



Teacher Certification Protocol

The Ambrose School has four teacher positions. Each level is specific to the school in which they teach—Grammar or Secondary. Certified Teachers and Master Teachers are both transportable certifications within the ACCS as a function of The Ambrose School's accreditation.

Certification Designations:

A-- Uncertified: Apprentice Teacher—An initial rating for all teachers new to The Ambrose School.

To attain this level, Teacher's need to be hired full-or-part time as the primary instructor for an academic class and they must read and sign in agreement with the school's Statement of Faith, Confession, and Principles of Education.

Within 3 years, teachers at The Ambrose School must advance to the practitioner's level.

Teachers transferring to our school with a Certification that is recognized by the ACCS will move directly to "Certified" status.

B—Provisional: Practicing Teacher: To advance to the practitioner's level, teachers must:

1. Receive a memo of recommendation for advancement from the administrator of their school, to the Headmaster of the Ambrose School.
2. Read the school's Principles of The Ambrose School document, the Lost Tools of Learning, and The 7 Laws of Teaching.
3. Provide a written philosophy of education that describes their support of classical Christian education and the Principles of Education at The Ambrose School. This essay must be at least 1000 words long. It must summarize and support the readings from number 2 above.
4. Be gifted with children, best evidenced by parenting of own children. May be enhanced, or if childless, though the study of children's development and training.
 - a. Teachers must read Ted Tripp's "Shepherding a Child's Heart." And Paul Tripp's DVD series on school discipline, or "Age of Opportunity" if the DVD is unavailable.

- b. In addition, observed experience with children of the applicable age(s) in the form of at least 3 observations at The Ambrose School, one of which must be by an administrator who verifies this giftedness.
- 5. For secondary teachers, the teacher must have 30 hours of college instruction in their primary area of instruction, or at a liberal arts or classical college program of general studies. In the primary, teachers must have at least 30 hours of college coursework.

C-- Certified: Classical Teacher: (Grammar or Secondary) Certification is granted to those teachers who demonstrate a full-embrace of classical Christian education and who practice it with proficiency at or above the level of the top teachers within ACCS accredited schools. Requirements include:

- 1. A memo of recommendation for advancement from the administrator of the school, to the Headmaster.
- 2. Must meet the requirements as a teacher (practitioner).
- 3. 3 years of service at The Ambrose School with strong, positive evaluations.
- 4. A demonstrated passion for improvement.
 - a. This includes visiting at least 10 other classrooms and providing written notes for personal improvement from each of those visits.
 - b. Providing an annual log of books read for each of 3 years. A significant number of these books should be related to classical education.
 - c. A portfolio of 5 sample lessons, fully documented, as well as a written description of the classical principles involved in developing these lessons.
- 5. Read and write an annotated bibliography of the following works:
 - a. Norms and Nobility—including a chapter-by-chapter assessment.
 - b. The Abolition of Man—including an definitional assessment of Moral Education.
 - c. Desiring the Kingdom—including how we bring students to love rather than to simply know.
 - d. One work from the Great Books.
- 6. A classroom observation from 2 administrators or boardmembers. During which
 - a. a class discussion is observed (grades 5-12) or
 - b. a lesson on art or poetry (grades k-4). The observation must be written and the observer must recommend the individual for certification.
- 7. The teacher must demonstrate the following traits:
 - a. EQ—able to read and adapt to students, meeting them where they are and successfully advancing them spiritually and academically.
 - b. Organization—the teacher must regularly complete their academic process work to the satisfaction of administration.

D- Certified: Master Classical Teacher

“Master Teacher” is not a ranking, but an office. This means that we certify someone as a “Master Teacher” when we need them to regularly perform certain duties outside of the core teaching requirements. A stipend may be associated with the title, when additional work is expected. Once titled, a Master Teacher does not lose the title, but he may not receive his stipend if he ceases to perform the duties of a Master Teacher. Either a grammar school teacher or secondary teacher may be asked to perform duties as a Master Classical Teacher. Grammar teachers may also become Master Grammar Teachers if they do not meet the classical education requirements.

Master Teachers at The Ambrose School is called upon in various ways:

- 1) Contribute to our curriculum in some major capacity.
- 2) Participate or lead on the core curriculum committee.
- 3) Lead a department.
- 4) Train or formally mentor other teachers in an ongoing capacity.
- 5) Evaluate teachers.

Master Classical Teacher-- Qualifications

- 1- Must be a Certified Classical Teacher.
- 2- Must have earned a classical Christian degree (BS, MS, or higher)
 - a. Formal training:
 - a.i. A bachelors or higher degree from a classical Christian or great books college.
 - a.i.1. These include Biola’s Torrey Honors Program, New St. Andrews, Grove City College (liberal arts or equivalent), Hillsdale (liberal arts or equivalent), University of Dallas, Knox Great Books track, Gutenberg College, St. John’s college, Houston Baptist College (classics since 2012), or Oxford University, Cambridge University, or St. Andrews University with a conservative course of study. Others will be included upon submission for analysis.
 - a.ii. Hold a Bachelors or higher in a strong, classic-leaning liberal arts or classics program from a college or university recognized for excellence AND have formal theological training or equivalent experience.
 - a.iii. In some cases, a classical Christian k-12 experience may be used to meet this requirement, if the Headmaster is persuaded that the Teacher has absorbed this training.

- b. Or, an alternative to formal classical Christian training is life skill development combined with self-study.
 - b.i. 5 years teaching at a cCe school
 - b.ii. The candidate must have read the following works and discussed them among peers (critical friends, etc.). Works must have been read within the past 10 years.
 - b.ii.1. The Odyssey
 - b.ii.2. The Iliad
 - b.ii.3. The Republic
 - b.ii.4. The Last Days of Socrates
 - b.ii.5. The Aeneid
 - b.ii.6. Aristotle (50 pages of any work)
 - b.ii.7. The Bible, including the Apocrypha
 - b.ii.8. Tacitus: Annals (any 50 pages)
 - b.ii.9. Plutarch's Lives (any one person's section)
 - b.ii.10. Augustine's City of God
 - b.ii.11. Aquinas (any 50 pages)
 - b.ii.12. Dante's Divine Comedy
 - b.ii.13. Chaucer: Canterbury Tales and Tristan and Isolde.
 - b.ii.14. A book (at least 100 pages) by:
 - b.ii.14.a. Luther
 - b.ii.14.b. Erasmus
 - b.ii.14.c. Calvin
 - b.ii.15. Milton's Paradise Lost
 - b.ii.16. Pascal (any 50 pages)
 - b.ii.17. Moore's Utopia
 - b.ii.18. Machiavelli's The Prince
 - b.ii.19. Shakespeare (any 5 plays)
 - b.ii.20. One Arthurian novel
 - b.ii.21. 5 of any modern works in The Great Books, 2nd edition written after 1600 OR
 - b.ii.22. Lewis: The Discarded Image
 - b.ii.23. Jaques Barzun's "From Dawn to Decadance, 500 years of Western Cultural Life."
 - b.ii.24. 5 modern classics (post 1800)
 - b.iii. A demonstrated mastery of Theology in oral examination with a panel of 3 people of Ambrose's choice.
 - b.iii.1. Read the school confession for the panel discussion.

- 3- Read and write one essay, or orally defend an examination of these works by an administrator:
 - a. The Lost Tools of Learning
 - b. The Seven Laws of Teaching
 - c. Norms and Nobility
 - d. Desiring the Kingdom

- e. Abolition of Man, C.S. Lewis
 - f. This essay will be examined by administration to ensure that the philosophy held by the teacher is compatible with The Ambrose School. Teachers will be asked “so what” to verify that the teacher can apply classical Christian philosophy.
- 4- Answer the 10-question position paper consistently with the school’s *“Principles of The Ambrose School.”*
 - 5- Mastery of teacher pedagogy (as determined through observations by other master teachers or administrators):
 - a. Consistently demonstrates the 7 Laws of Teaching in the teacher’s observations.
 - b. Demonstrated use of objective-based lesson planning
 - 6- Master of classical pedagogy:
 - a. Demonstrated mastery of The Ambrose Method of Discourse
 - a.i. Has successfully completed the full course “The Ambrose Discourse Method”
 - a.ii. Consistently makes the highest ratings on observed discussions over a 2 year period.
 - b. Has completed the course on Lead/Gold sheet curriculum.
 - 7- Leadership
 - a. Socially, the teacher is able to foster excellence in others, provide support to peers, and work within a team by creating balance and a positive environment.
 - b. The teacher shows exceptional wisdom and balance when working with students, parents, and coworkers.
 - c. The teacher displays an “us” attitude rather than a “them” attitude with regard to school leadership.
 - d. The teacher has exceptional gifts in the area for which they are being assigned as a Master Teacher.

Master Grammar Teacher

- 1- Must be a Certified Classical Teacher.
- 2- Must have a experience with all aspects of classical education as demonstrated by:
 - a. Formal or alternative training similar to the Master Classical Teacher:
 - b. OR, Attendance and certificates from at least 5 classical Christian formal outside training seminars, conferences, or courses of study.

- c. AND, A demonstrated competency with Theology in oral examination with a panel of 3 people of Ambrose's choice.
 - d. AND, read any 3 great books readings from above.
- 3- Read and write one essay, or orally defend an examination of all of these works by an administrator:
 - a. The Lost Tools of Learning
 - b. The Seven Laws of Teaching
 - c. Norms and Nobility
 - d. Desiring the Kingdom
 - e. This essay will be examined by administration to ensure that the philosophy held by the teacher is compatible with The Ambrose School. Teachers will be asked "so what" to verify that the teacher can apply classical Christian philosophy.
- 4- Answer the 10-question position paper consistently with the school's *"Principles of The Ambrose School."*
- 5- Mastery of teacher pedagogy (as determined through observations by other master teachers or administrators):
 - a. Consistently demonstrates the 7 Laws of Teaching in the teacher's observations.
 - b. Demonstrated use of objective-based lesson planning
- 6- Master of grammar school classical pedagogy:
 - a. Demonstrated mastery of Artistic Appreciation
 - a.i. Has successfully *taught* the full teacher training course **"Aesthetic Cultivation in the Classical School."**
 - a.ii. Has successfully *taught* the course **"Foundations of classical teaching with the ethos, logos, and pathos."**
 - a.iii. Consistently makes the highest ratings on classroom observations over a 2 year period.
- 7- Leadership
 - a. Socially, the teacher is able to foster excellence in others, provide support to peers, and work within a team by creating balance and a positive environment.
 - b. The teacher shows exceptional wisdom and balance when working with students, parents, and coworkers.
 - c. The teacher displays an "us" attitude rather than a "them" attitude with regard to school leadership.
 - d. The teacher has exceptional gifts in the area for which they are being assigned as a Master Teacher.

- e. The teacher is respected as a leader.

Process for Certification:

1. Upon the implementation of this program on August 1, 2013, all continuing teachers will be assessed and placed into one of the levels above:
 - a. *Apprentice Classical Teacher*: Those who have been here less than 2 years as of August 2, 2013. Those who were contracted after August 2011 may apply for “Practicing” status as soon as our first wave is through. This will probably be by February, 2014. Pre-work can be begun before that time, however.
 - b. *Practicing Classical Teacher*: Those who have been here more than 3 years will be expected to complete the following in the first quarter:
 - b.i. Generate a form EF-257 from the forms server and fill it out for the appropriate level.
 - b.ii. Read and sign in agreement with the Statement of Faith, The Ambrose School Authorized Confession, and the First Principles of The Ambrose School.
 - b.iii. Fill out the application for Practicing Teacher status that includes the 30 hours of college instruction in your primary teaching area
 - b.iii.1. Sign on the Certification Form that you have read the 7 Laws of Teaching and the Lost Tools of Learning, *Shepherding a Child’s Heart*, and read or watched Paul Tripp’s DVD series or *Age of Opportunity* (you should have met this with the portions viewed in the school training over the past 2 years).
 - c. Those teachers who wish to advance to a Certified Classical Teacher are encouraged to do so, if desired, before January 1, 2014. To begin, a teacher picks up a check sheet (below).
2. The memo from the relevant School Dean advising advancement must be written to initiate the advancement process for any level. For the Masters level, the Headmaster must write the memo. Each of these memos is written with the consideration of the requirements for that level listed in the qualifications above.
3. Every teacher new to The Ambrose School begins as an Apprentice Classical Teacher.
4. Teachers must initiate form EF-257 and keep a copy on their system. New teachers are expected to do this within 30 days. When applying for the next level, they must attach all relevant documents to an e-mail and send it to the

office manager. Form EF-257 is ongoing (you continue with the same form through the Master's level). So, each time you submit an application, you must increment the file name by adding "R-<date> where date is the date you are applying. This way, there will be an archive of files in the Teacher's personnel file.

5. Upon a new certification level beyond "apprentice", the office manager will generate a certificate for the teacher.

EF-257 Teacher Certification Application and Status Form

(To be included in Teacher file)

Instructions: Each teacher is responsible for his or her own progression through this process. A copy of this form, once submitted, will be included in the school's electronic personnel files. Teachers are expected to keep a copy of their own since it will be progressively filled out over the teacher's tenure at the school. Attachments must be scanned and passed to office staff for inclusion in the teacher's electronic file.



Teacher Name:	
Date of Application:	
Date of Hire (Full Time):	
Date of Hire (Part-time teacher):	
Highest level of certification that you have achieved	<div> <input type="checkbox"/> Apprentice Classical Teacher Date: _____ </div> <div> <input type="checkbox"/> Practicing Classical Teacher (Provisional status) Date: _____ </div> <div> <input type="checkbox"/> Certified Classical Teacher (ACCS Certified) Date: _____ </div> <div> <input type="checkbox"/> Master Classical Teacher (By invitation) </div>

	Date:_____
Apprentice level	<input type="checkbox"/> Signed statement of faith, the School's adopted confession, and Principles of Education at The Ambrose School.
Practicing Teacher	<input type="checkbox"/> Memo advising advancement by relevant School Dean. <input type="checkbox"/> Read the Lost Tools of Learning (Dorothy Sayers), Recovering the Lost Tools of Learning (Douglas Wilson), The 7 Laws of Teaching (John Milton Gregory). <input type="checkbox"/> Provided a written philosophy of education that describes the teacher's support of classical Christian education and the Principles of Education at The Ambrose School. This essay must be at least 1000 words and must summarize and support the school's philosophy. <input type="checkbox"/> Raised at least one child through high-school in a godly way. This will be considered in the Memo with the requirement listed in the memo. <input type="checkbox"/> Read Ted Tripp's "Shepherding a Child's Heart." Paul Tripp's DVD series on school discipline. Or, if unavailable, "Age of Opportunity" by Paul Tripp. Also, read core Base Camp documents on parenting.
Secondary: Please state the number of hours in your primary area of instruction. Primary: Please state the number of hours of college credit earned. (Estimate if you hold a BS or MS)	Hours:
Certified Classical Teacher	<input type="checkbox"/> Attached Memo advising advancement by relevant school Dean. This must comment on experience with children, course observations, EQ, and Organization. <input type="checkbox"/> I have served 3 full school years at The Ambrose School. <input type="checkbox"/> I have visited at least 10 other classrooms. Please attach copies of

	<p>written notes for personal improvement for each of those visits.</p> <ul style="list-style-type: none"> □ Attach a copy of an annotated log of books read for each of the past 3 years that relate, in some broad way, to classical education. The annotation should be less than 250 words per work explaining its value and what you took from it. □ Attach a portfolio of 5 detailed sample lesson plans with a description of the classical principles involved in developing the lesson. □ Attach a written assessment of the value found in Norms and Nobility by David Hicks, The Abolition of Man by C.S. Lewis, Desiring the Kingdom by James K.A. Smith, and one work from The Great Books (Need not be the entire work). □ Secondary teachers only: Attach a written observation assessment from an administrator or Master Teacher on an in-class Discussion. Primary teachers only: Attach a written observation assessment from an administrator or Master Teacher on Art, Poetry, or music appreciation demonstrating pathos.
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Master Classical/Grammar Teacher

Master teachers at The Ambrose School are certified for the purpose of contributing to the overall school vision through training, evaluation, mentoring, or curriculum development. This has two ramifications: 1) We only designate master teachers when we have a need and 2) The master teacher must have a deep understanding of and alignment with the vision of The Ambrose School and the meaning of classical Christian education. In some cases, this requires master teachers to grow in alignment with the strategic direction and philosophy of the school.

Master Classical Teacher	<ul style="list-style-type: none"> <input type="checkbox"/> Attach a memo from the Headmaster requesting that the teacher apply for Master Classical Teacher status: <input type="checkbox"/> In what categories have I been asked to contribute (check all that apply)? <ul style="list-style-type: none"> <input type="checkbox"/> Curriculum Development <input type="checkbox"/> Lead a standing team <input type="checkbox"/> Lead a department <input type="checkbox"/> Train or mentor other teachers <input type="checkbox"/> Evaluate teachers
Educational Requirement	<ul style="list-style-type: none"> <input type="checkbox"/> I have a Bachelors or higher degree from one of the following colleges: <ul style="list-style-type: none"> <input type="checkbox"/> Biola University's Torrey Honors Program. <input type="checkbox"/> New St. Andrews College <input type="checkbox"/> Grove City College <input type="checkbox"/> Hillsdale College <input type="checkbox"/> University of Dallas <input type="checkbox"/> Knox Seminary Great-Books Track <input type="checkbox"/> Gutenberg College (Oregon) <input type="checkbox"/> St. John's College <input type="checkbox"/> Houston Baptist College since 2012 <input type="checkbox"/> Oxford or St. Andrews, in appropriate major. <input type="checkbox"/> Other (submit description) <hr style="width: 20%; margin-left: 0;"/> <input type="checkbox"/> OR I hold a Bachelors or higher from a strong, classic-leaning liberal arts, philosophy or classics program.

	<p><input type="checkbox"/> And I have formal Theological training. Describe here:</p> <p>OR, I have met the following Alternate Certification: (See Alternate Master Certification Requirements below)</p>
<p>Alternate Master Certification requirements</p>	<p><input type="checkbox"/> I've taught in a classical Christian school for 5 years. Please list schools and dates here:_____</p> <hr/> <p><input type="checkbox"/> I have read the following and discussed among peers and/or written my assessment of each work in 500 words or less:</p> <ul style="list-style-type: none"> <input type="radio"/> The Odyssey <input type="radio"/> The Iliad <input type="radio"/> The Republic <input type="radio"/> The Last Days of Socrates <input type="radio"/> Aristotle (any 50 page section) <input type="radio"/> The Aenead <input type="radio"/> The entire Bible <input type="radio"/> The Apocrypha <input type="radio"/> Tacitus: Annals (Any 50 pages) <input type="radio"/> Plutarch's Lives (Any 1 person) <input type="radio"/> Augustine's City of God <input type="radio"/> Aquinas (any 50 pages) <input type="radio"/> Dante's Divine Comedy <input type="radio"/> Chaucer: Canterbury Tales and Tristan and Isolde. <input type="radio"/> 100 pages of any book by: <ul style="list-style-type: none"> <input type="checkbox"/> Luther <input type="checkbox"/> Erasmus

	<ul style="list-style-type: none"> ▪ Calviin ○ Milton's Paradise Lost ○ Pascal (any 50 pages) ○ Moore's Utopia ○ Machiavelli's The Prince ○ Shakespeare (any 5 plays) ○ One Arthurian work (Spencer, Green, White, etc.) ○ 5 of any modern work in the 2nd edition of The Great Books (written after 1600). ○ OR, C.S. Lewis The Discarded Image. ○ Jaques Barzun "From Dawn to Decadence." ○ 5 modern classics written post 1800. <p><input type="checkbox"/> I have completed a panel of Theological oral examination with 3 people of the Headmaster's choice.</p>
Requirements Continued	<p><input type="checkbox"/> I have attached one essay connecting all of these works, and orally defended my position of the following works:</p> <ul style="list-style-type: none"> ○ The Lost Tools of Learning ○ The 7 Laws of Teaching ○ Norms and Nobility ○ Desiring the Kingdom ○ The Abolition of man. <p><input type="checkbox"/> I have attached the completed position paper based on the "Principles of Education at The Ambrose School."</p> <p><input type="checkbox"/> Attach copies of observations by an administrator that specifically refer to the 7 laws of teaching and objective based lesson planning.</p> <p><input type="checkbox"/></p>

<p>Master Grammar Teacher</p>	<ul style="list-style-type: none"> ❑ I have completed the requirements for and been certified as a “Certified Classical Teacher.” ❑ I meet one of the following educational requirements: <ul style="list-style-type: none"> ○ A Classical Bachelors (See above) ○ A qualified Liberal Arts or Classics degree with additional theological training. ○ A self-study alternative classical education. ❑ OR, see attached certificates from 5 classical Christian outside training seminars, conferences, or courses of study.. <ul style="list-style-type: none"> ○ And, an oral theological examination. ○ I have read 3 works from The Great Books collection.
	<ul style="list-style-type: none"> ❑ Successfully Completed oral defense of the Lost Tools of Learning, the 7 laws of teaching, Norms and Nobility, and Desiring the Kingdom with the Headmaster. ❑ OR, write one essay integrating the above works into a comprehensive philosophy of education ❑ AND, Be interviewed by the administration to ensure that the teacher’s philosophy is compatible with The Ambrose School.
	<ul style="list-style-type: none"> ❑ Successfully completed a 10 question position paper addressing <i>the Principles of Education at The Ambrose School</i>. ❑ Obtain and attach at least 2 observations by administrators or other master teachers to verify the use of the 7 laws and objective-based lesson planning. ❑ I taught “<i>Aesthetic Cultivation in the Classical School</i>.” With at least one administrator or master teacher present to fellow staff. ❑ I taught “<i>Foundations of classical teaching with the ethos, logos, pathos,</i>

	<p><i>and mythos.”</i> With an administrator or master teacher present.</p> <ul style="list-style-type: none">□ Attach a reference / CV type of document listing examples of peer leadership, success in relationships and EQ, incidents of support for the school’s vision, and gifting in the area for which you were asked to serve.
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