethical, spiritual, economic and political issues that influence the educational community and classroom.

### **Program Options**

#### **4+1 Program**

A program integrating experiential learning, action research, and online coursework. Open to Clarke students who graduate with a B.A. in Education and meet rigorous criteria to continue for a 5th year of coursework and practica. Students begin graduate coursework during their senior year, completing their undergraduate and graduate work in a total of five years.

#### **Archdiocesan Partnership Program**

Open to teachers who participate in the Archdiocesan *Professional Learning Series* (PLS) professional development sequence.

#### **Online Program**

Open to any licensed teacher in the world who meets Clarke MAE admission criteria. Clarke students who qualify for early access may take up to 15 graduate credits as undergraduates.

#### **GOLD Program**

Open to any licensed teachers who teach in the partnering district through a mixture of Clarke and district-based courses.

# Clarke University Master of Arts in Education

## Table of Contents

### **4+1 Program**

#### **Overview**

- P. 4 Curricular Overview for Clarke Students
- P. 5 Program Overview for DCSD Personnel
- P. 6 Roles and Responsibilities in the Practicum and Action Research

#### **Application**

- P. 7 Application Checklist
- P. 8 Student information for DCSD
- P. 10 Program Timeline

#### **Practicum**

- P. 11 Syllabus for Practicum I
- P. 16 Syllabus for Practicum II
- P. 21 Practicum Requirements -- Fall
- P. 22 Practicum Requirements – Spring
- P. 23 Support from Clarke Supervisor
- P. 24 Pre/Post Practicum Assessment
- P. 28 Portfolio Rubric
- P. 30 Observation Rubric
- P. 32 Reflection Rubric

#### **MAE Programs**

- p. 33 Archdiocesan Program
- p. 35 Fully Online Program
- p. 36 Early Access for 4 + 1 and Online Programs
- p. 38 Grow Your Own Leadership Design (GOLD) program



**Master of Arts in Education  
4+1 Program**

In the Clarke University 4+1 MAE program, graduate students in education experience a unique combination of online coursework, practicum, action research, and a senior-year January experiential course. Clarke University partners with the Dubuque Community School District to secure a full-time, post-licensure practicum for an academic year in a classroom in Dubuque.

The 4+1 program offers a rich balance of content research and pedagogical experience. Online courses merging novice and veteran teachers offer a diverse exchange of ideas. A January immersion course provides an experiential component to begin the graduate student journey and deepen understanding of the significant impact of socioeconomic factors in education. Monthly seminar discussions from September through May allow students to share practicum experiences.

**Required Coursework (30 credits):**

January

EDGR 523 Teaching Diverse Learners (3 credits, Milwaukee)

Summer

EDGR 500 Introduction to Graduate Research (3 credits, Online)

Fall

EDGR 561 Practicum I (9 credits, On Site)

EDGR 585-I Action Research I (3 credits, Online)

Spring

EDGR 562 Practicum II (9 credits, On Site)

EDGR 585-II Action Research II (3 credits, Online)

**Elective Coursework (6 credits) – Choose 2 courses from:**

EDGR 503 Brain-Based Learning

EDGR 513 Problem-Based Learning

EDGR 515 ESL and Bilingual Methods: Planning, Implementing, Managing, and Assessing Instruction

EDGR 525 Motivation and Management

EDGR 545 Balanced Literacy Programs

EDGR 548 Emergent Literacy

EDGR 549 Reading Interventions

EDGR 550 Advanced Practicum in Reading

EDGR 580 Special Topics Course



# DCSD and Clarke University 4 + 1



## What is the 4 + 1 Program?

The 4 + 1 Program is a twelve-month (plus early access graduate credit during senior year) post-baccalaureate (36 credit hours) program that provides Clarke University students who have completed a BA in education from Clarke University, and acquired teacher licensure, with the opportunity to engage in graduate study while simultaneously working in full-time elementary, middle, or secondary school teaching. Graduate students are mentored on a daily basis by an on-site master teacher.

Clarke University and the Dubuque Community School District formed the 4 + 1 Program to meet three objectives:

- 1) To provide an opportunity for an intensive, experienced-based Master of Arts in Education (MAE) for Clarke University students who graduate with a BA in education.
- 2) To structure action research that teaches master's degree candidates about the research process while enhancing the quality of instruction in the school district.
- 3) To build leadership capacity and professional development through intensive mentoring and significant district projects, increasing capacity for internal district leadership and increased student achievement.

## Program Elements

The program provides the Clarke graduate with a .5 collaborative teaching partner and the school with an additional .5 instructional leader. At the end of the school year, DCSD mentor teachers will receive a voucher valid for an amount equal to 2 credits which may be used as payment or partial payment for tuition for an undergraduate/graduate course at Clarke University. This voucher expires five years after the date of issue and is subject to all the policies established for its use including validation and transfer requirements. Vouchers may be redeemed by contacting the Student Accounts' office, [student.accounts@clarke.edu](mailto:student.accounts@clarke.edu).

The administrator and teacher collaboratively determine the work of the .5 instructional leader activities for the year. The DCSD teacher supports the Clarke graduate student's practicum and action research. Appropriate trade time arrangements are made with the DCSD teacher in order to attend one presentation at Clarke each semester.

DCSD teachers maintain their assignment to their current school.

The commitment of this assignment for the DCSD employee is for one year.

Commitment and openness to learning data interpretation, instructional strategies, and educational processes that support student achievement are important elements of the program for the DCSD teacher.

## DCSD School and Teacher Requirements

**School:** Select an instructional focus that is present in the school's CSIP; submit a plan that is understood and largely supported by the staff; make a commitment to support the proposal and the work of the DCSD teacher.

**Teacher:** Master's Degree; 3 or more years of successful classroom experience; desire to support a new professional; an intention to fully participate in the requirements of the program.

## **Roles and Responsibilities of the Partner Teachers in the Practicum and Action Research**

- What is the role of the DCSD teacher in the practicum?

The DCSD teacher supports the Clarke teacher (graduate student), who is a licensed teacher, to take on as much teaching responsibility as possible from Day One of the academic year's contract, including the behind-the-scenes responsibilities that could not be done as a student teacher. This support includes co-teaching, modeling, team planning, consultation about assessment, support for parent meetings, arranging to observe other teachers, and providing feedback on challenges and successes. The intent is to move the Clarke teacher beyond a successful student teaching experience to a master novice teacher level, providing a much closer mentorship and guided learning experience than is possible during most teachers' first year in the field. The DCSD teacher, Clarke supervising teacher, and Clarke teacher (graduate student) meet about once per month at the assigned school to reflect upon progress.

- What are the expectations for the Clarke teacher in the practicum?

Ideally, Clarke teachers are expected to do everything a first-year teacher does, but do it with the partner teacher available on a daily basis to help with the typical challenges of the first year of teaching. The Clarke teacher prepares, teaches, and assesses lessons to the most independent degree possible while meeting the P-12 student needs. The Clarke teacher should also observe his or her partner and other teachers, and co-teach for a portion of the instructional time to learn collaborative teaching strategies that benefit the P-12 students.

- What are the partner teachers' roles in the action research?

During the practicum, Clarke teachers take Action Research I and II online, and meet face-to-face monthly at Clarke to discuss their progress. DCSD teachers are invited but not required to attend these monthly meetings at Clarke. Clarke teachers take Action Research I from mid-August to early December to prepare and present a research proposal. Action Research II will take place in the spring (January to May) to conduct and write the research, and to present the study at its conclusion.

The DCSD teacher's role in the action research process is not to DO the coursework, but to support the Clarke teacher by providing potential research ideas, time frames, and/or logistical frameworks. The classroom is the setting for the research, so the DCSD teacher provides guidance in the best interest of the P-12 students. DCSD teachers may use flex time to attend the presentations that take place at the end of each semester (early December and early May).

## 4+1 Application Checklist

Name \_\_\_\_\_ Cohort Year \_\_\_\_\_

\_\_\_\_\_ Online Application

\_\_\_\_\_ Cumulative GPA of 3.25 or above for all coursework

\_\_\_\_\_ Grade of B+ or above in all clinical coursework

\_\_\_\_\_ One letter of recommendation from Clarke education department faculty supervising applicant's clinical work (reviewer completes it electronically on Clarke MAE website link)

\_\_\_\_\_ One letter of recommendation from any other Clarke faculty or staff member (reviewer completes it electronically on Clarke MAE website link)

\_\_\_\_\_ Dispositions Assessments demonstrating consistently high ratings in all categories

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\* \_\_\_\_\_ Written Performance assessment reflecting quality content and mechanics

\_\_\_\_\_ Successful student teaching as measured by student teaching evaluation processes

\*Education Department may require a written assessment and/or writing support services based upon Disposition Form data.

## Clarke Student Information for the DCSD

### Contact Information

Name \_\_\_\_\_

Email \_\_\_\_\_

Phone preference \_\_\_\_\_

Permanent address \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Clinical Experiences (Schools, grade levels, and content areas)

- Observations:
  
  
  
- Practica:
  
  
  
- Student Teaching:

### Work/Volunteer Experiences with Children/Youth (List and describe):

### Grade level preference

\_\_\_ Elementary (K-5)

\_\_\_ I prefer K-2. (Comments, if any):

\_\_\_ I prefer 3-5. (Comments, if any):

\_\_\_ Any grade K-5 is equally preferred.

\_\_\_ Middle School (6-8) (Comments, if any):

\_\_\_ High School (9-12) (Comments, if any):



## Content/Specialty Area Preference

**For elementary** (Within your endorsement areas, write 1, 2, 3, or N/A, with 1 being top preference):

- General elementary position
- Special education position
- Music/Art/PE position
- Other: \_\_\_\_\_

(Comments, if any): \_\_\_\_\_

**For middle school** (write 1, 2, 3, or N/A, with 1 being top preference):

- Language arts
- Math
- Science
- Social Studies
- Special education
- Other: \_\_\_\_\_

(Comments, if any): \_\_\_\_\_

**For high school**, name your major and minor areas: \_\_\_\_\_

(Comments, if any): \_\_\_\_\_

## Other Information

Please tell us anything else about you that would help determine an ideal placement for your 4+1 experience. *(What motivates you to teach? What experiences have you had that have influenced your career choice? What should we know about you to help us choose a partner teacher with whom you will closely and collegially work for a year?)*

# 4+1 Program Timeline

## **Pre-Practicum Phase (During Undergraduate Study and Post-Graduate Summer)**

**October** – Receive formal letter of acceptance and pay \$300 deposit (applied to student account)

**January** – Teaching Diverse Learners course/trip (Milwaukee, WI)

**April/May** – Conversations with Dubuque Community School District leaders, principals, and potential partner teachers to help determine placements

**May** – Placement finalized

**June/July** – Take EDGR 500 Introduction to Graduate Research

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## **Practicum Phase**

**August** – Attend DCSD new teacher meetings and inservice days; begin your first year of teaching with the support of a partner teacher, following the DCSD calendar

**September** – Begin monthly meetings at Clarke with other 4+1 Students

**August** – Begin Action Research I

**January** – Begin Action Research II

**May** – Participate in Clarke University's graduation ceremony and receive Masters of Education (MAE) degree

**June** – Complete the program on the final DCSD contract day



## Education Department

### EDGR 561: Practicum 1

#### Catalog Description, Credit Hours:

The course teaches beginning teachers how to plan, develop, conduct and evaluate teaching within an internship program for entry-level teachers. Topics include getting started, survival skills, classroom management, legal issues, classroom strategies, organizational skills, problem solving, planning, relieving stress, students with special needs, preparing students for state-wide assessments, aligning the curriculum with local, state and national standards. Information gained through this course can be very important for developing strong new teachers and school leaders.

9 credits

**Prerequisite:** Acceptance to 4+1 program

**Semester:** Fall 2020

**Time/Place:** DCSD schools/teacher contract times

#### Instructor Information:

Elizabeth Jekanowski EKH 210 Office Phone: 563-588- 6407 Email: <a href="mailto:elizabeth.jekanowski@clarke.edu">elizabeth.jekanowski@clarke.edu</a> Office Hours by appointment
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**Required Text/s:** none

**Required Materials/Equipment:** none

#### Course Goals and Statement connecting goals to the Clarke University Mission:

The primary goal of this course is to immerse students in an educational setting where they take on the everyday tasks of the classroom teacher with the support of and experienced professional. Part of the Clarke University mission is fostering and developing a learning community that supports personal and intellectual growth. This course will not only foster this in 4+1 students, but the collaborative nature of the program will assure the development of Clarke mission components in the Dubuque Community School District as well. The program will also assist in the professional development of teachers and leaders in the Dubuque Community School System.

**Course Outcomes and Assessments:**

<p>MAE Graduate Outcomes</p> <p>Clarke University envisions Master of Arts in Education graduates to be persons who will:</p>	<p>DEPARTMENT OUTCOMES</p> <p>(Iowa Teaching Standards)</p>	<p>COURSE OUTCOMES</p>	<p>PRODUCT/PROJECT</p> <p>(for achieving course outcomes)</p>	<p>PERFORMANCE ASSESSMENT</p> <p>(e.g., rubrics)</p>
<p>... synthesize educational concepts and theories that form the basis of instructional pedagogy.</p> <p>...demonstrate expertise as a reflective educational leader.</p>	<p>1. Demonstrates ability to enhance academic performance and support for and implementation of the school district's student achievement goals.</p> <p>2. Demonstrates competence in content knowledge appropriate to the teaching position.</p> <p>3. Demonstrates competence in planning and preparing for instruction.</p> <p>4. Uses strategies to deliver instruction that meet the multiple learning needs of students.</p>	<p>Students will connect research on Best Practice with the practice of creating and implementing meaningful learning experiences.</p>	<p>Daily lesson plans</p> <p>Unit plans</p> <p>Reflections</p>	<p>Teaching assessed using teaching evaluation based on eight Iowa Teaching Standards and Clarke University Dispositions form</p> <p>Portfolio Artifact Assessment</p> <p>Reflection rubric</p>
<p>... synthesize educational concepts and theories that form the basis of instructional pedagogy.</p> <p>...demonstrate expertise as a reflective educational leader.</p>	<p>3. Demonstrates competence in planning and preparing for instruction.</p> <p>4. Uses strategies to deliver instruction that meet the multiple learning needs of students.</p>	<p>Students will refine their interviewing, spoken, and written skills.</p>	<p>Daily lesson plans</p> <p>Unit plans</p> <p>Written communications</p> <p>Reflections</p>	<p>Teaching assessed using teaching evaluation based on eight Iowa Teaching Standards and Clarke University Dispositions form</p> <p>Portfolio Artifact Assessment</p>
<p>... synthesize educational concepts and theories that form the basis of instructional pedagogy.</p> <p>...demonstrate expertise as a reflective educational leader.</p>	<p>2. Demonstrates competence in content knowledge appropriate to the teaching position</p> <p>3. Demonstrates competence in planning and preparing for instruction.</p> <p>7. Engages in professional growth.</p>	<p>Students will enhance their understanding of curriculum and instruction.</p>	<p>Daily lesson plans</p> <p>Unit plans</p> <p>Reflections</p>	<p>Teaching assessed using teaching evaluation based on eight Iowa Teaching Standards and Clarke University Dispositions form</p> <p>Portfolio Artifact Assessment</p> <p>Reflection rubric</p>
<p>... synthesize educational concepts and theories</p>	<p>5. Uses a variety of methods to monitor student learning.</p>	<p>Students will read and discuss research articles with 4+1</p>	<p>Daily lesson plans</p> <p>Unit plans</p>	<p>Teaching assessed using teaching evaluation based</p>

<p>that form the basis of instructional pedagogy.</p> <p>...demonstrate expertise as a reflective educational leader.</p> <p>...analyze the social, ethical, spiritual, economic and political issues that influence the educational community and classroom.</p>	<p>7. Engages in professional growth.</p>	<p>instructional leader and supervisor.</p>	<p>Discussions</p> <p>Reflections</p>	<p>on eight Iowa Teaching Standards and Clarke University</p> <p>Dispositions form</p> <p>Portfolio Artifact Assessment</p> <p>Reflection rubric</p>
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**Attendance and participation policy including any required special events:**

Regular attendance is required since the student is the acting classroom teacher. To report absences, students should contact Clarke University instructor and follow instructions for reporting absences provided by DCSD.

**Grading Scale and Standards:**

Teaching assessed using teaching evaluation based on eight Iowa Teaching Standards and Clarke University Dispositions form. Reflections will be assessed using a rubric provided by the instructor.

Teaching Evaluation	40%
Portfolio Assessment	30%
Disposition Assessment	10%
Reflections	20%

**Grading Scale and Standards:**

94-100% A	84-86.9% B	74-76.9% C	64-66.9% D
90-93.9% A-	80-83.9% B-	70-73.9% C-	60-63.9% D-
87-89.9% B+	77-79.9% C+	67-69.9% D+	0-59.9% F

**Academic Support Services**

- Academic support is available in the library for all students by appointment or drop in. Providers include:
- Reference Librarians available for consultation and assistance. [library@clarke.edu](mailto:library@clarke.edu), (563)588-6320
- E-Learning Support Center available to assist students in using Moodle, troubleshooting online and hybrid courses, as well as the use of other software applications. Lingen Technology Commons.

- the MARC (Margaret Mann Academic Resource Center), 2<sup>nd</sup> floor, Room 228, (563) 588-8133
  - Writing Center: Writing coaches offer support with all steps of the writing process (prewriting, drafting, revising, editing, and proofreading) for all types of writing, including summaries, reflection and integrative essays, lab reports, case studies, research papers, and annotated bibliographies.
  - Learning Center: Learning Specialists and Academic Coaches trained to offer support with course content, study strategies, time-management, learning strategies, note-taking, and college-reading strategies. SWAG and other arranged, course study sessions provided.
  - Accommodation Services: Contact your instructor and the Disability Services Coordinator, (563) 588-8107

## Accommodation Services

Clarke University is committed to providing access and reasonable accommodations for individuals with learning and other disabilities to ensure equal access to educational programs and services as defined in Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Students needing reasonable accommodations should contact their instructor and the Disability Services Coordinator to inquire about the process and required documentation. Library 202, (563) 588-8107.

## Statement on Academic Integrity Policy

### GRADUATE ACADEMIC INTEGRITY POLICY

Clarke University's mission and Catholic tradition call us to act in ways that foster a more just world. Thus, we recognize academic integrity is fundamental to our work together. As a "caring, learning community committed to academic excellence," we cannot tolerate academic dishonesty because:

1. A community is built on personal relationships. Any breach of trust disrupts these relationships and weakens our community.
2. When caring individuals recognize value in another's work or ideas, their choice is to acknowledge and even celebrate it, rather than misrepresenting ownership of the work.
3. Academic excellence depends on a commitment to follow through on our learning. We cannot pretend to be excellent. We must work hard to achieve excellence, and we must assume responsibility to do so.
4. At the graduate level, the ethics of each professional program demand the student be held to a higher standard. Quality in one's professional life stems from the integrity of each person.

Students are expected to be aware of and abide by specific principles of academic honesty. Academic integrity specifically prohibits the following forms of academic misconduct:

#### .. Cheating

- .. Giving or receiving unauthorized assistance (e.g., copying another student's work or using unauthorized notes during an exam; communicating during exams, either face to face or for an online course; sharing one's work with another student; presenting work done in cooperation as an individual's own work).
- .. Consulting another student's work from previous semesters, or checking homework or test answers from previous semesters.
- .. Using unauthorized materials, such as hidden notes, tape recorders, cell phones, cameras, text messages, computers and other equipment.

#### .. Plagiarism

- .. Using another person's exact language without the use of quotation marks or proper citation.
- .. Re-arranging another's ideas or material and presenting them as original work without providing proper citation.
- .. Submitting another's work as one's own; this includes purchasing work from other sources, including the internet.
- .. Submitting a translation of someone else's original words claiming them as one's own.

#### .. Other forms of academic misconduct:

- .. Submitting a previously graded assignment without the current instructor's permission.
- .. Falsifying, fabricating, or distorting information (e.g., providing an erroneous source, taking a test for another student, altering college documents, forging an instructor's signature).
- .. Engaging in misrepresentation (e.g., lying to improve one's grade; turning in another student's work as one's own; falsely claiming to have attended an assigned function such as a theatrical performance, a public speech, a job interview, a home visit, etc.).
- .. Seeking unfair advantage (e.g., requesting an extension by using a falsified excuse, obtaining an exam prior to its administration).
- .. Denying access to information or material to others (e.g. stealing or defacing print or non-print materials).
- .. Stealing, abusing, or destroying academic property (e.g., stealing library materials, vandalism of academic property).
- .. Bribing, (e.g., offering materials or services of value to gain academic advantage for oneself or another).
- .. Engaging in misconduct in research and creative endeavors (e.g., failure to adhere to federal, state, municipal, or university regulations for the protection of human and other subjects).
- .. Making unauthorized copies of copyrighted materials including software and any other non-print media.

#### ..In addition, we expect students to act with civility and professional behavior.

- ..Students are expected to act as ethical individuals.
- ..Exhibit appropriate professional conduct and represent the profession effectively.
- ..Accept responsibility for personal and professional growth. Students will fulfill commitments and be accountable for their own actions.
- ..Interact effectively and respectfully with peers, faculty, and staff.

Any violation of this policy will be treated as a serious matter. Penalties ranging from failure of the assignment or exam to failure of the course will be enforced. In cases of repeated or flagrant violations, a student may be dismissed from the university. A repeat offense of a serious nature will likely result in dismissal from the program. Faculty members will report cases of academic dishonesty to the academic affairs office. If applicable, the student life office will be notified as well for additional disciplinary action.

Students facing allegations of academic dishonesty may not withdraw from the course or courses where the alleged violations occurred. Students should continue to attend classes and meet course requirements at least until a final sanction has been determined. Unauthorized withdrawals, or those posted before the violation is discovered, will be reversed. If in a particular situation the appropriate bodies decide there was no violation of the policy or the sanction was unwarranted, the student will have the option of withdrawing from the course.

## **ACADEMIC INTEGRITY REPORTING AND APPEAL PROCESS**

Faculty members report cases of academic dishonesty to the academic affairs. Cases will be brought to and decided by the Academic Integrity Board (AIB). At the graduate level, members of the AIB will include representatives from each graduate program, serving on the Graduate Policy Council. A graduate student from a different discipline than the accused will also sit on the Board. A department may recommend a course of action or consequence, but ultimately, the decision rests with the AIB.

This board is also charged with resolving student appeals of academic integrity violations.

### **Student Appeal of Charge**

1. The faculty member reports the violation to the appropriate dean or designated official and to the student within 7 business days of discovering the offense.
2. The student has 5 business days from the day of being informed of the alleged violation to contact the chair of the board expressing the intent to appeal the charge. The chair will then supply the student with a copy of the appeal form. The student must complete and submit the form to the AIB chair within the next 2 business days.
3. The chair and the vice chair of the Academic Integrity Board will receive paperwork and, within 3 business days of receipt, determine a date and time of the appeal meeting and the composition of the board. The official meeting will occur within 10 business days of the date when the chair and vice chair receive this paperwork.
4. If the student has materials for the board to review, they must be presented to the chair at least 24 hours before the AIB meeting.
5. Students called before the board may ask one support person to accompany them; however, this person will not be involved in the conversation and will be required to sign a confidentiality agreement prior to the meeting.
6. The faculty member who made the initial charge may be required by the AIB to attend the meeting.
7. The student will be notified by the board of its determination/findings within 7 business days of the AIB meeting.

### **Multiple Offenses and Board-Initiated Meetings**

1. The faculty member reports the violation to the appropriate dean or designated official and to the student within 7 business days of discovering offense.
2. Multiple offenses: The dean will notify the chair and vice chair of the AIB in cases of multiple offenses within 3 business days after receiving notification from the faculty member. The chair and the vice chair will receive all pertinent documentation and within 3 business days of receipt will notify the student, determine the composition of the board, and communicate the date and time of the meeting. The official meeting will occur within 10 business days of the date when the chair and the vice chair receive this paperwork.
3. Board initiated: After the dean shares information with the chair and the vice chair on each student violation of the academic integrity policy reported by faculty, the chair and the vice chair will determine whether or not a meeting should be held. Within 3 business days of receipt, they will notify the student, determine the composition of the board, and communicate the date and time of the meeting. The official meeting will occur within 10 business days of the date when the chair and the vice chair receive this paperwork.
4. In either multiple offenses or board-initiated cases, the student may provide additional material for the board to review. This information must be presented to the chair at least 24 hours before the AIB meeting.
5. In either multiple offenses or board-initiated cases, the faculty member who made the initial charge may choose to attend or not to attend the AIB meeting.
6. Students called before the board may ask one support person to accompany them; however, this person will not be involved in the conversation and will be required to sign a confidentiality agreement prior to the meeting.
7. The faculty member who made the initial charge may be required by the AIB to attend the meeting.
8. After reaching a decision, the AIB makes a recommendation to the vice president of academic affairs. The Academic Affairs Office notifies the student of the final decision within 7 business days of the AIB meeting.

## **Academic Federal Government Policy**

Academic credit is awarded based on student achievement resulting from instruction and out-of-class student work. For every credit received in a semester (fifteen weeks or the equivalent), the graduate student should expect to participate in at least one hour of direct instruction (face-to-face or online) and to complete a minimum of three additional hours of out-of-class student work. (Approved by Graduate Council, March, 2011)

Academic credit is awarded based on student achievement resulting from instruction and out-of-class student work. For every credit received in a semester (fifteen weeks or the equivalent), the undergraduate student should expect to participate in at least one hour of direct instruction (face-to-face or online) and to complete a minimum of two additional hours of student work per week. The Federal government requires this minimum standard for instruction and corresponding student work be used in awarding Federal financial aid (34 CFR 600.2).

Example: A three-credit hour course would require a minimum of 9 hours of student work (instruction and homework) weekly.

### **Disclaimer -Dates May Change:**

Due to class accommodation scheduled dates for assignments, tests, projects and products may change. Assignments are subject to revision dependent upon the progress of the class.

### **Course Schedule**

Students will carry out daily duties of a classroom/specialist teacher including, but not limited to, planning for and delivering instruction, assessing students, supervising students, and communicating with students, parents, colleagues, and administrators. Students will follow the DCSD calendar and school schedule.



## Education Department

### EDGR 562: Practicum 2

#### Catalog Description, Credit Hours:

The course teaches beginning teachers how to plan, develop, conduct and evaluate teaching within an internship program for entry-level teachers. Topics include getting started, survival skills, classroom management, legal issues, classroom strategies, organizational skills, problem solving, planning, relieving stress, students with special needs, preparing students for state-wide assessments, aligning the curriculum with local, state and national standards. Information gained through this course can be very important for developing strong new teachers and school leaders.

9 credits

**Prerequisite:** EDGR 561: Practicum I

**Semester:** Spring 2018

**Time/Place:** DCSD schools/teacher contract times

#### Instructor Information:

Elizabeth Jekanowski, Ph.D. EKH 210 Office Phone: 563-588-6407 Email: <a href="mailto:elizabeth.jekanowski@clarke.edu">elizabeth.jekanowski@clarke.edu</a> Office Hours by appointment
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**Required Text/s:** none

**Required Materials/Equipment:** none

#### Course Goals and Statement connecting goals to the Clarke University Mission:

The primary goal of this course is to immerse students in an educational setting where they take on the everyday tasks of the classroom teacher with the support of and experienced professional. Part of the Clarke University mission is fostering and developing a learning community that supports personal and intellectual growth. This course will not only foster this in 4+1 students, but the collaborative nature of the program will assure the development of Clarke mission components in the Dubuque Community School District as well. The program will also assist in the professional development of teachers and leaders in the Dubuque Community School System.

#### Course Outcomes and Assessments:



<p>MAE Graduate Outcomes</p> <p>Clarke University envisions Master of Arts in Education graduates to be persons who will:</p>	<p>DEPARTMENT OUTCOMES (Iowa Teaching Standards)</p>	<p>COURSE OUTCOMES</p>	<p>PRODUCT/PROJECT (for achieving course outcomes)</p>	<p>PERFORMANCE ASSESSMENT (e.g., rubrics)</p>
<p>... synthesize educational concepts and theories that form the basis of instructional pedagogy.</p> <p>...demonstrate expertise as a reflective educational leader.</p>	<p>1. Demonstrates ability to enhance academic performance and support for and implementation of the school district's student achievement goals.</p> <p>2. Demonstrates competence in content knowledge appropriate to the teaching position.</p> <p>3. Demonstrates competence in planning and preparing for instruction.</p> <p>4. Uses strategies to deliver instruction that meet the multiple learning needs of students.</p>	<p>Students will connect research on Best Practice with the practice of creating and implementing meaningful learning experiences.</p>	<p>Daily lesson plans</p> <p>Unit plans</p> <p>Reflections</p>	<p>Teaching assessed using teaching evaluation based on eight Iowa Teaching Standards and Clarke University Dispositions form</p> <p>Portfolio Artifact Assessment</p> <p>Reflection rubric</p>
<p>... synthesize educational concepts and theories that form the basis of instructional pedagogy.</p> <p>...demonstrate expertise as a reflective educational leader.</p>	<p>3. Demonstrates competence in planning and preparing for instruction.</p> <p>4. Uses strategies to deliver instruction that meet the multiple learning needs of students.</p>	<p>Students will refine their interviewing, spoken, and written skills.</p>	<p>Daily lesson plans</p> <p>Unit plans</p> <p>Written communications</p> <p>Reflections</p>	<p>Teaching assessed using teaching evaluation based on eight Iowa Teaching Standards and Clarke University Dispositions form</p> <p>Portfolio Artifact Assessment</p>
<p>... synthesize educational concepts and theories that form the basis of instructional pedagogy.</p> <p>...demonstrate expertise as a reflective educational leader.</p>	<p>2. Demonstrates competence in content knowledge appropriate to the teaching position</p> <p>3. Demonstrates competence in planning and preparing for instruction.</p> <p>7. Engages in professional growth.</p>	<p>Students will enhance their understanding of curriculum and instruction.</p>	<p>Daily lesson plans</p> <p>Unit plans</p> <p>Reflections</p>	<p>Teaching assessed using teaching evaluation based on eight Iowa Teaching Standards and Clarke University Dispositions form</p> <p>Portfolio Artifact Assessment</p> <p>Reflection rubric</p>
<p>... synthesize educational concepts and theories that form the basis of instructional pedagogy.</p>	<p>5. Uses a variety of methods to monitor student learning.</p> <p>7. Engages in professional growth.</p>	<p>Students will read and discuss research articles with 4+1 instructional leader and supervisor.</p>	<p>Daily lesson plans</p> <p>Unit plans</p> <p>Discussions</p>	<p>Teaching assessed using teaching evaluation based on eight Iowa Teaching</p>

<p>...demonstrate expertise as a reflective educational leader.</p> <p>...analyze the social, ethical, spiritual, economic and political issues that influence the educational community and classroom.</p>			Reflections	<p>Standards and Clarke University</p> <p>Dispositions form</p> <p>Portfolio Artifact Assessment</p> <p>Reflection rubric</p>
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**Attendance and participation policy including any required special events:**

Regular attendance is required since the student is the acting classroom teacher. To report absences, students should contact Clarke University instructor and follow instructions for reporting absences provided by DCSD.

**Grading Scale and Standards:**

Teaching assessed using teaching evaluation based on eight Iowa Teaching Standards and Clarke University Dispositions form. Reflections will be assessed using a rubric provided by the instructor.

Teaching Evaluation	40%
Portfolio Assessment	30%
Disposition Assessment	10%
Reflections	20%

**Grading Scale and Standards:**

94-100% A	84-86.9% B	74-76.9% C	64-66.9% D
90-93.9% A-	80-83.9% B-	70-73.9% C-	60-63.9% D-
87-89.9% B+	77-79.9% C+	67-69.9% D+	60-59.9% F

**Academic Support Services**

- Academic support is available in the library for all students by appointment or drop in. Providers include:
- Reference Librarians available for consultation and assistance. [library@clarke.edu](mailto:library@clarke.edu), (563)588-6320
- E-Learning Support Center available to assist students in using Moodle, troubleshooting online and hybrid courses, as well as the use of other software applications. Lingen Technology Commons.
- the MARC (Margaret Mann Academic Resource Center), 2<sup>nd</sup> floor, Room 228, (563) 588-8133
  - Writing Center: Writing coaches offer support with all steps of the writing process (prewriting, drafting, revising, editing, and proofreading) for all types of writing, including summaries, reflection and integrative essays, lab reports, case studies, research

- papers, and annotated bibliographies.
- Learning Center: Learning Specialists and Academic Coaches trained to offer support with course content, study strategies, time-management, learning strategies, note-taking, and college-reading strategies. SWAG and other arranged, course study sessions provided.
- Accommodation Services: Contact your instructor and the Disability Services Coordinator, (563) 588-8107

### **Accommodation Services**

Clarke University is committed to providing access and reasonable accommodations for individuals with learning and other disabilities to ensure equal access to educational programs and services as defined in Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Students needing reasonable accommodations should contact their instructor and the Disability Services Coordinator to inquire about the process and required documentation. Library 202, (563) 588-8107.

### **Statement on Academic Integrity Policy**

## **GRADUATE ACADEMIC INTEGRITY POLICY**

Clarke University's mission and Catholic tradition call us to act in ways that foster a more just world. Thus, we recognize academic integrity is fundamental to our work together. As a "caring, learning community committed to academic excellence," we cannot tolerate academic dishonesty because:

1. A community is built on personal relationships. Any breach of trust disrupts these relationships and weakens our community.
2. When caring individuals recognize value in another's work or ideas, their choice is to acknowledge and even celebrate it, rather than misrepresenting ownership of the work.
3. Academic excellence depends on a commitment to follow through on our learning. We cannot pretend to be excellent. We must work hard to achieve excellence, and we must assume responsibility to do so.
4. At the graduate level, the ethics of each professional program demand the student be held to a higher standard. Quality in one's professional life stems from the integrity of each person.

Students are expected to be aware of and abide by specific principles of academic honesty. Academic integrity specifically prohibits the following forms of academic misconduct:

#### **.. Cheating**

- .. Giving or receiving unauthorized assistance (e.g., copying another student's work or using unauthorized notes during an exam; communicating during exams, either face to face or for an online course; sharing one's work with another student ;presenting work done in cooperation as an individual's own work).
- .. Consulting another student's work from previous semesters, or checking homework or test answers from previous semesters.
- .. Using unauthorized materials, such as hidden notes, tape recorders, cell phones, cameras, text messages, computers and other equipment.

#### **.. Plagiarism**

- .. Using another person's exact language without the use of quotation marks or proper citation.
- .. Re-arranging another's ideas or material and presenting them as original work without providing proper citation.
- .. Submitting another's work as one's own; this includes purchasing work from other sources, including the internet.
- .. Submitting a translation of someone else's original words claiming them as one's own.

#### **.. Other forms of academic misconduct:**

- .. Submitting a previously graded assignment without the current instructor's permission.
- .. Falsifying, fabricating, or distorting information (e.g., providing an erroneous source, taking a test for another student, altering college documents, forging an instructor's signature).
- .. Engaging in misrepresentation (e.g., lying to improve one's grade; turning in another student's work as one's own; falsely claiming to have attended an assigned function such as a theatrical performance, a public speech, a job interview, a home visit, etc.).
- .. Seeking unfair advantage (e.g., requesting an extension by using a falsified excuse, obtaining an exam prior to its administration).
- .. Denying access to information or material to others (e.g. stealing or defacing print or non-print materials).
- .. Stealing, abusing, or destroying academic property (e.g., stealing library materials, vandalism of academic property).
- .. Bribing, (e.g., offering materials or services of value to gain academic advantage for oneself or another).
- .. Engaging in misconduct in research and creative endeavors (e.g., failure to adhere to federal, state, municipal, or university regulations for the protection of human and other subjects).
- .. Making unauthorized copies of copyrighted materials including software and any other non-print media.

#### **..In addition, we expect students to act with civility and professional behavior.**

- ..Students are expected to act as ethical individuals.
- ..Exhibit appropriate professional conduct and represent the profession effectively.
- ..Accept responsibility for personal and professional growth. Students will fulfill commitments and be accountable for their own actions.
- ..Interact effectively and respectfully with peers, faculty, and staff.

Any violation of this policy will be treated as a serious matter. Penalties ranging from failure of the assignment or exam to failure of the course will be enforced. In cases of repeated or flagrant violations, a student may be dismissed from the university. A repeat offense of a serious nature will likely result in dismissal from the program. Faculty members will report cases of academic dishonesty to the academic affairs office. If applicable, the student life office will be notified as well for additional disciplinary action.

Students facing allegations of academic dishonesty may not withdraw from the course or courses where the alleged violations occurred. Students should continue to attend classes and meet course requirements at least until a final sanction has been determined. Unauthorized withdrawals, or those posted before the violation is discovered, will be reversed. If in a particular situation the appropriate bodies decide there was no violation of the policy or the sanction was unwarranted, the student will have the option of withdrawing from the course.

## **ACADEMIC INTEGRITY REPORTING AND APPEAL PROCESS**

Faculty members report cases of academic dishonesty to the academic affairs. Cases will be brought to and decided by the Academic Integrity Board (AIB). At the graduate level, members of the AIB will include representatives from each graduate program, serving on the Graduate Policy Council. A graduate student from a different discipline than the accused will also sit on the Board. A department may recommend a course of action or consequence, but ultimately, the decision rests with the AIB.

This board is also charged with resolving student appeals of academic integrity violations.

### **Student Appeal of Charge**

1. The faculty member reports the violation to the appropriate dean or designated official and to the student within 7 business days of discovering the offense.
2. The student has 5 business days from the day of being informed of the alleged violation to contact the chair of the board expressing the intent to appeal the charge. The chair will then supply the student with a copy of the appeal form. The student must complete and submit the form to the AIB chair within the next 2 business days.
3. The chair and the vice chair of the Academic Integrity Board will receive paperwork and, within 3 business days of receipt, determine a date and time of the appeal meeting and the composition of the board. The official meeting will occur within 10 business days of the date when the chair and vice chair receive this paperwork.
4. If the student has materials for the board to review, they must be presented to the chair at least 24 hours before the AIB meeting.
5. Students called before the board may ask one support person to accompany them; however, this person will not be involved in the conversation and will be required to sign a confidentiality agreement prior to the meeting.
6. The faculty member who made the initial charge may be required by the AIB to attend the meeting.
7. The student will be notified by the board of its determination/findings within 7 business days of the AIB meeting.

### **Multiple Offenses and Board-Initiated Meetings**

1. The faculty member reports the violation to the appropriate dean or designated official and to the student within 7 business days of discovering offense.
2. Multiple offenses: The dean will notify the chair and vice chair of the AIB in cases of multiple offenses within 3 business days after receiving notification from the faculty member. The chair and the vice chair will receive all pertinent documentation and within 3 business days of receipt will notify the student, determine the composition of the board, and communicate the date and time of the meeting. The official meeting will occur within 10 business days of the date when the chair and the vice chair receive this paperwork.
3. Board initiated: After the dean shares information with the chair and the vice chair on each student violation of the academic integrity policy reported by faculty, the chair and the vice chair will determine whether or not a meeting should be held. Within 3 business days of receipt, they will notify the student, determine the composition of the board, and communicate the date and time of the meeting. The official meeting will occur within 10 business days of the date when the chair and the vice chair receive this paperwork.
4. In either multiple offenses or board-initiated cases, the student may provide additional material for the board to review. This information must be presented to the chair at least 24 hours before the AIB meeting.
5. In either multiple offenses or board-initiated cases, the faculty member who made the initial charge may choose to attend or not to attend the AIB meeting.
6. Students called before the board may ask one support person to accompany them; however, this person will not be involved in the conversation and will be required to sign a confidentiality agreement prior to the meeting.
7. The faculty member who made the initial charge may be required by the AIB to attend the meeting.
8. After reaching a decision, the AIB makes a recommendation to the vice president of academic affairs. The Academic Affairs Office notifies the student of the final decision within 7 business days of the AIB meeting.

### **Academic Federal Government Policy**

Academic credit is awarded based on student achievement resulting from instruction and out-of-class student work. For every credit received in a semester (fifteen weeks or the equivalent), the graduate student should expect to participate in at least one hour of direct instruction (face-to-face or online) and to complete a minimum of three additional hours of out-of-class student work. (Approved by Graduate Council, March, 2011)

Academic credit is awarded based on student achievement resulting from instruction and out-of-class student work. For every credit received in a semester (fifteen weeks or the equivalent), the undergraduate student should expect to participate in at least one hour of direct instruction (face-to-face or online) and to complete a minimum of two additional hours of student work per week. The Federal government requires this minimum standard for instruction and corresponding student work be used in awarding Federal financial aid (34 CFR 600.2).

Example: A three-credit hour course would require a minimum of 9 hours of student work (instruction and homework) weekly.

### **Disclaimer -Dates May Change:**

Due to class accommodation scheduled dates for assignments, tests, projects and products may change. Assignments are subject to revision dependent upon the progress of the class.

**Course Schedule:** Students will carry out daily duties of a classroom/specialist teacher including, but not limited to, planning for and delivering instruction, assessing students, supervising students, and communicating with students, parents, colleagues, and administrators. Students will follow the DCSD calendar and school schedule.

## **4+1 Practicum Requirements -- Fall**

1. Portfolio – demonstrates evidence of 8 Iowa Teaching Standards
  - a. For first semester, please collect 2 data points/artifacts for each of the 8 standards (total of 16).
  - b. You will present your portfolio to your Clarke supervisor in December.
  - c. You may use any format you prefer (i.e. electronic, binder, box of artifacts, etc.)
  
2. Disposition Form – You will be evaluated using the Clarke University Clinical Disposition form.
  
3. Reflection - Because reflection is an integral part of successful teaching and learning, we ask that you hand in a holistic reflection three times this semester.
  - a. Reflections will be due the second Monday in September, first Monday in October, and first Monday in December. Please email them to your supervisor on or before the due date.
  - b. Use the 4+1 Reflection Rubric to guide you.
  - c. Reflections will be graded on content rather than length, but three to five pages double-spaced offers a guideline.
  - d. Reflections should focus on the following:
    - Reflection 1 should focus on your experiences as you started the new school year and began to get to know and build relationships with your students and colleagues.
    - Reflection 2 should focus on the experience of assessing students and gathering information to prepare for parent teacher conferences as well as other ways you have worked on parent involvement.
    - Reflection 3 should focus on the ways the first half of the school year has met or has not met your expectations. What has been the most surprising part of teaching so far? What do you feel you have done particularly well? What are some goals that you have for yourself as you look ahead to the second half of the school year? Are there some things you'd like to implement or modify?

## 4+1 Practicum Requirements -- Spring

1. Portfolio – demonstrates evidence of 8 Iowa Teaching Standards
  - a. For second semester, please collect at least 2 additional data points/artifacts for each of the 8 standards (bringing the total to at least 32).
  - b. You will present your portfolio to your Clarke supervisor in May, and highlights of it to your 4+1 teams in May as well.
  
2. Disposition Form – You will be evaluated using the Clarke University Clinical Disposition form.
  
3. Reflection - Because reflection is an integral part of successful teaching and learning, we ask that you hand in a holistic reflection 3 times this semester.
  - a. Reflections will be due to your Clarke supervisor on the second Monday in February, the third Monday in March, and the third Monday in April. Please email them on or before the due date.
  - b. Use the 4+1 Reflection Rubric to guide you.
  - c. Reflections will be graded on content rather than length, but three to five pages double spaced offers a guideline.
  - d. Reflections should focus on the following:
    - Reflection 1 should focus on your teaching and learning.
    - Reflection 2 should focus on the entire 4+1 program. Specifically please address the following questions: 1.) In what ways have I grown throughout the past year as a result of participating in the 4+1 program? 2.) How has my DCSD teacher helped me? 3.) How have I helped her/them? 4.) What do I wish I had known coming into the program 5.)What would make the 4+1 program better?
    - Reflection 3 should focus directly on the 8 Iowa Teaching Standards. Reflect on your growth in each area. You do not have to discuss each of the 42 criteria, but should make sure to include each standard.

### **4+1 Support from Clarke Supervisor**

Visits to your classroom(s) at least 3x each semester

Observe and provide feedback at least 2x per semester

Support as you compile 16 portfolio competencies per semester (Iowa Teaching Standards)

1-1 conferences at Clarke or another location at the end of each semester

Availability via email, phone, and office for ongoing support

### 4+1 Pre/Post Practicum Assessment (Iowa Teaching Standards)

Please complete this assessment in mid-September and mid-May. Decide whether to complete it collaboratively or independently, but do it the same way both semesters. Please highlight each score, provide comments/goals as desired, and share or email the completed form to Beth Putnam at beth.putnam@clarke.edu.

Check one: \_\_\_\_ Pre-Assessment (Fall)                      \_\_\_\_ Post-Assessment (Spring)

DCSD Teacher \_\_\_\_\_

Clarke Teacher \_\_\_\_\_

Person(s) completing this form \_\_\_\_\_

1 – not at all    2 – very little    3 – somewhat    4 - moderately well    5 – very well

<b>Standard 1 - Demonstrates ability to enhance academic performance and support or implementation of the school district student achievement goals.</b>					
a. Provides evidence of student learning to students, families, and staff	1	2	3	4	5
b. Implements strategies supporting student, building, and district goals	1	2	3	4	5
c. Uses student performance data as a guide for decision making	1	2	3	4	5
d. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student	1	2	3	4	5
e. Creates an environment of mutual respect, rapport, and fairness	1	2	3	4	5
f. Participates in and contributes to a school culture that focuses on improved student learning	1	2	3	4	5
g. Communicates with students, families, colleagues, and communities effectively and accurately	1	2	3	4	5
Comments/Goals:					

<b>Standard 2-Demonstrates competence in content knowledge appropriate to the teaching position.</b>					
a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area	1	2	3	4	5
b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student	1	2	3	4	5
c. Relates ideas and information within and across content areas	1	2	3	4	5



d. Understands and uses instructional strategies that are appropriate to the content area	1	2	3	4	5
Comments/Goals:					

<b>Standard 3 -Demonstrates competence in planning and preparing for instruction</b>					
a. Utilizes student achievement data, local standards, and the district curriculum in planning for instruction	1	2	3	4	5
b. Sets and communicates high expectations for social, behavioral, and academic success of all students	1	2	3	4	5
c. Uses students' developmental needs, background, and interests in planning for instruction	1	2	3	4	5
d. Selects strategies to engage all students in learning	1	2	3	4	5
e. Uses available resources, including technologies, in the development and sequencing of instruction	1	2	3	4	5
Comments/Goals:					

<b>Standard 4 -Uses strategies to deliver instruction that meet the multiple learning needs of students</b>					
a. Aligns classroom instruction with local standards and district curriculum	1	2	3	4	5
b. Uses research-based instructional strategies that address the full range of cognitive levels	1	2	3	4	5
c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs	1	2	3	4	5
d. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth	1	2	3	4	5
e. Connects students' prior knowledge, life experiences, and interests in the instructional process	1	2	3	4	5

f. Uses available resources, including technologies, in the delivery of instruction	1	2	3	4	5
Comments/Goals:					

<b>Standard 5 -Uses a variety of methods to monitor student learning</b>					
a. Aligns classroom assessment with instruction	1	2	3	4	5
b. Communicates assessment criteria and standards to all students and parents	1	2	3	4	5
c. Understands and uses the results of multiple assessments to guide planning and instruction	1	2	3	4	5
d. Guides students in goal setting and assessing their own learning	1	2	3	4	5
e. Provides substantive, timely, and constructive feedback to students and parents	1	2	3	4	5
f. Works with other staff and building and district leadership in analysis of student progress	1	2	3	4	5
Comments/Goals:					

<b>Standard 6 - Demonstrates competence in classroom management</b>					
a. Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student	1	2	3	4	5
b. Establishes, communicates, models, and maintains standards of responsible student behavior	1	2	3	4	5
c. Develops and implements classroom procedures and routines that support high expectations for learning	1	2	3	4	5
d. Uses instructional time effectively to maximize student achievement	1	2	3	4	5

e. Creates a safe and purposeful learning environment	1	2	3	4	5
Comments/Goals:					

<b>Standard 7 - Engages in professional growth</b>					
a. Demonstrates habits and skills of continuous inquiry and learning					
b. Works collaboratively to improve professional practice and student learning	1	2	3	4	5
c. Applies research, knowledge, and skills from professional development opportunities to improve practice	1	2	3	4	5
d. Establishes and implements professional development plans based upon the teacher needs aligned to the Iowa Teaching Standards and district/building student achievement goals	1	2	3	4	5
Comments/Goals:					

<b>Standard 8 - Fulfills professional responsibilities established by the school district</b>					
a. Adheres to board policies, district procedures, and contractual obligations	1	2	3	4	5
b. Demonstrates professional and ethical conduct as defined by state law and individual district policy	1	2	3	4	5
c. Contributes to efforts to achieve district and building goals	1	2	3	4	5
d. Demonstrates an understanding of and respect for all learners and staff	1	2	3	4	5
e. Collaborates with students, families, colleagues, and communities to enhance student learning	1	2	3	4	5
Comments/Goals:					

**4+1 Portfolio Assessment  
Iowa Teaching Standards**

This assessment will be completed in December and May as you review your portfolio with your Clarke supervisor. The minimum requirement is 16 competencies per semester, addressing at least two criteria for each standard per semester.

1 – not at all    2 – very little    3 – somewhat    4 - moderately well    5 – very well

<b>Standard 1 - Demonstrates ability to enhance academic performance and support or implementation of the school district student achievement goals.</b>		
h. Provides evidence of student learning to students, families, and staff	1 2 3 4 5	Comments
i. Implements strategies supporting student, building, and district goals	1 2 3 4 5	
j. Uses student performance data as a guide for decision making	1 2 3 4 5	
k. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student	1 2 3 4 5	
l. Creates an environment of mutual respect, rapport, and fairness	1 2 3 4 5	
m. Participates in and contributes to a school culture that focuses on improved student learning	1 2 3 4 5	
n. Communicates with students, families, colleagues, and communities effectively and accurately	1 2 3 4 5	
<b>Standard 2-Demonstrates competence in content knowledge appropriate to the teaching position.</b>		
e. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area	1 2 3 4 5	
f. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student	1 2 3 4 5	
g. Relates ideas and information within and across content areas	1 2 3 4 5	
h. Understands and uses instructional strategies that are appropriate to the content area	1 2 3 4 5	
<b>Standard 3 -Demonstrates competence in planning and preparing for instruction</b>		
f. Utilizes student achievement data, local standards, and the district curriculum in planning for instruction	1 2 3 4 5	
g. Sets and communicates high expectations for social, behavioral, and academic success of all students	1 2 3 4 5	
h. Uses students' developmental needs, background, and interests in planning for instruction	1 2 3 4 5	
i. Selects strategies to engage all students in learning	1 2 3 4 5	
j. Uses available resources, including technologies, in the development and sequencing of instruction	1 2 3 4 5	
<b>Standard 4 -Uses strategies to deliver instruction that meet the multiple learning needs of students</b>		
g. Aligns classroom instruction with local standards and district curriculum	1 2 3 4 5	
h. Uses research-based instructional strategies that address the full range of cognitive levels	1 2 3 4 5	

i. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs	1	2	3	4	5	
j. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth	1	2	3	4	5	
k. Connects students' prior knowledge, life experiences, and interests in the instructional process	1	2	3	4	5	
l. Uses available resources, including technologies, in the delivery of instruction	1	2	3	4	5	
<b>Standard 5 -Uses a variety of methods to monitor student learning</b>						
g. Aligns classroom assessment with instruction	1	2	3	4	5	
h. Communicates assessment criteria and standards to all students and parents	1	2	3	4	5	
i. Understands and uses the results of multiple assessments to guide planning and instruction	1	2	3	4	5	
j. Guides students in goal setting and assessing their own learning	1	2	3	4	5	
k. Provides substantive, timely, and constructive feedback to students and parents	1	2	3	4	5	
l. Works with other staff and building and district leadership in analysis of student progress	1	2	3	4	5	
<b>Standard 6 - Demonstrates competence in classroom management</b>						
f. Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student	1	2	3	4	5	
g. Establishes, communicates, models, and maintains standards of responsible student behavior	1	2	3	4	5	
h. Develops and implements classroom procedures and routines that support high expectations for learning	1	2	3	4	5	
i. Uses instructional time effectively to maximize student achievement	1	2	3	4	5	
j. Creates a safe and purposeful learning environment	1	2	3	4	5	
<b>Standard 7 - Engages in professional growth</b>						
e. Demonstrates habits and skills of continuous inquiry and learning						
f. Works collaboratively to improve professional practice and student learning	1	2	3	4	5	
g. Applies research, knowledge, and skills from professional development opportunities to improve practice	1	2	3	4	5	
h. Establishes and implements professional development plans based upon the teacher needs aligned to the Iowa Teaching Standards and district/building student achievement goals	1	2	3	4	5	
<b>Standard 8 - Fulfills professional responsibilities established by the school district</b>						
f. Adheres to board policies, district procedures, and contractual obligations	1	2	3	4	5	
g. Demonstrates professional and ethical conduct as defined by state law and individual district policy	1	2	3	4	5	
h. Contributes to efforts to achieve district and building goals	1	2	3	4	5	
i. Demonstrates an understanding of and respect for all learners and staff	1	2	3	4	5	
j. Collaborates with students, families, colleagues, and communities to enhance student learning	1	2	3	4	5	





## 4+1 Observation Rubric

Iowa Teaching Standard	Comments
<b>1. Demonstrates ability to enhance academic performance and support for implementation of the school district student achievement goals.</b>	
<ul style="list-style-type: none"> <li>a. Provides evidence of student learning to students, families, and staff.</li> <li>b. Implements strategies supporting student, building, and district goals.</li> <li>c. Uses student performance data as a guide for decision making.</li> <li>d. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.</li> <li>e. Creates an environment of mutual respect, rapport, and fairness.</li> <li>f. Participates in and contributes to a school culture that focuses on improved student learning.</li> <li>g. Communicates with students, families, colleagues, and communities effectively and accurately.</li> </ul>	
<b>2. Demonstrates competence in content knowledge appropriate to the teaching position.</b>	
<ul style="list-style-type: none"> <li>a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.</li> <li>b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.</li> <li>c. Relates ideas and information within and across content areas.</li> <li>d. Understands and uses instructional strategies that are appropriate to the content area.</li> </ul>	
<b>3. Demonstrates competence in planning and preparing for instruction.</b>	
<ul style="list-style-type: none"> <li>a. Utilizes student achievement data, local standards, and the district curriculum in planning for instruction.</li> <li>b. Sets and communicates high expectations for social, behavioral, and academic success of all students.</li> <li>c. Uses students' developmental needs, background, and interests in planning for instruction.</li> <li>d. Selects strategies to engage all students in learning.</li> <li>e. Uses available resources, including technologies, in the development and sequencing of instruction.</li> </ul>	
<b>4. Uses strategies to deliver instruction that meet the multiple learning needs of students.</b>	
<ul style="list-style-type: none"> <li>a. Aligns classroom instruction with local standards and district curriculum.</li> <li>b. Uses research-based instructional strategies that address the full range of cognitive levels.</li> <li>c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.</li> <li>d. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.</li> </ul>	

<ul style="list-style-type: none"> <li>e. Connects students' prior knowledge, life experiences, and interests in the instructional process.</li> <li>f. Uses available resources, including technologies, in the delivery of instruction.</li> </ul>	
<p><b>5. Uses a variety of methods to monitor student learning.</b></p>	
<ul style="list-style-type: none"> <li>a. Aligns classroom assessment with instruction.</li> <li>b. Communicates assessment criteria and standards to all students and parents.</li> <li>c. Understands and uses the results of multiple assessments to guide planning and instruction.</li> <li>d. Guides students in goal setting and assessing their own learning.</li> <li>e. Provides substantive, timely, and constructive feedback to students and parents.</li> <li>f. Works with other staff and building and district leadership in analysis of student progress.</li> </ul>	
<p><b>6. Demonstrates competence in classroom management.</b></p>	
<ul style="list-style-type: none"> <li>a. Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.</li> <li>b. Establishes, communicates, models, and maintains standards of responsible student behavior.</li> <li>c. Develops and implements classroom procedures and routines that support high expectations for learning.</li> <li>d. Uses instructional time effectively to maximize student achievement.</li> <li>e. Creates a safe and purposeful learning environment.</li> </ul>	
<p><b>7. Engages in professional growth.</b></p>	
<ul style="list-style-type: none"> <li>a. Demonstrates habits and skills of continuous inquiry and learning.</li> <li>b. Works collaboratively to improve professional practice and student learning.</li> <li>c. Applies research, knowledge, and skills from professional development opportunities to improve practice.</li> <li>d. Establishes and implements professional development plans based upon the teacher needs aligned to the Iowa Teaching Standards and district/building student achievement goals.</li> </ul>	
<p><b>8. Fulfills professional responsibilities established by the school district.</b></p>	
<ul style="list-style-type: none"> <li>a. Adheres to board policies, district procedures, and contractual obligations.</li> <li>b. Demonstrates professional and ethical conduct as defined by state law and individual district policy.</li> <li>c. Contributes to efforts to achieve district and building goals.</li> <li>d. Demonstrates an understanding of and respect for all learners and staff.</li> <li>e. Collaborates with students, families, colleagues, and communities to enhance student learning.</li> </ul>	

# 4+1 REFLECTION RUBRIC

Name \_\_\_\_\_ Date \_\_\_\_\_

<p>Content Knowledge and/or Pedagogy (x2)</p>	<p style="text-align: center;">0            1            2            3            4</p> 	<p>Evidence of accurate and thorough understanding or correct interpretation of content and/or pedagogy; evidence of increased depth of understanding</p>
<p>Connections and Applications (x2)</p>	<p style="text-align: center;">0            1            2            3            4</p> 	<p>Makes multiple thoughtful, clear and relevant connections and or applications</p>
<p>Analysis of Teaching (x2)</p>	<p style="text-align: center;">0            1            2            3            4</p> 	<p>Critical analysis of own teaching, progress, and plans for growth</p>
<p>Professional Language and Presentation (x1)</p>	<p style="text-align: center;">0            1            2            3            4</p> 	<p>Professional vocabulary used consistently throughout reflection; professionally written</p>

Score \_\_\_\_\_



# Clarke University Master of Arts in Education Archdiocesan Partnership Program

Teachers who participate in the *Professional Learning Series* (PLS) professional development sequence through the Archdiocese take a three-year series of courses taught by Archdiocesan teachers and administrators who meet the criteria for highly qualified instructors according to the Higher Learning Commission. Clarke University offers graduate credit for these courses. All of the PLS courses have gained approval from Graduate Policy Council and maintain current syllabi in the Academic Affairs Office.

Teachers in the PLS program may take six Archdiocesan-taught courses (three credits each) for \$150 per credit for a total of \$2,700. These six courses are mandatory for the Archdiocesan Partnership MAE Program. These courses may constitute half of Clarke's Master of Arts in Education with an emphasis in Instructional Leadership.

The remaining six courses (three credits each) are taken online during Clarke's June/July sessions at the regular graduate tuition rate of \$425 per credit\* for a total of \$7,650. One of these summer courses is a requirement (*Introduction to Graduate Research*), and five are electives. Teachers who wish to earn a reading endorsement may do so through one, twelve-credit, integrated summer course and practicum package.

Teachers may transfer up to six graduate credits that are comparable to those in Clarke's MAE course roster, reducing their required number of summer courses.

*\*MAE courses cost \$525 per credit, but the Archdiocese provides tuition reimbursement of approximately \$100 per credit for summer coursework. During summers with high student enrollments, the reimbursement may be slightly reduced to equally distribute the total available funding.*

# PLS + CLARKE= MAE

(ARCHDIOCESE TEACHERS ONLY)

## PLS courses- Taught by Archdiocese

### **Required Courses: (9 credits)**

510 Teacher as Leader  
527 Inclusive Practices in Education  
529 Success Skills for Students in a Changing World

### **Plus 9 credits from the following (3 credits each)**

506 Technology for Teaching and Learning  
526 Principles of Effective Literacy Instruction  
528 Professional Development Applications  
532 Leadership and Vision  
553 Professional Development Research Seminar

## ***THEN 18 CREDITS FROM CLARKE UNIVERSITY:***

### **Required Courses (9 credits)**

500 Introduction to Graduate Research – 3 credits  
585 Action Research – 6 credits

### **Plus 9 credits from the following (3 credits each)**

514 The Reflective Educator  
523 Teaching Diverse Learners  
525 Motivation and Management  
530 Planning and Designing Student-Centered Learning Environments  
534 Mentoring and Induction of New Teachers  
580 Special Topics

# Clarke University Master of Arts in Education Online Program

Become a teacher leader in your district with the MAE instructional leadership emphasis. Our quality online format provides coursework that ensures both convenience and collaboration within a community of learners. Faculty are committed to your success and making your online experience personal and rewarding. This format provides teachers the option of earning a master's degree that offers quality and convenience in a cost-effective manner.

## PROGRAM DETAILS:

- 36 credit hours
- Can be completed in as little as two years
- 100% online MAE
- Eight-week sessions during the academic year
- Six-week session during the summer
- Most courses are taught by respected full-time faculty
- Faculty has extensive experience in classroom and online education
- Quality Matters professional curriculum standards

**Sessions begin in August, October, January, March, and June.**

Online MAE courses are offered in consecutive eight-week sessions fall and spring, and concurrently in the summer session. Students who take twelve consecutive courses may complete the entire program in two years. Reading endorsement courses that meet face-to-face may be substituted for up to four online electives.

## MAE CURRICULUM (36 credits)

### Research Core

EDGR 500 Introduction to Graduate Research (summer)

EDGR 585-I Action Research I (fall)

EDGR 585-II Action Research II (spring)

### Choice of Nine Electives

EDGR 503 Brain Based Learning

EDGR 510 Teacher as Leader

EDGR 513 Problem Based Learning

EDGR 515 ESL and Bilingual Methods\* (Offered every May Term)

EDGR 514 Reflective Educator

EDGR 523 Teaching Diverse Learners\* (Offered every January)

EDGR 525 Motivation and Management

EDGR 530 Planning and Designing Student-Centered Learning Environments

EDGR 532 Leadership and Vision for Technology

EDGR 533 Grant Writing

EDGR 534 Mentoring and Induction

EDGR 553 Reading Research Seminar

EDGR 580 Special Topics Course

Reading Endorsement Coursework

EDGR 545 Balanced Literacy Programs (Spring or Summer)

EDGR 548 Emergent Literacy (Spring or Summer)

EDGR 549 Reading Interventions (Spring or Summer)

EDGR 550 Prac & Instr Remed/Corr Rdg Prb (Spring or Summer on site at St. Anthony Elementary School)

# Clarke University Grow Your Own Leadership Design (GOLD) Program

Currently available for Dubuque, East Dubuque, and Western Dubuque Community School Districts.

Be a teacher leader in your school and district with the GOLD Pathways Master of Arts in Education with an instructional leadership emphasis at Clarke University. Our quality online format allows you to take a combination of district-taught professional development courses and Clarke-taught graduate education courses for graduate credit. **Learning Today. Leading Tomorrow.**

## GOLD PROGRAM OPTIONS

- **Professional Development Courses** (1+ credits)
- **Badge** (9 credits)
- **Certificate** (18 credits)
- **Master of Arts in Education (MAE) Degree** (36 credits)

## PROGRAM DETAILS:

- Developed for K-12 teachers
- Take a combination of courses taught by your school district and Clarke University and earn graduate credit from Clarke University
- \$295 per credit for a cohort of 5 or more teachers
- 100% Online (Limited face-to-face course options also available)
- Eight-week and/or sixteen-week sessions during the academic year
- Six-week sessions during the summer
- Start dates in August, October, January, March, and May
- Requires signed School District partnership agreement with Clarke University

**Sessions begin in August, October, January, March, and June.**

## Benefits of the GOLD Program

- Affordable
- Offers quality and convenience
- Take district-taught professional development courses for graduate credit with other teachers in your school district.
- Up to 9 credits of district-taught professional development courses may be counted toward a badge, certificate, or MAE degree from Clarke

- Courses are taught by your own school district and/or Clarke faculty who are committed to your success
- Stackable courses that allow teachers to earn badges or certificates that can then be counted toward a Master of Arts in Education (MAE degree)
- Earn a full Master of Arts in Education (MAE) degree in a span of two to seven years, or choose to pursue a badge or certificate
- Financial Aid is available to students enrolled in the MAE program

## **Badge Options (9 credits)**

Earn 1-3 badges, either as stand-alone badges or as stackable badges that can be counted toward your MAE degree. Badge options include:

### **Action Research**

Required courses: Introduction to Grad Research, Action Research I, and Action Research II

An Action Research Badge distinguishes a teacher as one who can utilize the Action Research process to improve student learning. Teachers who have completed these courses are able to identify a question or an issue within their sphere of influence (classroom or school) and follow a thoughtful, proactive and/or responsive process toward making data-based action decisions to initiate change.

### **Emerging Instructional Leader**

Choose three courses from the following: Brain-Based Learning, Teacher as Leader, Problem-Based Learning, Leadership for Vision & Technology, Grant Writing and or/Professional Development Research Seminar

An Emerging Instructional Leader Badge distinguishes a teacher who has grown their instructional knowledge and understanding to the extent where they are developing confidence in leading other teachers to grow their practice along similar lines whether that be research, technology, resourcing and/or professional learning.

### **District Initiatives**

Teachers who earn the District Initiative Badge have completed 3 courses offered by and through their district. These courses are designed to support current district priorities, taught by district leaders and as such, compliment the coursework offered by Clarke professors.

A District Initiatives Badge distinguishes a teacher within their district as an educator who has a deep understanding and application of their district's initiatives. Teachers who earn this badge may also support the learning of teachers beyond their school districts through professional learning workshops, seminars and conferences.

## **Certificate Options (18 credits)**

Earn a stand-alone certificate or count your certificate courses towards your MAE degree. A certificate will appear on a student's transcript. Certificate options include:

### 1. **Research Applications in Education**

Teachers who earn the Research Applications in Education Certificate have been awarded both Action Research and District Initiatives Badges. A Research Application in Education Certificate recognizes a teacher who is capable of leading others in using the Action Research process with a deep knowledge of district initiatives to improve student learning.

### 2. **Supporting Best Practice in Education**

Teachers who earn the Supporting Best Practice in Education Certification have been awarded both Emerging Instructional Leader and District Initiative Badges. A Supporting Best Practice in Education Certificate recognizes a teacher who is capable of leading other teachers in growing their practice through research, technology, resourcing and/or professional learning in support of district initiatives.

### 3. **Innovation and Inquiry in Education**

Teachers who earn the Innovation and Inquiry Certificate have been awarded both Emerging Instructional and Action Research Badges. An Innovating and Inquiry Certificate recognizes a teacher who is capable of leading others to innovation through growing their practice in research, technology, resourcing and/or professional development and an Action Research inquiry process to improve student learning.

## **Master of Arts in Education (MAE) Degree (36 Credits)**

If you have already completed a certificate through the GOLD pathways program, you only have 18 credits to go to earn your MAE degree. Below are the course requirements for an MAE degree.

- [\*\*GOLD Pathways Map\*\*](#)

## **School District Partnerships**

Participation in the GOLD program requires a signed School District partnership agreement with Clarke University. Employees of the following school districts are eligible for the GOLD program pricing if a minimum cohort of 5 students is enrolled from their district:

- Dubuque Community School District
- Western Dubuque Community School District
- East Dubuque Community School District

Clarke University is looking to expand partnerships with other school districts. Please contact [graduate@clarke.edu](mailto:graduate@clarke.edu) if you would like to explore developing a partnership between Clarke and your school district.

If you teach in a district not listed above, you may enroll in Clarke's [Online MAE program](#). If you teach in the Archdiocese of Dubuque, check out Clarke's [Professional Learning Series \(PLS\) program](#).

# Early Access to the Master of Arts in Education

## (Simultaneous Undergrad/Grad Credit)

### Reading Endorsement Courses

EDUC 450/EDGR 545 Balanced Literacy Programs

EDUC 324/EDGR 548 Emergent Literacy

EDUC 339/EDGR 549 Reading Interventions

EDGR 420/EDGR 550 Adv Practicum and Instruction in Rdg

ESL Course: EDUC 385/EDGR 515 ESL and Bilingual Methods

January Course: EDGR 523 Teaching Diverse Learners

### **Q: What is “Early Access?”**

*A: Early Access gives you permission to take more than six graduate education credits as an undergraduate education student at Clarke, with the intention of completing your MAE through Clarke.*

### **Q: Do graduate education classes taken as an undergrad cost more?**

*A: No, not for Clarke students. Early Access students are charged the undergrad rate for grad classes.*

### **Q: How many graduate education credits can an undergrad take to apply to the MAE?**

*A: For the online MAE: 15. For the 4+1 program: 9.*

### **Q: What is required for Early Access application?**

*A: Have 90 credits completed. GPA of 3.0 for online, 3.25 and a B+ or above in all clinical courses for 4+1. Fill out a brief online grad application. Secure two recommendation letters. Submit a 1-2 page statement of your goals for graduate study.*

### **Q: When do I need to apply for Early Access?**

*A: Before registering for any grad courses beyond six credits. Fall deadline for spring courses: 10/28. Spring deadline for summer courses: 2/28.*

*The Director of Graduate Education Studies will notify you when you are approved for Early Access and cleared to register for graduate courses beyond 6 credits.*

### **Q: If I take 15 grad credits as an undergrad, what will my online MAE program look like after I graduate with my B.A.?**

*A: You will flexibly complete 7 more classes within 7 years of graduation. Classes are continuous 8-week sessions, with a six-week summer session.*

### **Q: If I take 9 grad credits as an undergrad, what will my 4+1 program look like after I graduate with my B.A.?**

*A: Intro to Grad Research summer after graduation (3 credits).*

*Teach all year (18 credits) and take Action Research classes (6 credits). Graduate with your MAE.*

*Note: Students pursuing the 4+1 Program may take up to 15 grad courses as an undergrad, graduating with a Master’s Degree + 6 credits.*



## **A Typical Early Access Process Leading to the 4+1 Program**

### **By 2/28 of Junior Year**

Apply for Early Access

### **Summer after Junior Year**

Take four summer reading endorsement courses for grad credit (12 credits possible). OR take three for grad credit and take the ESL course for grad credit to total 12 credits. *Note: If you take 12 grad credits during this summer, you will graduate at MA + 6. Only 9 of the grad credits are electives for the 4+1.*

### **January of Senior Year**

Take EDGR 523 Teaching Diverse Learners, better known as “The Milwaukee Course.”

### **May of Senior Year**

Graduate with B.A.

### **Summer after Senior Year**

Take EDGR 500 Intro to Grad Research.

### **Next Full School Year**

Teach all year with a half-time mentor (earning 9 credits per semester).

Take a 16-week action research course each semester to plan and complete action research in your classroom.

### **May of your 5<sup>th</sup> Year**

Graduate at MAE + 6 credits

## **A Typical Early Access Process Leading to the Online Program**

### **By 2/28 of Junior Year**

Apply for Early Access

### **Summer after Junior Year**

Take the ESL course and four summer reading endorsement courses for grad credit (15 credits possible).

### **May of Senior Year**

Graduate with B.A.

### **Within Seven Additional Years While Teaching Anywhere in the World**

Complete an additional 7 courses (meaning 21 credits) to complete your MAE

## 4+1 MAE Early Access Steps

Early Access provides approval to proceed with graduate coursework as an undergraduate student intending to complete a graduate program at Clarke University. Early access approval is required upon registration for over six graduate credits as an undergraduate student. Beth Putnam, Director of Graduate Education Studies, coordinates the early access process with the Education Department and the Graduate Studies Office staff.

**Requirements for early access application to the 4+1 program:** 60 credits completed, GPA of 3.25 or above, B+ or above in all clinical courses, and high disposition scores across all courses.

**Steps 1-3 are due by October or February 28, the term before the first graduate course beyond six credits.**

1. **Application:** Complete the 10-minute online application for graduate study found at <http://www.clarke.edu/form.aspx?ekfrm=4562>  
Some of the questions may seem irrelevant to you as a current undergraduate student, but complete them to the best of your knowledge. To help you in a few instances:
  - a. Select the *Master of Arts in Education – Online* as your program. It is the hub of all the various MAE programs, including 4+1.
  - b. For your enrollment term, enter the first semester you will be an actual graduate student (after you have your B.A.).
  - c. For your enrollment basis, enter *full time student*.
2. **Transcripts:** Provide transcripts to Beth either via email or in hard copy so she can verify a GPA of 3.25 or above and a B+ or above in all clinical courses.
3. **Two recommendation letters:** Ask for one letter of recommendation from someone who knows your clinical work. The other letter of recommendation must be from any other Clarke faculty or staff member *outside* the Education Department who knows you in a different capacity. Please provide the courtesy of ample time for your recommenders to respond, especially for faculty in the education department who will receive multiple requests. Ask the two recommenders to complete the recommendation forms online (on the Clarke MAE website) **by Oct. or Feb. 28.**
4. **Essay:** Submit a 1-2 page essay to the Graduate Studies Office reflecting on the following:
  - o The knowledge, skills, and values you are developing through your undergraduate studies.
  - o The goals and expectations for expanding your knowledge, skills, and values through the Clarke University MAE program.

Once all of the above application materials are submitted, Beth will review your disposition file to ensure high rankings in all indicators across all courses. She will also review your recommendation letters and transcripts for evidence of involvement, leadership, collaboration, & breadth of curricular study--qualities especially necessary for your practicum in the 4+1 program. Beth will bring your application to the Education Department for review. Finally, having met all necessary criteria, you will receive a letter from the Graduate Studies Office acknowledging early access approval. Upon receiving your letter for early access approval, you may register for the “UG” sections of each graduate course.

### Later Steps (details to be provided before each step)

October	Signed Letter of Commitment and deposit of \$300 to secure a clinical placement (deposit applied toward your first-semester tuition)
January	EDGR 523 Teaching Diverse Learners (Note: A \$300 course fee for travel, food, and lodging will be applied to your student account)
Student Teaching	Successful student teaching as evidenced through strong student teaching evaluations
Late Spring	Brief introduction of yourself at a gathering of 4+1 candidates and P-12 school personnel

Ongoing	3.25 GPA and B+ in all clinical areas maintained through graduation
Upon licensure	Send photocopy of teaching license to the Graduate Studies Office

### Online MAE Early Access Steps

Early Access provides approval to proceed with graduate coursework as an undergraduate student intending to complete a graduate program at Clarke University. Early access approval is required upon registration for over six graduate credits as an undergraduate student. Beth Putnam, Director of Graduate Education Studies, coordinates the early access process with the Education Department and the Graduate Studies Office staff.

**Requirements for early access application to the Online MAE:** 60 credits completed; GPA of 3.0 or above.

**The following are due by Oct. 28 to register for spring graduate courses, and Feb. 28 to register for summer graduate courses.**

1. Application: Complete the 10-minute online application for graduate study found at <http://www.clarke.edu/form.aspx?ekfrm=4562>  
Some of the questions may seem irrelevant to you as a current undergraduate student, but complete them to the best of your knowledge. To help you in a few instances:
  1. Select the *Master of Arts in Education – Online* as your program.
  2. For your enrollment term, enter the first semester you will be an actual graduate student (after you have your B.A.).
  3. For your enrollment basis, enter *part time student*, as you will likely be teaching as you take your online classes. (If you take at least 9 credits per semester, you will be considered a full time student.)
2. Transcripts: Provide transcripts to Beth either via email or in hard copy so she can verify a GPA of 3.0 or above.
3. Recommendation Forms: Ask for one letter of recommendation from someone who knows your clinical work. The other letter of recommendation must be from any other Clarke faculty or staff member *outside* the Education Department who knows you in a different capacity. Please provide the courtesy of ample time for your recommenders to respond, especially for faculty in the education department who will receive multiple requests. Ask the two recommenders to complete the recommendation forms online (on the Clarke MAE website) **by Oct. or Feb. 28.**
4. Essay: Submit a 1-2 page essay to the Graduate Studies Office reflecting on the following:
  - a. The knowledge, skills, and values you are developing through your undergraduate studies.
  - b. The goals and expectations for expanding your knowledge, skills, and values through the Clarke University MAE program.

Once the Graduate Studies Office has all of your application materials, the Education Department will review your file. In March, having met all necessary criteria, you will receive a letter from the Graduate Studies Office acknowledging early access approval. Upon receiving your letter for early access approval, you may register for the “UG” sections of each graduate course.

If you maintain a 3.0 GPA through graduation, the only step you will need to take after you graduate with your B.A. is to complete a form for full graduate status. There is no deposit required for Clarke alumni for this graduate program. You will have seven years to complete the 12-course program after admission as a graduate student. The graduate-level courses you take as an undergraduate will count toward those 12 courses (i.e. if you take four reading endorsement courses for graduate credit now, you will have eight graduate courses remaining