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Introduction
University of South Carolina Aiken
School of Education

Vision Statement
As a leading teacher education program in South Carolina, the University of South Carolina Aiken (USCA) School of Education prepares highly qualified Dynamic Educators who have the knowledge, skills, and dispositions to create optimal learning environments to assist all individuals in reaching their potential.

Mission Statement
As an integral part of the University of South Carolina Aiken, the School of Education is committed to the University goals of active learning through excellence in teaching, faculty and candidate scholarship, and service. Candidates in the School of Education participate in a rigorous curriculum, which is anchored by a strong liberal arts and sciences component, comprised of courses in the humanities, fine arts, social sciences, mathematics, and natural sciences. These courses provide a foundation upon which the pedagogical content and pedagogy are built and dispositions such as responsible citizenship, respect for diversity, and cross-cultural understandings are developed. The School of Education faculty model instruction based on research, infused with technology, and aligned with national, state, and local standards. The School of Education collaborates with schools, school districts, and community service organizations to provide numerous and varied field experiences that are structured to prepare candidates to work with all students.

Overview of the USCA School of Education
The School of Education provides for undergraduate professional preparation leading to teacher certification and graduate study for certified teachers and those degree students interested in educational technology.
Its undergraduate programs in Early Childhood, Elementary, Secondary, Middle Level, Music Education and Special Education lead to certification by the South Carolina State Department of Education. All of the programs are accredited by CAEP. The Secondary Education certification areas include: Biology, Chemistry, English, Mathematics, and Comprehensive Social Studies. The Middle Level Education certification areas include: Math/Social Studies, English/Social Studies, Science/Social Studies, Math/English, Science/English, and Math/Science. Undergraduate teacher preparation programs at USCA emphasize a liberal arts general education component and provide an opportunity for field-based experiences.

At the graduate level, the School of Education offers a program of study leading to the Master of Education in Educational Technology degree. It is designed to provide advanced professional studies in graduate level coursework to develop capabilities essential to the effective design, evaluation, and delivery of technology-based instruction and training (e.g., software development, multimedia development, assistive technology modifications, web-based development, and distance learning).

The teacher education faculty in the School of Education challenges candidates to acquire and develop the knowledge, skills, and dispositions necessary to become successful Dynamic Educators who can plan, instruct, manage, communicate, and grow professionally.

**Early Childhood Education Program**

The Early Childhood Education Program at USC Aiken is a four-year undergraduate program that provides preparation for teaching in preschool, kindergarten, and primary grades. Graduates earn a Bachelor of Arts degree in Early Childhood Education. The first two years of the program consist of liberal arts, math and science courses required of all students at USC Aiken. Upon admittance into the Professional Program in Early Childhood Education, candidates take specialized Early Childhood courses that include theoretical and methods courses. The methods courses include field experiences. Some course assignments include field experiences in facilities serving children in the birth - three age group. In addition to specialized Early
Childhood courses, teacher candidates also take core education courses that include foundations, psychology, special education, and educational psychology. With successful completion of required courses and one semester of teaching internship, teacher candidates may apply for certification qualifying them to teach pre-kindergarten (K4) to third grade in South Carolina.

In keeping with the mission of the USCA School of Education, the goals and objectives of the course of study prepares candidates as early childhood educators knowledgeable in the field, skilled in the art and science of teaching, and dedicated to providing the quality education that every student deserves. The professional curriculum includes a wide range of courses that focus on the merging of theory and pedagogy. Candidates who successfully complete the Early Childhood Education program are prepared to teach in the primary grades and help their students meet the rigors established in the South Carolina Curriculum Standards and national content area standards.

The goals, objectives, and competencies as described in the National Association for the Education of Young Children (NAEYC) Guidelines for Developmentally (and Culturally) Appropriate Practice (CAP) are the basis for the curriculum of the Early Childhood Program. A complete set of NAEYC standards can be accessed at https://www.naeyc.org/academy/content/introduction-naeyc-accreditation-standards-and-criteria.

**Elementary Education Program**

The USC Aiken Elementary Education Program is a four-year undergraduate program that leads to initial teacher certification in South Carolina for grades 2 – 6. In addition to our program on the Aiken campus, USC Aiken partners with USC Salkehatchie to offer a BA in Elementary Education to students in the Salkehatchie region. The first two years of the program consist of liberal arts, math and science courses required of all students at USC Aiken. Teacher candidates also take core education courses that include foundations, psychology, technology, special education, and educational psychology. Upon admittance into the Professional Program in Elementary Education, candidates take specialized courses that include
theoretical and methods courses as well as extensive field experiences culminating in a full semester of student teaching/internship.

**Middle Level Education Program**

The Middle Level Education Program at USC Aiken is a four-year initial teaching certificate program with a required internship in a middle school. South Carolina certifies teachers in Middle Level Education for grades 5 - 8. Candidates may be certified in the following areas: English/Language Arts, Mathematics, Science, or Social Studies. The South Carolina State Department of Education has policies that regulate teacher evaluation, field experiences, clinical experiences, progression through the program, and standards that are unique to South Carolina. These requirements for teacher education programs include:

- Demonstration of academic proficiency for admission to the professional program
- Inclusion of the state's P-12 standards in the teacher education curriculum
- A minimum of 100 hours of clinical experience prior to student teaching at initial undergraduate level
- A minimum of 60 days full-time student teaching in a public school setting
- A minimum of 10 full days of independent teaching in 1 placement
- A program assessment system that documents candidates' mastery of professional association standards
- A commitment to diversity including preparing candidates to educate all learners and recruiting a diverse population of candidates and faculty.

**Secondary Education**

**Secondary English Education**

The English Education program is designed to create teachers who can develop in students a comprehensive and up-to-date understanding of English as a discipline in which reading, speaking, writing, listening and
viewing combine to form an overall experience of language. The program emphasizes the processes by which adolescents develop and interpret written and spoken language. It emphasizes interactive, student-centered approaches that incorporate non-print as well as print media, and it stresses the importance of considering cultural diversity and varied learning styles in selecting curricular materials and pedagogical approaches. These themes are carried out in different ways in required English content courses and in required pedagogical courses, not only to give students repeated and varied experiences with important elements of the program, but also to promote an integrated view of the knowledge base in which students see how literature, composition, linguistics, and pedagogical courses address common themes from different perspectives.

The Secondary English Education Program at USC Aiken prepares candidates to teach English in a secondary school setting. Upon completion of the Secondary English curriculum, candidates will meet the standards provided by the National Council for Teachers of English. A complete version of the NCTE standards can be accessed at http://www.ncte.org/standards.

**Secondary Mathematics Education**

The University of South Carolina Aiken (USCA) School of Education, in partnership with the College of Sciences and the College of Social Sciences and Humanities, prepares candidates for a rapidly changing world by combining mathematical content knowledge with appropriate pedagogy to better prepare candidates to teach students in the high school classroom. USC Aiken acknowledges that its teacher education program must not only prepare teachers for the schools of today, but prepare them to continually learn new mathematics required for success tomorrow. Candidates’ own experiences in learning mathematics will greatly influence the way they will communicate mathematics to their future students. Candidates need to understand the fundamental principles and standards that underlie school mathematics in order to teach to a diverse population of students as a “coherent, reasoned activity and communicate an appreciation of the elegance and power of the subject (AMA, 2001).” Similar to P-12 students, candidates
learn best when it is clear why they need to learn. Courses should make connections between the mathematics that the candidates study to the mathematics that they will teach. Professors model successful teaching and assessment practices while allowing candidates to reflect on those practices, seek new resources, and research areas of professional interest.

The mathematics and education courses that are chosen for this program are presented with rigor and strengthen the content background that will enable our graduates to effectively link curriculum, instruction, and assessment. USC Aiken is fortunate in that its student body and faculty community are diverse and, therefore, encourages appreciation and understanding of one another. Many of the mathematics courses are taught in teams emphasizing cooperative learning and constructivist approaches. Thus, candidates are required to learn teaching strategies within their courses, stimulating them to construct concepts and operations for themselves while making sure that all student learning styles and rates are accommodated. All of these experiences encourage candidates to apply their knowledge and skills to explore mathematics and to teach from different perspectives.

Technological advances have made a great impact on what is possible in school mathematics. Courses within the mathematics program at USC Aiken in both the School of Education and the Mathematics Department have responded by integrating graphing calculators, spreadsheets, appropriate software, the Internet and other technologies as tools to assist with mastering the content knowledge needed for mathematics.

Societal shifts in the uses of mathematics have created a greater need for everyone to understand more statistics and probability. The secondary mathematics education program accommodates this shift in emphasis by placing considerable attention on candidates' discovery of patterns and relationships through data collection and analysis along with a more concrete approach to algebra and geometry. Our program
acknowledges that teachers of the future are going to be asked to “teach students as much about data as about symbols, and as much about statistical inference as about geometrical reasoning (Steen, 1997).”

The knowledge base and philosophy for preparation of secondary mathematics education majors exemplifies the visions of teaching and learning mathematics as outlined in recent national and state publications: Principles and Standards for School Mathematics, SC Mathematics Curriculum Standards, and positions of the MAA, NCTM, and AMTE. Our program seeks to produce mathematics teachers who are able to grow and change with societal needs and demands.


Secondary Science Education

The University of South Carolina Aiken prepares teacher candidates for Secondary certification in the areas of Biology and Chemistry. Candidates earn a Bachelor of Science degree in Secondary Education and may apply for certification qualifying them to teach in grades nine through twelve in the state of South Carolina.

In recent years, a number of international evaluations of science achievement have demonstrated that students in the United States are falling behind students from other countries, including a number that would be described as “developing.” In response to these results, science education reformers have suggested that significant changes in how science is taught in this country are necessary if our students are to be successful members of the world community in the 21st century. There seems to be a general agreement in the U.S. science education community that students should: 1) become scientifically literate to allow them to live in contemporary society; 2) understand not just science facts, concepts and principles, but also the processes
by which this information is obtained; 3) become familiar with how scientists do “science” in the real world; 4) see science as process and attitude as well as product; 5) learn how to think and to identify problems that relate to daily living; 6) be “doing” science in the classroom, not just reading about it in the texts; 7) feel that science is not an enterprise just for a few select students but for all students regardless of race, gender or cultural background (Collette & Chiappetta, 1994).

It follows that much of this reform of science teaching will fall on the shoulders of tomorrow’s science teachers. Further, it is the responsibility of teacher education programs to prepare teachers who can help their students develop the skills, attitudes and knowledge base to deal with an increasingly “scientific society.” The fundamental goal of the science education program at USC Aiken is to meet this challenge.

USC Aiken’s Science Education Program has been built upon a number of philosophical and theoretical tenets about the nature of the learner and learning, the nature of science, the role of the teacher, and the place of science in the lives of all Americans. These basic ideas, briefly outlined below, are in keeping with science education’s call for reform.

The learner and learning. Students bring a host of experiences and prior knowledge that frame what is learned in the science classroom. Knowledge is constructed by the learner and is a unique product of “who” the learner is. Cognitive development is one of the characteristics of the learner that helps define what is learned and how it is learned. All students can learn science, and they learn best by “doing”. Even in secondary grades, many students are still concrete thinkers and must have concrete experiences if they are to be successful in learning science. In keeping with this view of the nature of learning, relevance of the learning also plays a big role in determining what “sticks” and is therefore an essential quality of the science curriculum.

The nature of science. Science is a way of knowing, a way of investigating, a body of knowledge, and “an
attitude”. Because of its empirical nature, learning science requires hands-on experience. Science is not an objective, sterile enterprise but is molded and shaped by culture, politics and other sociological factors. It is fluid, changing. These characteristics demand that students be taught how to do science, to find answers for themselves, not simply to engage in the memorization of facts.

*The role of the teacher.* Teachers in the secondary science classroom (actually any classroom) should serve as guides or facilitators of learning. As learners themselves, they model how to learn science as they “discover” with their students. Science teachers must know how to structure science lessons to maximize opportunities for all students to learn. They must be skilled in the implementation of hands-on science, well-versed in the methods of guided, as well as open-ended discovery. To teach “good” science, teachers must be able to establish an environment that is learner-centered, that facilitates collaborative as well as independent learning, that encourages taking risks, that fosters problem-solving and critical thinking (SC State Department of Education, 1996). Piaget aptly summed up the role of the teacher with the simple observation, “Telling is not teaching.”

*The place of science in students’ lives.* The USCA Science Education program is grounded in the precept that all students can learn science and that all should become “scientifically literate.” Scientific literacy is defined as “the knowledge and understanding of scientific concepts and processes required for personal decision making, participation in civic and cultural affairs, and economic productivity.” The “attitudes and values” relative to science are established in the formative years of students’ lives and will shape the continuing development of literacy during adulthood (National Research Council, p.2). This cannot be seen just as a goal, but as essential for the well-being of individual citizens, their communities and our nation in the 21st century.

Just as the world in which we live is constantly evolving, just as science itself is ever-changing, the process of preparing teachers must be flexible and responsive to the changing needs of the communities in which they serve. To that end, the Science Education Program at USC Aiken is dynamic and foresighted in its endeavors
to educate and to inspire its students.


**Secondary Social Studies Education**

A critical multicultural social studies perspective is essential for teachers who are preparing children for citizenship in a pluralistic, democratic society. The University of South Carolina Aiken prepares teacher candidates who inculcate this critical perspective through active involvement in a comprehensive program that incorporates diverse social studies content knowledge along with a repertoire of pedagogical skills.

A strong foundation in the discipline of history provides a context for the exploration of the broader social studies curriculum. In addition to the underpinning in history, all teacher candidates complete the framework for a broad social studies knowledge base by completing a core of courses including sociology, psychology, political science, geography, economics and anthropology.

The importance of considering cultural diversity and varied learning styles in selecting curricular materials and pedagogical approaches is stressed. Effective Social Studies teachers are skilled in helping their students construct knowledge through providing opportunities to clarify and test their thinking and understanding in real-world contexts. Instruction should facilitate the development of concepts and thinking skills and emphasize interaction and application (Dittmer, Fischetti, & Kyle, 1993). The program prepares teacher candidates to implement interactive, student-centered approaches to instruction that are appropriate to the nature of social studies content and goals.

The USCA program prepares teacher candidates to perceive and teach social studies in a critical manner, looking for biases, omissions, and stereotypes in traditional curriculum (Boyle-Baise, M., 1995).
This program readies them to prepare students to move beyond traditional majority cultural assumptions and to participate fully in a global society.


**Special Education Program**

The Special Education Program at USC Aiken is a 4-year undergraduate program that prepares teacher education candidates to teach students who have disabilities. Graduates earn a Bachelor of Arts degree in Special Education. Most of the first 2 years of the program consists of required general education courses, which provide a broad base in the liberal arts, which are required of all USC Aiken students. After admission into the Professional Program in Special Education, candidates take specialized courses that include curriculum, pedagogy, and materials courses, several of which are paired with field experience. Upon successful completion of the course of study, including a semester of a teaching internship, candidates may apply for South Carolina certification in Multicategorical Special Education in kindergarten through grade twelve. In addition to the program on the Aiken campus, the Special Education: Multicategorical degree is offered through the USC System Palmetto College online degree completion program.

In keeping with the mission of the USCA School of Education, the goals and objectives of the course of study prepare candidates as special educators knowledgeable in the field, skilled in the art and science of teaching, and dedicated to providing the quality education that every student deserves. The professional curriculum includes a wide range of courses that focus on the merging of theory and pedagogy. The program embraces the USCA School of Education’s Dynamic Educator framework by embedding objectives and experiences that produce teachers who are competent in planning, instructing, managing, and
communicating and who have a strong sense of professionalism. The Special Education Program courses meet all 240+ competency elements established by the Council for Exceptional Children (CEC), which is noted for its rigorous standards.

**Master’s Degree in Educational Technology**

The Master’s Degree in Educational Technology is designed to provide advanced professional studies in graduate level coursework to develop capabilities essential to the effective design, evaluation, and delivery of technology-based instruction and training (e.g., software development, multimedia development, assistive technology modifications, web-based development, and distance learning).

The program is intended (1) to prepare educators to assume leadership roles in the integration of educational technology into the school curriculum, and (2) to provide graduate-level instructional opportunities for several populations (e.g., classroom teachers, corporate trainers, educational software developers) that need to acquire both technological competencies and understanding of sound instructional design principles and techniques.

Graduates of the Educational Technology program who already hold South Carolina Teacher Licensure are eligible for add-on endorsement in Online Teaching, which permits them to teach in the SC Virtual School Program. Additionally, the Ed.D in Curriculum and Instruction program offers an Educational Technology Concentration which includes four courses from the Educational Technology curriculum.

The Educational Technology Program has been Nationally Recognized by the Association for Educational Communications and Technology specialized professional association and is aligned to the standards found on the association website.
Expected Candidate Outcomes (Knowledge, Skills, Dispositions)

The Dynamic Educator as Planner

1. The Dynamic Educator as planner understands national, state, and local standards.

2. The Dynamic Educator as planner has a strong content knowledge in the Liberal Arts and Sciences.

3. The Dynamic Educator as planner uses various forms of assessments to inform and plan instruction.

4. The Dynamic Educator as planner has the pedagogical content knowledge to facilitate short and long term planning.

5. The Dynamic Educator as planner is familiar with planning documentation (FBA, BIP, IEPs) necessary for working with students with special needs.

The Dynamic Educator as Instructor

1. The Dynamic Educator as instructor understands national, state, and local standards.

2. The Dynamic Educator as instructor has a strong content knowledge in the Liberal Arts and
3. The Dynamic Educator as instructor uses various forms of assessments to inform instruction.

4. The Dynamic Educator as instructor has pedagogical content knowledge.

5. The Dynamic Educator as instructor understands various learning theories that enable them to facilitate the learning for all children.

6. The Dynamic Educator as instructor thinks critically and assesses the merits of various curricula and instructional approaches based on research.

The Dynamic Educator as Manager

1. The Dynamic Educator as manager has knowledge of human growth theories, psychological theories, management theories and management techniques to facilitate learning for all children.

2. The Dynamic Educator as manager applies techniques and theories to create safe learning environments, manage instructional time, and manage instructional materials.

The Dynamic Educator as Communicator

1. The Dynamic Educator as communicator has excellent oral communication skills.

2. The Dynamic Educator as communicator has excellent written communication skills.

3. The Dynamic Educator as communicator facilitates the learning of all children.

4. The Dynamic Educator as communicator effectively communicates with children, parents and colleagues.

The Dynamic Educator as Professional

1. The Dynamic Educator as a professional is a reflective practitioner.

2. The Dynamic Educator as a professional fosters relationships with school colleagues and community agencies, such as social services and mental health associations, to enhance the learning and well being of students.
3. The *Dynamic Educator* as a professional displays positive dispositions with respect to: attitude, cultural awareness, enthusiasm, personal appearance, professionalism, rapport, reliability, sensitivity.

4. The *Dynamic Educator* as a professional is committed to facilitating the learning of all children.

5. The *Dynamic Educator* as a professional stays informed on current trends and legislation and apply that understanding in practice.

6. The *Dynamic Educator* as a professional seeks opportunities to grow professionally.

Although Diversity and Technology are integrated throughout the program, the following are the expectations of candidates in the fields of Diversity and Technology.

The Role of Diversity

Candidates in the School of Education are expected to facilitate the learning of all students. Therefore candidates in the School of Education are expected to:

1. understand other cultures and their impact on student learning.

2. understand and use various teaching strategies to accommodate diverse populations of students.

3. be respectful, compassionate, considerate, friendly, just, and free of bias when working with students from diverse backgrounds.

The Role of Technology

Candidates will demonstrate acquisition of technology knowledge, skills and dispositions as defined by national and state standards. Candidates will:

1. demonstrate a sound understanding of technology operations and concepts.

2. plan and design effective learning environments and experiences supported by technology.

3. implement curriculum plans that include methods and strategies for applying technology to maximize student learning.
4. apply technology to facilitate a variety of effective assessment and evaluation strategies.
5. use technology to enhance teacher productivity and professional practice.
6. understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply that understanding in practice.

Research/Knowledge Base Supporting the Dynamic Educator

Dynamic Educator as Planner

The Dynamic Educator as Planner must consider the student’s perspective; the content to be taught and effective instructional strategies for teaching the content. Planning instruction requires an understanding of the student in universal, individual, and social cultural contexts (Bredekamp & Copple, 1997). Candidates must understand the universal context from a developmental perspective. Erikson (1950), Piaget (1963), Gardner (1993), and Vygotsky (1978) provide a developmental perspective. Maslow (1999) emphasizes the need for understanding the students’ basic human needs. Bronfenbrenner (1979) defines systems that influence and are influenced by the developing person.

Erikson’s (1950) psychosocial theory is presented as stages that the child must positively complete before progressing to the next stage. The development of trust is essential for young infants both with parents and caregivers outside the home. A developing sense of autonomy reinforces the child’s assertion of himself as an individual. The child’s growing ability to do things for him/herself must be supported. Taking initiative is fundamental in the child’s development.

Piaget (1963) encourages the freedom for children to be actively involved with the people and things in their environment as they construct knowledge. The distinctive characteristics of the preoperational thinker clearly indicate the unique way of thinking for the preschool/primary child. These stages of development along with developmental milestones provide information for the candidate regarding the universal aspects of development. The Dynamic Educator as Planner, therefore, considers these dimensions of development.
Gardner (1993) and others have recognized the individual strengths and variances in development in students. Gardner has identified the multiple intelligences. The *Dynamic Educator* as Planner can use this information to plan for the individual differences in each student.

Vygotsky (1978) emphasizes the social component in children’s cognitive development. Children learn, according to Vygotsky, from their interactions with adults and more knowledgeable peers. Adults and more knowledgeable peers provide scaffolding for the child’s increasing knowledge in the zone of proximal development. Teachers must, therefore, not only know what students can do but also what they can do with assistance.

Maslow’s (1999) theory highlights the hierarchy of human needs. This perspective is essential in recognizing the individual needs of young children, which must be met before the child is capable of learning.

Bronfenbrenner (1979) has articulated an ecological systems theory that supports the idea that systems that work together work better, and that any change in a system affects the whole system. This theoretical perspective has significant influence on the field of education as we strive to work together with families for the optimum benefit of students.

With a solid understanding of child development, the uniqueness of each and every child and the influence of culture, candidates begin to plan lessons for a class of students. Lessons are planned which capitalize on the child’s natural curiosity by using inquiry and hands-on, minds-on, feelings-on learning (Bredekamp & Copple, 1997).

While theoretical perspectives provide the context for “who” is being taught, curriculum standards provide the “what” is being taught. The *Dynamic Educator* as Planner is familiar with standards for all content
areas. Standards provide benchmarks for the learning of students that ensure quality and promote change. Assessment of concepts articulated within the standards enhance student learning (NCTM, 2000). *Dynamic Educators* are very familiar with the content area standards for our state and are knowledgeable of planning instruction that supports the student’s acquisition of this content knowledge.

Assessment is an integral part of this planning process. Candidates first demonstrate their ability to determine an assessment that fits the objective of the lesson. Candidates are also required to use a variety of assessment strategies including work samples, anecdotal records, photographs, audiotapes, and videotapes and various technology tools. Technology can be a useful tool in collecting and organizing assessment information. Candidates use assessment to inform their curriculum. Concepts can be taught in additional ways in order to enable all students to gain the knowledge they need. All candidates in our program are expected to be able to plan for all students. This includes long-range planning, stating objectives, planning assessments, and documenting student progress.

Planning is distinctive in that candidates are not just teaching content areas but teaching individual students with their own unique needs, interests, and abilities. Planning requires that candidates get to know each student and be able to plan for that student. Candidates must be able to plan appropriate curriculum and activities for each individual student in the classroom. In order to do this, the candidates must be able to develop relationships with students and their families recognizing the systemic influences on development and learning. Getting to know each child is essential for planning instruction that will benefit each child.

The candidates must also understand pedagogical content knowledge in order to plan for each individual student in the classroom. Candidates must understand the continuum of learning to know how to enhance the students’ learning by planning for their zone of proximal development. *Dynamic Educators* as Planners are familiar with a variety of instructional strategies that can be used to teach concepts. A solid plan provides a foundation for the *Dynamic Educator* as Instructor.
Being a Dynamic Educator requires the understanding of various pedagogical strategies. Gardner (1993), Dunn (1978) and Malaguzzi (1998) have articulated specific strategies that support the diverse needs of students within the classroom.

Gardner’s (1993) Theory of Multiple Intelligences acknowledges that children can have strengths that can be used to support their learning in a variety of ways. Dunn (1978) examines the gamut of factors that influence a student’s learning. Recognizing these individual aspects of a student’s needs allows the Dynamic Educator to be responsive to all students.

Based upon the foundation that all children can learn, the Dynamic Educator uses a plethora of strategies and tools for teaching. Determining appropriate strategies for each individual student requires knowledge of that student, his likes, dislikes, strengths, and weaknesses. Vygotsky (1978) emphasizes the understanding of each student and his/her growing edge. For adults or more experienced peers to provide scaffolding for the student’s learning, they must know not only what the child can do but what the child can do with assistance as well as the types of assistance the student may need.

The Dynamic Educator’s toolbox of strategies includes technology, inquiry, multiple intelligences, and cooperative learning. Connections must be made to the student’s prior knowledge. The Dynamic Educator must understand the content in such a way that he/she can present the information to students in ways that they will understand (Darling-Hammond, 1997).

Pedagogical content knowledge requires that teacher candidates not only know content but know how to teach that content to each individual student in the classroom. Developmentally appropriate practice requires a consideration of universal expectations for a child at a certain age, the unique characteristics of
each individual child, and a child’s social/cultural context. Candidates are immersed in curricular models that provide a framework for instruction. Candidates are also aware of the different strengths that students may have including the multiple intelligences identified by Howard Gardner (1993): verbal/linguistic; logical/mathematical; bodily/kinesthetic; visual/spatial; musical; interpersonal; intrapersonal and naturalist. All candidates in the School of Education Teacher Education Program must be able to instruct students. Candidates must be prepared to provide instruction in the classroom that has the students actively engaged. Candidates must constantly monitor and adjust instruction according to the feedback they are receiving from the students. This means that the candidates must be continually aware of the students’ progress. Special consideration for instruction must be given to students who have special educational needs and children for whom English is a second language. The needs and interests of all students must be considered and extra assistance must be provided as each case warrants. Candidates must learn to take advantage of incidental teaching opportunities in the classroom. The continual process of assessment informs instruction.

The *Dynamic Educator* engages in a continual process of planning, instructing and assessing. Planning is informed by curriculum standards. Instruction is influenced by the individual needs of students and assessment provides information regarding the need for additional instruction for which the *Dynamic Educator* subsequently creates a plan. This dynamic process requires the knowledge, skills and dispositions of the *Dynamic Educator*.

*Dynamic Educator as Manager*

Classroom management is dependent upon several interdependent components which include an engaging curriculum; working with anger, projection, and depression; students as responsible citizens; the teacher as a self-knowing model; classroom management skills; working with resistance, conflict, and stress; and robust instruction. If even one of these components is neglected, the whole process is compromised (Hanson, 1998).
In a meta-analysis study they conducted, Wang, Haertel, and Walberg (1993) report that classroom management has the biggest impact on student achievement. In a recent study, Marzano, Pickering, and Marzano (2003) found the quality of teacher-student relationships is a key to all components of classroom management. Marzano and Marzano (2003) outline nine teacher behaviors that impact teacher-student relationships: 1) use appropriate levels of dominance; 2) establish clear expectations and consequences; 3) establish clear learning goals; 4) exhibit assertive behavior; 5) establish appropriate levels of cooperation; 6) provide flexible learning goals (allow students to help set learning goals; 7) take a personal interest in students; 8) use equitable and positive classroom behaviors; and 9) be aware of students with significant needs.

A Dynamic Educator is aware of these components and has the skills necessary to be an effective classroom manager. A Dynamic Educator understands that relationships with students are the key to student success. A Dynamic Educator treats students equitably, with cultural sensitivity, and without bias. A Dynamic Educator provides students with ongoing feedback about their academic and social performances. Finally, a Dynamic Educator engages students in the learning process and helps students assume responsibility for their own behaviors and learning.

Dynamic Educator as Communicator

Helping candidates learn to communicate effectively is an ongoing tradition in the School of Education, especially given the cultural and linguistic diversity in today’s classrooms. Teacher candidates serve as successful role models for students and must know how to structure their own language output for maximum clarity (Hurst & Reding, 2000). Therefore, it is essential that candidates demonstrate various ways to present information in an effective and professional manner. “Numerous facets of communication impact professionalism. Among these are collaboration, cooperation, support and encouragement, and participating in learning communities, as well as basic modeling of proper language usage” (Kramer, 2003, p 24). Candidates gain knowledge of communicating effectively through courses in composition, public
speaking, computer technology, and methods classes with special projects as well as in practica and internship placements where real life experiences are emphasized. Candidates are encouraged to ask questions and to expect intelligent answers. They are encouraged to explore and challenge in order to gain additional insight. Candidates are familiar with the basic functions of present day technology and are able to use it for personal productivity and pedagogical integration (ISTE, 2002). The School of Education faculty believe that multi-faceted dimensions of communication all contribute to successful and meaningful teaching and learning by creating a trusting relationship with individual candidates and by establishing clear curricular objectives and goals that are tied to candidates’ personal learning experiences.

The Dynamic Educator as Communicator uses excellent oral and written communication skills to facilitate learning of all children. Given that students acquire language best in meaningful contexts, through conversation interactions and encounters with written language, these must be the focus of instruction of teacher candidates (Bredekamp & Copple, 1997). The Dynamic Educator is skilled in various modes of collaboration designed to promote proficiency in verbal and written interactions with students, parents, families, and colleagues. These include communicating with all who play critical roles in the education of students, conducting effective meeting, and teaching children through cooperative learning experiences (Friend & Cook, 2003). The Dynamic Educator understands that communication in all its forms is fundamental to teaching and continually strives to improve these skills.

Dynamic Educator as Professional Reflective Practitioner

The Dynamic Educator is a reflective practitioner who continually analyzes her/his own performance in order to improve teaching and enhance the performance of students. According to Newman (1990), reflective practice is an ongoing journey without end. The concept of reflection as a component of teacher education has its origins in the work of Dewey who believed that critical reflection was the most important quality of a teacher. “Reflection is an active, persistent, and careful consideration of any belief or supposed form of knowledge in light of the grounds supporting it and future conclusions to which it tends (Dewey,
Dewey identified three attributes necessary for reflection: 1) open-mindedness; 2) responsibility; and 3) wholeheartedness.

In his postulates for teacher renewal, Goodlad (1990) identified the importance of reflective practice and called for courses that helped candidates reflect on the nature of teaching and learning. In addition, he emphasized the importance of reflective journals as well as the opportunity for candidates to engage in informed discussion and debate on current educational trends and issues.

Zeichner and Liston (1996) identified reflection as the means through which teachers connect their theories about learning to their daily teaching experiences. They asserted that reflection deepens beliefs and understandings and provides the foundation for future professional growth.

More recently, Yost, Sentner, & Forlenza-Bailey (2000) defined reflective thinking as a tool for finding solutions to issues in today’s schools. They pointed out the need to examine more than one perspective in order to identify alternate solutions. The ultimate purpose of critical reflection is to make meaningful change in schools. Yost et al. state that the primary mission of every teacher education program is the production of teachers who engage in critical reflection.

Candidates at USCA have the opportunity to engage in critical reflection throughout the program starting at the pre-professional course level through the internship. Demonstration of the ability to reflect critically reflection is demonstrated in candidates’ assignments, journals, and portfolios.

Community of Learners. The Dynamic Educator is as committed to her/his own professional growth as to the learning of students. There is no point at which a teacher has all the knowledge and skills required to teach at a level of perfection. What works today will be reexamined tomorrow based on new observations
and the availability of new research findings. “Confirmation, reconsideration, questioning what you already
know and do, and making new connections are what learning is all about” (Routman, 2000, p.xxxxviii).
Professional growth is a life-long process that includes socialization within a community of learners. The
Dynamic Educator works collaboratively with other teachers in the examination of problems and exchange
of ideas in the pursuit of solutions to problems in curriculum and learning. The process of change is
constructivist. Any reform that is merely implemented will eventually recede rather than taking root. Each
school community must struggle with new ideas for itself if it is to develop the deep understanding and
commitment needed to engage in the continual problem solving demanded by major changes in practice

Collaboration extends beyond interactions among teachers. The learning community also includes
administrators and specialists as well as representatives of community agencies. Through inquiring,
analyzing, and pondering in a learning community, teachers become participants in an ongoing effort that
improves their own learning as well as the learning and well-being of their students (Lieberman, 2000).
The importance of learning communities has been emphasized throughout the literature. Wells (2001)
make the point clearly. But, ultimately, each teacher has to discover how to proceed in his or her own
specific situation and in collaboration with the students with whom he or she is working. It is for this reason
that teachers themselves need to be inquirers, and they can do this most effectively when they belong to a
community of teachers with similar concerns (Wells, 2001, p. 194).

Candidates at USCA collaborate within schools and the community during practica experiences and the
internship. In addition, candidates belong to professional organizations, attend workshops and conferences,
and read professional journals in order to remain current on innovations and legislation that affect
education, students, and their families.
Professional Dispositions. Although knowledge and skills are crucial to effective teaching, their possession alone does not guarantee that they will be applied wisely and effectively. In combination with knowledge and skills, a teacher must demonstrate dispositions that will motivate and engage the student to learn. (Feinman-Nemser & Remillard, 1996). CAEP defines dispositions as the values, commitments, and professional ethics that influence behaviors towards students, families, colleagues, and communities that affect student learning, motivation, and development as well as the educator’s own professional growth.

The Dynamic Educator demonstrates the dispositions that are required for effective teaching. It is expected that candidates at USCA will demonstrate a positive attitude, enthusiasm, cultural awareness, sensitivity, reliability, sensitivity, and professionalism in interactions on campus, within the public schools, and within the community. Faculty members in the School of Education model these dispositions in their interactions with candidates.

Throughout the student’s School of Education experience, the dispositions of candidates are formally evaluated by both faculty, cooperating teachers and University Supervisors. In addition, classroom interactions and assignments provide opportunities for faculty to provide feedback on the dispositions displayed by candidates at various benchmarks through out the Professional Program.

Alignment with Standards

The Dynamic Educator framework is based on state and national standards. Table 1 below shows how each element of the conceptual framework is aligned with the South Carolina Assisting, Developing, and Evaluating Professional Teaching (ADEPT) Performance Dimensions (PDs) and the Interstate New Teacher Assessment and Support Consortium (INTASC) standards.
<table>
<thead>
<tr>
<th>Conceptual Framework Component</th>
<th>ADEPT/SAFE-T Dimensions</th>
<th>INTASC Principles</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Plan</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. The <em>Dynamic Educator</em> as planner understands national, state, and local standards.</td>
<td>PD1, PD2, PD6</td>
<td>P1, P7</td>
</tr>
<tr>
<td>2. The <em>Dynamic Educator</em> as planner has a strong content knowledge in the Liberal Arts and Sciences.</td>
<td>PD1, PD2, PD6</td>
<td>P1, P7</td>
</tr>
<tr>
<td>3. The <em>Dynamic Educator</em> as planner uses various forms of assessments to inform and plan instruction.</td>
<td>PD1, PD2, PD3</td>
<td>P2, P8</td>
</tr>
<tr>
<td>4. The <em>Dynamic Educator</em> as planner has the pedagogical content knowledge to facilitate short and long term planning.</td>
<td>PD1, PD2</td>
<td>P1, P7</td>
</tr>
<tr>
<td>5. The <em>Dynamic Educator</em> as planner is familiar with planning documentation (FBA, BIP, IEPs) necessary for working with students with special needs.</td>
<td>PD1, PD2, PD3, PD7</td>
<td>P7, P8</td>
</tr>
<tr>
<td><strong>Manage</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. The <em>Dynamic Educator</em> as manager has knowledge of human growth theories, psychological theories, management theories and management techniques to facilitate learning for all children.</td>
<td>PD1, PD7, PD8, PD9</td>
<td>P2, P3, P5</td>
</tr>
<tr>
<td>2. The <em>Dynamic Educator</em> as manager applies techniques and theories to create safe learning environments, manage instructional time, and manage instructional materials.</td>
<td>PD8, PD9</td>
<td>P5</td>
</tr>
<tr>
<td><strong>Instruct</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. The <em>Dynamic Educator</em> as instructor understands national, state, and local standards.</td>
<td>PD6</td>
<td>P1, P7</td>
</tr>
<tr>
<td>2. The <em>Dynamic Educator</em> as instructor has a strong content knowledge in the Liberal Arts and Sciences.</td>
<td>PD6</td>
<td>P1</td>
</tr>
<tr>
<td>3. The <em>Dynamic Educator</em> as instructor uses various forms of assessments to inform instruction.</td>
<td>PD3</td>
<td>P2, P8, P9</td>
</tr>
<tr>
<td>4. The <em>Dynamic Educator</em> as instructor has pedagogical content knowledge.</td>
<td>PD5, PD6</td>
<td>P1, P4, P7</td>
</tr>
<tr>
<td>5. The <em>Dynamic Educator</em> as instructor understands various learning theories that enable them to facilitate the learning for all children.</td>
<td>PD1, PD4, PD5, PD6</td>
<td>P2, P3, P4, P9</td>
</tr>
<tr>
<td>6. The <em>Dynamic Educator</em> as instructor thinks critically and assesses the merits of various curricula and instructional approaches based on research.</td>
<td>PD5, PD6</td>
<td>P1, P4, P9</td>
</tr>
<tr>
<td><strong>Communicate</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. The <em>Dynamic Educator</em> as communicator has excellent oral communication skills.</td>
<td>PD4, PD10</td>
<td>P6</td>
</tr>
<tr>
<td>2. The <em>Dynamic Educator</em> as communicator has excellent written communication skills.</td>
<td>PD4, PD6, PD10</td>
<td>P6</td>
</tr>
<tr>
<td>3. The <em>Dynamic Educator</em> as communicator facilitates the learning of all children.</td>
<td>PD5, PD6, PD10</td>
<td>P3, P5, P6</td>
</tr>
<tr>
<td>Professional</td>
<td>4. The <em>Dynamic Educator</em> as communicator effectively communicates with children, parents and colleagues.</td>
<td>PD4, PD10</td>
</tr>
<tr>
<td>-------------</td>
<td>----------------------------------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>1. The <em>Dynamic Educator</em> as a professional is a reflective practitioner.</td>
<td>PD10</td>
<td>P9</td>
</tr>
<tr>
<td>2. The <em>Dynamic Educator</em> as a professional fosters relationships with school colleagues and community agencies, such as social services and mental health associations, to enhance the learning and well being of students.</td>
<td>PD10</td>
<td>P3, P9, P10</td>
</tr>
<tr>
<td>3. The <em>Dynamic Educator</em> as a professional displays positive dispositions with respect to: attitude, cultural awareness, enthusiasm, personal appearance, professionalism, rapport, reliability, sensitivity.</td>
<td>PD10</td>
<td>P3, P6, P10</td>
</tr>
<tr>
<td>4. The <em>Dynamic Educator</em> as a professional is committed to facilitating the learning of all children.</td>
<td>PD8, PD10</td>
<td>P3, P10</td>
</tr>
<tr>
<td>5. The <em>Dynamic Educator</em> as a professional stays informed on current trends and legislation and apply that understanding in practice.</td>
<td>PD10</td>
<td>P9, P10</td>
</tr>
<tr>
<td>6. The <em>Dynamic Educator</em> as a professional seeks opportunities to grow professionally.</td>
<td>PD10</td>
<td>P9</td>
</tr>
</tbody>
</table>

**Conceptual Framework References**


**Conceptual Framework Bibliography**


**Accreditation**

The USCA undergraduate teacher education program that leads to initial certification meets the national standards of the Council for the Accreditation of Educator Preparation (CAEP). The mission of CAEP is to “advance equity and excellence in educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12 student learning.”
In addition to this program acceditation, each individual program has undergone a rigourous review process by a Specilaized Professional Association (SPA). Listed below are the names of the Learned Societies that have reviewed the programs and have found them to be in compliance.

- Early Childhood Education Program approved by the National Association for the Education of the Young Child (NAEYC).
- Elementary Education Program approved by the Council for the Accreditation of Educator Preparation (CAEP).
- Secondary English Education Program approved by the National Council of Teachers of English (NCTE).
- Secondary Mathematics Education Program approved by the National Council of Teachers of Mathematics (NCTM).
- Secondary Science Education Program (Biology/Life Science, Chemistry) approved by the National Science Teachers Association (NSTA).
- Secondary Social Studies Education Program approved by the National Council for the Social Studies (NCSS).
- Special Education: Multicategorical Special Education Program approved by the Council for Exceptional Children (CEC).

The authority for educator preparation unit accreditation and teacher certification is designated by statute to the South Carolina Department of Education (SCDE). The capacity to certify teachers at the state level is predicated on educator preparation unit accreditation and program
approval at the state and national levels. To achieve the necessary balance of state and national accountability, the State Board of Education (SBE) has adopted standards, policies, and practices unique to the state as well as the standards of the Council for the Accreditation of Educator Preparation (CAEP). Standards unique to the state are based on state law, state regulations, and State Board–approved policies and guidelines. State standards are intended to ensure that educator preparation programs provide candidates with the preparation they need to meet these requirements.
Chapter 2

Teacher Education Program
Teacher Candidate Benchmarks

The School of Education curriculum, through course work and field experiences, is designed to provide candidates opportunities to demonstrate, through multiple measures, the knowledge, the skills, and the dispositions necessary to become a Dynamic Educator. Although multiple measures are taken throughout a candidate’s career at USCA, there are five benchmarks or checkpoints that specifically monitor a candidate’s status at those times.

Benchmark I: Acceptance to USCA

Obtain admission to USCA through the USCA Office of Admissions.

Benchmark II: Acceptance to the School of Education Professional Program

Prior to be accepted into the School of Education Professional Program the candidate must:

1. have official transcripts for all undergraduate and graduate coursework sent to and received by USCA.
2. receive a grade of C or better in English (ENGL) 101 and 102 (or their equivalents) and the Communications requirement (or its equivalent).
3. have a 2.75 GPA.
4. have an official score report indicating passing PRAXIS Core scores for all three sections (Math, Writing, and Reading or appropriate exemptible scores on the SAT or ACT.
5.

Benchmark III: Acceptance into Internship

The internship component of the Teacher Education Program is required by the South Carolina Department of Education and is designed to serve as the culminating experience in a candidate’s preparation for a career in education. Interns will be placed in school districts that have a cooperative agreement with USCA. Prior to being accepted into the internship the candidate must:
1. complete the on-line internship application (http://www.usca.edu/education/current-students/internships/internship-application-form.dot) one year prior to the internship.

2. be fully admitted to the Professional Program at least 1 full semester prior to the internship semester.

3. complete all education courses (pre-professional and professional) and all subject area course requirements.

4. have no more than 12 hours of course work (general education/electives) remaining to meet graduation requirements following completion of internship.

5. have at least a 3.0 cumulative GPA in all coursework, and at least a 3.00 GPA in education courses and subject area requirements.

6. have a grade of C or better in Math 108 and STAT 201 (or course equivalents) for elementary education, special education, and early childhood education majors.

7. pass the university’s writing proficiency portfolio requirement.

Candidates whose applications have been denied may appeal the decision by requesting a personal interview with the Professional Education Committee. Candidates may consult their advisors or the Chairperson of the Professional Education Committee concerning the procedures for appealing the decision of the committee.

**Benchmark IV: Exit from Internship**

A candidate accepted into internship is placed at a school at an appropriate grade level. During the internship, a candidate is supervised by a Cooperating Teacher and a University Supervisor. The minimum number of days an intern is placed at a school is 60 days. During those 60 days the intern must successfully assume full responsibility of the classroom in which they have been assigned for a minimum of 10 days. The candidate is observed teaching a class a minimum of 4 times by both the Cooperating Teacher and University Supervisor for a minimum total of 8 observations. It is the responsibility of the Cooperating Teacher and University Supervisor to make a final recommendation to the Dean of the School of Education
as to whether the candidate has the knowledge, skills, and dispositions necessary to be a successful teacher. By state law, each candidate’s success is measured using the ADEPT/SAFTE evaluation system. It is upon the final recommendation made by the Cooperating Teacher and University Supervisor that the Dean of the School of Education recommends a teacher candidate’s certification to the State Superintendent of Education.

*Benchmark V: Post Program Assessment*

Graduates from USCA School of Education are expected to be *Dynamic Educators* for their entire career. In order for the School of Education to assess its program, the School will measure candidate success through the following processes:

1. **Principles of Learning and Teaching Exam** – Currently all teacher candidates graduating from USCA are recommended to take and pass the PLT before the end of their senior year (prior to receiving their teaching certificate).

2. **Alumni Survey** – The School of Education will survey alumni for three years post graduation. The survey will measure graduate perception of their preparation as a Planner, Instructor, Manager, Communicator, and Professional and their level of positive impact on student learning within their assigned classroom.

3. **Employer Survey** – Employers will be surveyed every year to measure their perception as to USCA School of Education graduates preparedness as a Planner, Instructor, Manager, Communicator, and Professional.

4. **SAFE-T/ NIET SC 4.0 Teaching Standards Evaluation** – Currently, the State of South Carolina uses the SAFE-T/ NIET SC 4.0 Teaching Standards Evaluation system to evaluate teacher performance.
Admission to the Professional Program

Formal admission to the Professional Program in Education is required of all USC Aiken students who wish to complete the approved program leading to certification as a public school teacher in South Carolina.

- **Teacher candidates** who plan to seek certification must apply to the Professional Program during the semester in which they will complete 60 hours of coursework that apply towards certification.

- **Transfer students** (including USC –Salkehatchie teacher candidates) must have successfully completed 60 hours of coursework that apply towards certification, 12 hours of which must have been taken from USC Aiken.

The candidate should meet the following criteria to be fully admitted into the School of Education Professional Program:

- Have completed 60 semester hours at the time of application
- Have a “C” or better in ENGL 101, 102, and COMM requirement
- Have a minimum cumulative GPA of 2.75
- Have passing scores on the Praxis Core or exemptible score on SAT/SAT.
- Provided a current copy of his/her SLED check
- Provided a “cleared” TB test from Health Services
- Provided a “no records found” National Sex Offender Registry documentation.
- The School of Education Professional Program Application may be completed online through the SoE website.

Praxis Core Academic Skills for Educators

- South Carolina requirement for all Teacher Educator students
- Test on reading, writing, and mathematics
- Can take the SAT (collegeboard.org) or ACT (act.org) to exempt:
- Exempt if ACT = 22+ or SAT=1100+ on 3 part (new test March 5, 2016+; or 1650+ (2005-2015)
  - ACT ELA= 22, exempt from Reading and Writing
  - ACT Math = 22, exempt from Math
  - SAT Reading and Writing= 550, exempt from Reading and Writing
SAT Math = 550, exempt from Math

- Information and registration can be found at https://www.ets.org/praxis/about/core/

- The ID codes for USCA and the SC Dept. of Education:
  - USC ID#: 5840 SC DEPT OF ED#: 8108

- Takes approximately 3-4 weeks for official scores to reach USCA School of Education office.

- Resources: USCA School of Education website at http://www.usca.edu/education/current-students/praxis-testing.dot, Praxis Core Preparation software on Blackboard; preparation materials on ETS website at https://www.ets.org/praxis/prepare/materials; Learning Express on USC Aiken Gregg-Graniteville Library website; prep books at library and/or any bookstore.

School of Education Dispositions Policy

The School of Education prepares individuals to enter the profession of teaching and demonstrate the highest standards of that profession. As a nationally accredited program, the teacher preparation program adheres to the standards and guidelines of the Council for the Accreditation of Educator Preparation (CAEP) and the South Carolina Department of Education (SCDoE) which are derived from the Interstate New Teacher Assessment and Support Consortium (INTASC) and the Model Code of Ethics for Educators (MCEE). Within these guidelines, the Teacher Education faculty has the freedom and ultimate responsibility for the selection and evaluation of its candidates; the design, implementation, and evaluations of its curriculum; and the determination of who should be recommended for a degree and teacher licensure. Admission and retention decisions are based not only on prior satisfactory academic performance but also on a range of factors that serve to ensure that the candidate can demonstrate the skills and dispositions critical to being a successful teacher. Candidates should conduct themselves in a professional manner that is positive, open-minded, and sensitive to the uniqueness of each individual. The School of Education faculty and staff will monitor the development of these dispositions as candidates proceed through their professional program and hear the concerns of any faculty/staff members or practicum/intern personnel.
regarding individuals seeking certification from the School of Education. The procedures outlined in this policy are designed to ensure the USCA teacher candidate demonstrates those dispositions.

**Introduction of Expectations of Candidates Regarding Dispositions**

**Expectation of Dispositions for Initial Licensure Form.** Candidates will be introduced to the expectations regarding dispositions as part of the application to the professional program. Candidates will be required to sign the form acknowledging understanding of and willingness to abide by the expected dispositions. The dispositions addressed will be discussed in and reinforced throughout the program. Candidates will be made aware that violations of these dispositions will constitute grounds for the filing of a Dispositions Incident Report (DIR).

**Progress Monitoring of Candidate Dispositions**

**Disposition Review.** A Disposition Review can be completed by the instructor(s) at any time during coursework as needed. If there are any concerns, the instructor may elect to:

a) hold an informal meeting with the student/candidate to discuss the issue(s). At the instructor’s discretion, a Dispositions Incident Report (DIR) may or may not be filed.

b) If there is not a DIR filed and the issue is resolved, no further action is needed at that time.

c) If the issue is not resolved, the instructor will file a DIR.

If the DIR is filed, the faculty member(s) and the candidate will each sign the form. A copy will be provided to the candidate and the original will be filed in the School of Education office.

**Field Experience Dispositions Report.** For each course that requires a field experience, excluding clinical teaching, a Field Experience Dispositions Report will be provided to each Cooperating Teacher (CT). These forms will be returned by the Cooperating Teacher to the instructor of each corresponding course. A copy will be provided to the candidate and the original will be filed in the School of Education office. If corrective action is needed based on the feedback from the CT, a Disposition Incident Report is filed.

**Referral of Candidate Dispositions**
1. **Dispositions Incident Report (DIR).** For specific incidences that occur during the semester and need to be addressed immediately (see outline in section B), faculty will obtain and file a Dispositions Incident Report if needed. The report is available at the School of Education Web site.

2. The Dean will review the report and determine if the referral requires a Letter of Notice to be given to the candidate and placed in their file or if further action is deemed necessary. 3. If further action is necessary, the Dean will convene the Professional Education Committee (PEC) for action within 5 working days of receiving the referral form. This action will involve: a) inviting the student/candidate to the committee meeting; b) notifying the student/candidate of the concern(s) on the form; c) the date, time and location of the meeting.

4. When the committee is convened, the referring faculty member will address the committee in person, explaining his/her concerns regarding the candidate.

5. Following the faculty member’s appearance, the student/candidate will be asked to address the faculty members’ concerns with the committee. The student/candidate has the right, if s/he desires, to have an advocate present to advise and serve in a consultative role to the candidate, although said advocate may not actively participate in the hearing. A hearing will be held in a candidate’s absence.

6. Subsequent to the student/candidate’s appearance, discussion among the committee members will result in any of the following actions:

   a. The student/candidate may continue/resume degree program progress with an understanding of the knowledge and dispositions expected of teacher education candidates;

   b. The student/candidate may continue in the program with a corrective Action Plan developed to address identified problems with knowledge and dispositions;

   c. The student/candidate may be dismissed from the teacher education program.

7. If corrective action is required, the student/candidate will develop a written Action Plan that addresses the specific concern(s) identified in a timely fashion (within 5 working days) and send via email the Action Plan to the PEC committee members. The student/candidate writes goals and activities that effectively lead to the remediation of the specific areas of concern and presents the Action Plan to the committee. When
PEC approves the items listed in the Action Plan, PEC will notify the student/candidate regarding a deadline for completion. The committee will set a designated date(s) for review of the candidate’s progress.

8. Following the meeting(s), the Dean will submit written summary to: (a) each member of the committee; (b) the referring faculty member; and (c) the student/candidate. Additionally, a copy of this summary will be placed in the permanent record file of the candidate. Minutes of each meeting shall contain the following:

a. A summary of concerns expressed by the referring faculty
b. A summary of the student/candidate’s responses to those concerns
c. Action (s) to be taken

9. At the designated date(s), the committee will review the candidate’s progress. Periodic reviews will be made by: a) faculty; b) consultation with CT or c) other support personnel. The following outcomes may result:

a. The committee agrees to allow the student/candidate to continue/resume degree program progress.
b. The committee recommends further remediation.
c. The committee recommends dismissal from the Teacher Education Program.

10. The Dean will submit a follow-up report of the committee, in writing, to: (a) each member of the committee; (b) the referring faculty; (c) the student/candidate; and (d) the Dean of the School of Education. Additionally, a copy of this follow-up report will be placed in the permanent record file of the candidate.

11. The student/candidate has the right to appeal the decision of PEC to the School of Education Appeals Committee.

Select Actions that May Result Dismissal from the Teacher Education Program

- If the Cumulative GPA drops below the CAEP/SC DOE requirement.
- Failure to earn a minimum grade of “C” or better in a professional education course or course in major. Candidates can only attempt a professional education course twice.
- Professional/academic misconduct or dishonesty (i.e. cheating, plagiarism).
- Falsification of academic or assessment record.
• Field/Clinical behavior that results in field/clinical site mentor or administrator recommending removal because of misconduct, unwillingness to accept constructive criticism or inability to demonstrate the necessary knowledge/skill to teach children or youth.
• Evidence of participating in a Field Experience/Clinical Experience while under the influence of alcohol or illegal substance.
• Background check reveals felony or misdemeanor conviction and the case has not been disposed or a felony conviction related to violence or drugs.
• Name appears on State Registry for Sex Offenders.
• Use of social media to post pictures, commentary or other artifacts related to field placements. Posting lewd or otherwise inappropriate images or words that can be seen by mentor teachers, P-12 students or parents.

Model Code of Ethics for Educators

The purpose of the Model Code of Ethics for Educators (MCEE) is to serve as a shared ethical guide for future and current educators faced with the complexities of P-12 education. The code establishes principles for ethical best practice, mindfulness, self-reflection and decision-making, setting the groundwork for self-regulation and self-accountability. The establishment of this professional code of ethics by educators for educators honors the public trust and upholds the dignity of the profession. The five pillars of ethics are:

1. Responsibility to the Profession
2. Responsibility for Professional Competence
3. Responsibility to Students
4. Responsibility to Parents/Guardians, Colleagues, the Community and Employers
5. Responsibility for Ethical Use of Technology
Chapter 3
Field Experiences
Field Experience Expectations and Responsibilities

The Educator preparation program at USCA must provide field experiences (also known as practicum) that provide candidates with a variety of progressive experiences in multiple and diverse settings. All candidates must complete 100 hours of field experience prior to clinical practice (student teaching) at the initial undergraduate level and then a minimum of 60 full days of internship with the teacher candidate teaching independently for a minimum of 10 full days in one setting. All field experience placements are made through the USC Aiken School of Education Field Experience Office. A teacher candidate should not contact the school directly for a placement request.

All candidates participating in practicum and internship placements are asked to review the school calendar, rules and policies for the school that you have been placed prior to your first day to ensure that you are aware of your responsibilities. While at the assigned school you are to conduct yourself with the same discipline and responsibility as the cooperating teacher that you have been assigned to follow. Failure to comply with attendance requirements may result in a failing grade.

Students participating in any type of field experience must complete a name-based South Carolina criminal records search by the South Carolina Law Enforcement Division (SLED). The State Department of Education has stated that “each candidate’s background must be screened and approved through a SLED background check prior to participation in any field experience.” Prior to placement, the USCA School of Education office must receive proof of a cleared SLED and National Sex Offender Check. All placements are done through the School of Education and the Director of Field Experiences.

Professional Behavior and Dispositions

The School of Education prepares Dynamic Educators who can plan, instruct, manage, communicate, and grow professionally. Part of professionalism is having the dispositions necessary to be an effective educator. First and foremost, the School of Education expects candidates to believe that all children can learn no
matter their socioeconomic status, ethnicity, gender, or religious beliefs. Additionally, we look for candidates who:

- keep confidential all information concerning pupils in the class or school;
- maintain the dignity necessary to gain the respect of pupils;
- show enthusiasm concerning the learning experiences being developed with pupils;
- be sympathetic and courteous toward all pupils, parents, University, and school personnel;
- consider himself/herself a member of the community in which he/she is teaching and act accordingly;
- use disciplinary measures that conform to the instructions of the cooperating teacher and which are applicable to public school policy and South Carolina State laws;
- be interested in and ready to assist with the improvement of the class;
- realize that each pupil is an individual and will take into consideration individual abilities, interests, and capacities for learning;
- be completely impartial in dealing with pupils and constantly strive to be fair while judging pupils’ actions;
- refrain from imposing religious or political views upon pupils and exhibit a broad minded, tolerant attitude toward all groups and individuals;
- be enthusiastic and eager to offer ideas concerning curriculum, methods, and management;
- make the teaching environment an attractive and orderly place.

**Adherance to Host School Policy**

- Teacher candidates are expected to dress and act as a professional while visiting a school (no jeans, sweats, t-shirts, crop tops, etc).
- Teacher candidates should wear your USCA name badge each time you visit the schools.
• Check into the office of each school and receive permission, a badge, etc. to allow you access to the campus. You must also check out when leaving the school at each visit.

• Your assigned teacher must sign your Practicum Time Sheet on a regular basis to ensure that you receive credit for participation. (See Appendices)

• Remember that you are a guest in the classroom of your cooperating teacher. Visits should be arranged with the teacher in advance. Do not drop in! Be on time and be seated in a prearranged place in the room prior to the beginning of class. Notify the teacher as soon as possible if you are going to miss a scheduled observation.

• The nature of your interactions with the cooperating teacher, the students, the other staff and faculty at your host school, and the course instructor are components of your professionalism. Your behavior should be above reproach.

• At no time are your observations to be discussed with anyone outside of the context of this course. Even within the context of class discussion, please avoid comments which would result in the identification of particular teachers or students.

• Teacher candidates should follow all policies and guidelines as established by the host school district.

**Professional Development School (PDS)**

Professional development schools (PDSs) are innovative institutions formed through partnerships between professional education programs and P–12 schools. PDS partnerships have a four-fold mission:

• the preparation of new teachers,

• faculty development,

• inquiry directed at the improvement of practice, and

• enhanced student achievement.
PDSs improve both the quality of teaching and student learning. Our professional development school partners play an important role in the education of our teacher candidates. The School of Education has developed professional development school partnerships (PDS) with numerous schools in the area. An updated list of these can be found on the School of Education's website.

A PDS is a school that partners with the School of Education to prepare future teachers. Teachers at the school agree to work with our faculty to provide expertise and experiences to prepare our candidates to become educators. In return our faculty serve as resources to the teachers and administrators at the schools. All of our methods courses in the early childhood and elementary education programs are taught in these professional development schools. Each school has dedicated a space for us to hold our classes. Our candidates in these programs are in these schools two to four days a week, six hours a day, during their junior and senior blocks. All of this is prior to their semester long student teaching experience. Preliminary data indicates that since going to this model, both our candidates and students they work with benefit from these partnerships.

**USC Aiken School of Education**

**SEQUENCE OF PRACTICUM COURSES**

The State of South Carolina requires candidates to complete a minimum of 100 hours of clinical experience before the internship. The courses listed below provide the opportunity for the candidate to obtain those hours. USC Aiken faculty must collect and submit signed time sheets for every official practicum to meet this requirement. NOTE: Practicums are embedded in each course. Performance in the required field experience should be reflected in the overall course grade.
**PRE-PROFESSIONAL:**

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>COURSE</th>
<th>COURSE TITLE</th>
<th>LOCATION</th>
<th>SEMESTER TAKEN</th>
<th>MINIMUM # OF CLINICAL HOURS</th>
<th>CANDIDATE MINIMUM EXPECTATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE, Elem, SPED, MUSIC</td>
<td>EDUC A210</td>
<td>Observation and Analysis in the Clinical Setting</td>
<td>District Places</td>
<td>Fall or Spring</td>
<td>0 (approx. 20)</td>
<td>Not an official practicum. Observations only.</td>
</tr>
<tr>
<td>MLS, SE (online)</td>
<td>EDSE A312</td>
<td>Diverse Populations</td>
<td>Leavelle McCampbell-PDS</td>
<td>Fall or Spring</td>
<td>20</td>
<td>Observations and student interview</td>
</tr>
<tr>
<td>MLS, SE</td>
<td>EDPY A334</td>
<td>Adolescent Development</td>
<td>LBC- PDS</td>
<td>Fall or Spring</td>
<td>0 (approx. 10-20)</td>
<td>Not an official practicum. Observations and mentoring case study project (service learning)</td>
</tr>
<tr>
<td>MUSIC</td>
<td>MUED A360</td>
<td>Topics in Music Education</td>
<td></td>
<td>Fall or Spring</td>
<td>20</td>
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**PROFESSIONAL PROGRAM:**

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<thead>
<tr>
<th>PROGRAM</th>
<th>COURSE</th>
<th>COURSE TITLE</th>
<th>LOCATION</th>
<th>SEMESTER TAKEN</th>
<th>MINIMUM # OF CLINICAL HOURS</th>
<th>CANDIDATE MINIMUM EXPECTATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE</td>
<td>EDEC A435</td>
<td>Math Experiences in ECE</td>
<td>East Aiken-PDS</td>
<td>Senior Block</td>
<td>30</td>
<td>Teach 1 practice lesson, teach 2 evaluated lessons, actively assist in the classroom, weekly visits for 1.5 hrs each, 3 immersion weeks with full day visits</td>
</tr>
<tr>
<td>ECE</td>
<td>EDEC A436</td>
<td>Social Studies and Science in ECE</td>
<td>East Aiken-PDS</td>
<td>Senior Block</td>
<td>20</td>
<td>Teach four lessons</td>
</tr>
<tr>
<td>ECE</td>
<td>EDRD A522</td>
<td>Foundations in Reading in ECE</td>
<td>Belvedere-PDS</td>
<td>Junior Block</td>
<td>15</td>
<td>Teach two lessons; 15 hours of field experience</td>
</tr>
<tr>
<td>ECE</td>
<td>EDRD A523</td>
<td>Content Area Reading and Writing in ECE</td>
<td>Belvedere-PDS</td>
<td>Junior Block</td>
<td>15</td>
<td>Teach two lessons; 15 hours of field experience</td>
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<tr>
<td>ECE</td>
<td>EDRD A524</td>
<td>Instructional Practices in Reading in ECE</td>
<td>East Aiken-PDS</td>
<td>Senior Block</td>
<td>20</td>
<td>Teach four lessons; 20 hours of field experience</td>
</tr>
<tr>
<td>ECE</td>
<td>EDRD A525</td>
<td>Assessment of Reading in Early Childhood</td>
<td>East Aiken-PDS</td>
<td>Senior Block</td>
<td>10</td>
<td>Instruct small intervention group for 6-8 weeks; Reflection</td>
</tr>
<tr>
<td>PROGRAM</td>
<td>COURSE</td>
<td>COURSE TITLE</td>
<td>LOCATION</td>
<td>SEMESTER TAKEN</td>
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<tr>
<td>ELEM</td>
<td>EDEL A431</td>
<td>Teaching Math in the Elementary School</td>
<td>J.D. Lever-PDS</td>
<td>Senior Block</td>
<td>20</td>
<td>Teach 1 practice lesson, teach 2 evaluated lessons, actively assist in the classroom, weekly visits for 1.5 hrs each, 3 immersion weeks with full day visits</td>
</tr>
<tr>
<td>ELEM</td>
<td>EDEL A432</td>
<td>STEM in the Elementary School</td>
<td>Jefferson-PDS</td>
<td>Junior Block</td>
<td>20</td>
<td>Teach 1 lesson, actively assist in classroom, weekly visits for 1 hr. each, 3 immersion weeks with full day visits</td>
</tr>
<tr>
<td>ELEM</td>
<td>EDEL A441</td>
<td>Classroom Management</td>
<td>J.D. Lever-PDS</td>
<td>Senior Block</td>
<td>20</td>
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<tr>
<td>ELEM</td>
<td>EDEL A443</td>
<td>Teaching Social Studies in the Elementary School</td>
<td>J.D. Lever-PDS</td>
<td>Senior Block</td>
<td>20</td>
<td>Teach 1 lesson, teach 2 evaluated lessons, weekly visits for 1.5 hrs. each, 3 immersion weeks with full day visits</td>
</tr>
<tr>
<td>ELEM</td>
<td>EDRD A421</td>
<td>Assessment of Reading in Elementary Education (R2S)</td>
<td>J.D. Lever-PDS</td>
<td>Senior Block</td>
<td>20</td>
<td>Teach 6-7 small group lessons. 3 immersion weeks with full day visits.</td>
</tr>
<tr>
<td>ELEM</td>
<td>EDRD A422</td>
<td>Instructional Practice in Elementary</td>
<td>East Aiken-PDS</td>
<td>Junior Block</td>
<td>20</td>
<td>Teach 2 lessons, 3 immersion</td>
</tr>
<tr>
<td>PROGRAM</td>
<td>COURSE</td>
<td>COURSE TITLE</td>
<td>LOCATION</td>
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<tr>
<td></td>
<td>MLE, SE</td>
<td>EDSE A446</td>
<td>Classroom Management and Assessment in MLE and SE</td>
<td>Midland Valley High, Aiken High, Leavelle McCampbell Middle, LBC Middle (PDS)</td>
<td>Junior Block-Spring</td>
<td>20</td>
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<tr>
<td></td>
<td>MLE, SE</td>
<td>EDRD A518</td>
<td>Content Area Reading and Writing in MLE and SE</td>
<td>MVHS, AHS, LMMS, LBC (PDS)</td>
<td>Junior Block-Spring</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>MLE, SE</td>
<td>EDSE A447, A449, A450, A453</td>
<td>Methods-Teaching English, Social Studies, Mathematics, or Science in the Middle or Secondary School</td>
<td>MVHS, AHS, LMMS, LBC (PDS)</td>
<td>Junior Block- Fall</td>
<td>40</td>
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<tr>
<td>PROGRAM</td>
<td>COURSE</td>
<td>COURSE TITLE</td>
<td>LOCATION</td>
<td>SEMESTER TAKEN</td>
<td>MINIMUM # OF CLINICAL HOURS</td>
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<tr>
<td>SPED</td>
<td>EDEX 403</td>
<td>Assessment of People with Exceptionalities</td>
<td></td>
<td>Fall/Junior</td>
<td>25</td>
<td>Assess a student using teacher-mad and standardized assessments. Write a student profile.</td>
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<tr>
<td>SPED</td>
<td>EDEX 430</td>
<td>Foundations in Reading</td>
<td>Jefferson-PDS</td>
<td>Spring/Junior</td>
<td>20</td>
<td>Teach one lesson, actively assist in classroom, weekly visits for 1 hr. 3 immersion weeks with full day visits.</td>
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<tr>
<td>SPED</td>
<td>EDEX 435</td>
<td>Methods/Pro ED</td>
<td></td>
<td>Fall /Junior</td>
<td>25</td>
<td>Create and teach 2 lesson plans. Analyze lessons using Analysis of Student Learning/Teacher Work Sample.</td>
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<tr>
<td>SPED</td>
<td>EDEX 415</td>
<td>Methods/Materials for ID</td>
<td>Byrd</td>
<td>Fall/Senior</td>
<td>25</td>
<td>Create and teach 2 lesson plans. Analyze lessons using Analysis of Student Learning/Teacher Work Sample.</td>
</tr>
<tr>
<td>SPED</td>
<td>EDEX 424</td>
<td>Behavior Intervention Management</td>
<td></td>
<td>Fall/Senior</td>
<td>25</td>
<td>Assignment to be determined.</td>
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<tr>
<td>PROGRAM</td>
<td>COURSE</td>
<td>COURSE TITLE</td>
<td>LOCATION</td>
<td>SEMESTER TAKEN</td>
<td>MINIMUM # OF CLINICAL HOURS</td>
<td>CANDIDATE MINIMUM EXPECTATIONS</td>
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<tr>
<td>MUSIC</td>
<td>MUED A446</td>
<td>Teaching Music in the Elementary Classroom</td>
<td></td>
<td>Fall/Senior</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>MUSIC</td>
<td>MUED A456/A457</td>
<td>Teaching Choral/Instrumental Music in the High School</td>
<td></td>
<td>Spring/Senior</td>
<td>20</td>
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</tr>
</tbody>
</table>
Chapter 4

Internship (Student Teaching) Experience
Admission to Internship—Qualifications and Requirements

The internship component of the teacher education program is required by the South Carolina State Department of Education and is designed to serve as the culminating experience in a candidate’s preparation for a career in education. Candidates will be placed in school districts that have a cooperative agreement with USC Aiken, and will be assigned to work with teachers who have met the criteria outlined in those agreements.

Through the internship program, the School of Education satisfies responsibilities to education majors, to the University, and to the faculty, administration and student population of the public schools. Candidates applying for admission to the teaching internship must meet the following criteria:

1. The candidate must be fully admitted to the Professional Program at least one full semester prior to the internship semester.

2. The candidate must have successfully (grades of C or better) completed all education courses (pre-professional and professional) and all subject area course requirements.

3. The candidate must have no more than 12 hours of coursework (general education/electives) remaining to meet graduation requirements following completion of the internship semester.

4. The candidate must have at least a 2.75 cumulative GPA in all coursework, and at least a 3.0 GPA in education courses and subject area requirements prior to graduation.

5. For elementary, early childhood, and special education majors, candidates must have a grade of C or better in ENGL 101,102, Math 108 and STAT 201 (or course equivalents).

6. Candidates must have successfully passed the Writing Proficiency Portfolio (or passed ENGL A201).

7. Candidates must have successfully passed all Writing Intensive courses for the University prior to the internship.

8. If the candidate intends to graduate after completing internship, they must have applied for graduation.
USC Aiken School of Education Internship Application

The candidate must complete the USCA School of Education on-line application accessed at http://web.usca.edu/education/current-students/internships/application.dot during advising one year prior to internship. Fall internship applicants should apply during fall advising week one year prior to internship. Spring internship applicants need to apply during spring advising week one year prior to internship. The candidate must be fully admitted to the Professional Program at least one full semester prior to the internship semester.

S.C. Department of Education application for Student Teaching/Certification

Student teachers should complete the South Carolina Department of Education Student Teaching Application during advisement (one year prior to internship). The link below provides you with the overall picture of the steps you need to take and documents you need to complete in order to be cleared for student teaching in the state of South Carolina. Be sure to read all of the directions.

The South Carolina Department of Education Student Teaching Application may be found at http://ed.sc.gov/educators/teaching-in-south-carolina/becoming-a-teacher/student-teaching/

Student teachers must ensure that their application files are completed six months prior to internship. The South Carolina Department of Education non-refundable $105 processing fee must be submitted with the application.

Background Check

Internship candidates must also complete a FBI fingerprinting/background check.
Pursuant to Section 59-25-115 of the SC Code of Laws, all teacher candidates must have a cleared background check on file with the SCDE before they can begin the student teaching semester.

Background checks are valid for 18 months.

All persons enrolled in a teacher education program in South Carolina must be advised by the college or university that his or her prior criminal record could prevent certification as a teacher in this state in accordance with State Board of Education guidelines. Prior to beginning full-time clinical teaching experience in this state, a teacher education candidate must undergo a state criminal records check by the South Carolina Law Enforcement Division (SLED) and a national criminal records check supported by fingerprints by the Federal Bureau of Investigation. The cost associated with the FBI background checks is the responsibility of the applicant. Any information reported relative to prior arrests or convictions will be reviewed by the State Department of Education, and the State Board of Education when warranted, in accordance with Board guidelines. Teacher education candidates with prior arrests or convictions of a serious nature that could affect their fitness to teach in the public schools of South Carolina may be denied the opportunity to complete the clinical teaching experience and be disqualified for initial teacher certification. Those individuals who are denied this opportunity as a result of prior arrests or convictions may, after one year, request reconsideration, under guidelines established by the State Board of Education.

Internship Expectations and Responsibilities

Internship is a full-time responsibility and candidates are urged to curtail any other activities so that they can devote the necessary effort to the endeavor. No other coursework is to be taken concurrently with the Internship block without the prior approval of the Professional Education Committee. Only in rare and unusual circumstances will permission be granted.
Expectations and Responsibilities

Please review the school district's school calendar, rules and policies for the school that you have been placed prior to your first day to ensure that you are aware of your responsibilities. While serving as an intern at the assigned school you are to conduct yourself with the same discipline and responsibility as the cooperating teacher that you have been assigned to follow. Internships conclude the last official day of university classes for the semester. Failure to comply with attendance requirements may result in a failing grade.

Placements

Assignments for internships are based on the principle that the intern is placed in a situation which will provide for optimal professional growth. All placements are coordinated through the Office of Field Experiences. USCA has contractual agreements for internships and practicum placements with selected South Carolina school districts. Under no circumstances are candidates to make individual placement arrangements with schools or teachers. Within these districts, at the time of the applications, candidates have an opportunity to list their geographical preferences; however, final assignments are negotiated between the Office of Field Experiences and the school districts.

All internship placements comply with the State Department criteria for selecting cooperating schools and teachers; therefore, all assignments are subject to the approval of the school district office, the cooperating school, cooperating teacher, the Office of Field Experiences, and the School of Education in conjunction with university faculty. Once placements have been made, adjustments in an intern’s assignment will require prior approval by the appropriate school district official and the Director of Field Experiences. State law mandates that all interns are assigned to schools for a semester consisting of a minimum of 60 school days. However, the USCA School of Education requires interns to be in the schools the entire semester (until the last senior seminar date).
1. Interns majoring in Early Childhood Education are placed in primary (Pre-K through 3rd grade) settings.
2. Interns majoring in Elementary Education are placed in 2nd through 6th grade classroom settings.
3. Interns majoring in Secondary Education are placed in 9th through 12th grade classroom settings.
4. Interns majoring in Middle Level Education are placed in 6th through 8th grade settings.
5. Interns majoring in Special Education are placed in Kindergarten through 12th grade settings.
6. Interns majoring in Music Education are placed in Kindergarten through 12th grade settings, and in many cases will split their time between two settings (elementary/middle, elementary/high school, or middle/high school).

**Attendance**

Interns are required to complete a full semester of student teaching. Interns are expected to be at their school placement except when attending Senior Seminar. Interns follow the same attendance policy and school calendar as the public school faculty. In case of absence, the intern must notify the cooperating teacher and the university supervisor. Absences are inexcusable except in the case of illness, death in the family, or other serious circumstances. Additional time will have to be spent in the internship placement if absences extend beyond the 60-day minimum teaching requirements. The university supervisor reserves the right to require additional time for all absences. Interns observe the same holiday and vacation schedule as the cooperating teachers.

**Conflict of Interest**

Requests for an internship in schools where relatives are employed or children attend school in the grade level that the intern will be placed will not be allowed.
**Employment / Extra-Curricular**

Due to the demands of internships, it is recommended that interns limit their extra-curricular activities, including employment, during their semester internship.

**Grading Policy**

The grading guidelines adopted by respective programs in the School of Education provide faculty and interns with the criteria for assigning grades in internships. The grading criteria are presented in the course syllabus given to each intern at the beginning of each semester. Recommendation for Certification will not be made for any intern who receives a grade of lower than a C and/or fails to meet the ADEPT/SAFE-T standards. In order to meet the ADEPT/SAFE-T standards, interns may only miss one key element from each domain, and must get an acceptable or target on the written and oral communications skills element.

**Interns as Substitute Teachers**

State mandated guidelines for Teacher Education Programs forbid the use of interns as substitute teachers.

**Legal Responsibilities**

The cooperating teacher is legally responsible for the pupils at all times during the school day. Based upon South Carolina law, the intern has no legal status in the school. Since interns are not covered by professional liability insurance through USCA or the school district, it is recommended that membership in one of the professional education organizations for teachers be obtained to secure liability insurance at candidate rates.

**Students with Disabilities**

Interns with a physical, psychological, and/or learning disability which might affect their performance
during internship, should immediately contact the Office of Disability Services AND the Director of Field Experiences. The Disability Services Office will determine appropriate accommodations based on medical documentation. The Disability Services office is located in room 126A of the Business & Education building.

**Professional Behavior**

Professional behavior is expected of each intern at all times. This includes but is not limited to:

- being prompt and dependable in reporting to assigned schools (including signing daily school sign in/sign out sheets);
- being familiar with school district policies which apply to teachers;
- setting an example for pupils in personal habits, conduct, and dress coinciding with school policies;
- serving as a model for pupils with respect to speech, grammar, handwriting, and spelling;
- maintaining a courteous, cooperative, and professional relationship with parents, faculty, staff, and USCA personnel;
- being open-minded regarding constructive suggestions;
- being thorough and careful in preparing all teaching assignments;
- maintaining appropriate classroom order;
- demonstrating initiative in fulfilling the leadership responsibilities of teaching;
- participating in all curricular and extracurricular activities required of cooperating teachers (including parent-teacher conferences).

An infraction of any of the above may result in significant loss of credit toward the final grade.
Professional Leave Policy for Interns

Interns may have a maximum of two days of professional leave to attend educational meetings. These two days are not included in the minimum sixty days of the required internship. The intern’s university supervisor and cooperating teacher must approve attendance in advance, and documentation of attendance will be required.

Reassignment During Internships

When advisable, an internship assignment may be changed with the approval of the Director of Field Experiences. Prior to such a change, there must be consultation with a concurrence by the university supervisor, school district, and the cooperating teacher.

Repetition of Internship for Credit

Candidates who have already received credit for an internship may repeat the course for credit no more than one time. When the course is repeated, both grades will be entered on the candidate’s permanent academic record and will be included in the GPA, but course credit toward graduation and/or certification will be given only once. This policy is consistent with the university grading policies regarding repetition of courses for credit.

Responsibilities Before/After School

Interns are expected to attend PTO meetings and other professional meetings. This includes participating fully with the cooperating teacher in extra-class and school-wide activities, such as bus duty, cafeteria duty, and parent/teacher conferences. Failure to comply with any of the above may result in significant loss of credit from the final grade.
Schedule

The internship experience is expected to progress gradually as interns assume increasing responsibilities for
the pupils and the instruction. How quickly the intern assumes total teaching responsibility depends upon
the particular assignment, the cooperating teacher, the university supervisor, and the intern’s initiative,
enthusiasm, ability, and the length of time of the placement. The goal is a reversal of roles during which the
intern becomes the teacher and the cooperating teacher becomes an observer or functions as a teacher aide.

During the first few days the intern should plan to:

• spend some time learning the general rules and policies of the school and the reasons for
  these regulations. The intern should become familiar with school procedures concerning
  safety regulations, fire and security drills, hall or playground supervision, cafeteria schedules
  and other routines of the school and express appreciation to the cooperating teacher for
  providing opportunities to gain experience;

• learn the routines of the class, find out where supplies are stored, how attendance is kept, the
  general housekeeping rules, and the availability of audio-visual and other equipment (the
  intern should also become acquainted with any special facilities available such as library,
  counseling, and medical services);

• become acquainted with the pupils so that names can be learned and observe individual
  strengths and weaknesses;

• begin to become familiar with pupil records, remembering that they are confidential
  materials provided for professional use.

• If assigned two cooperating teachers, the intern should collaborate with both teachers to
  designate which will be the lead cooperating teacher.

During the first two weeks:

• The beginning experiences of the intern should include observing the cooperating teacher,
checking papers, helping individual pupils, and learning general classroom procedures. The intern should become familiar with the textbooks and teacher’s manuals, how they are organized, and how the cooperating teacher uses them before the intern actually begins teaching. The intern may begin teaching by working with small groups or individuals. Also, the intern may cooperate in teaching particular lessons for which the cooperating teacher has major responsibility. These lessons should be planned carefully and evaluated after teaching. The intern may also be asked to prepare a unit, learning center, or project. This is also a good time to begin special duties such as hall, lunch, or bus duty, or any other related school responsibilities.

- Teachers vary in their teaching methods, techniques, and behavior. A considerable amount of time should be used during experiences to study the classroom teacher at work. Interns should ask the cooperating teacher why specific actions were done in a certain way and why certain kinds of questions or activities were used. Studying the teacher should provide a basis for discussion about the rationale and strategies for specific teaching behaviors.

**During weeks 3-5:**

- The intern should continue to add one or two more subjects or groups to prepare for and teach each week. If this seems to be too much, the cooperating teacher should assume more responsibility until the intern is comfortable with the teaching load. Adding a few non-teaching duties each week helps make the assumption of full classroom responsibility easier.

**During mid-to-latter part of the placement:**

- The intern is expected to do as much full-time teaching as skill will permit. The cooperating teacher will help judge the readiness to teach and will gradually increase responsibilities according to the competency shown. During the latter part of the placement, the intern must
assume full responsibility of the classroom for no less than two weeks (ten days). Interns are, however, expected to teach more than the required minimum number of days of full-time teaching.

**During the last week of the placement:**

- The cooperating teacher should gradually assume responsibility for the class during the last week of the placement to give the intern an opportunity to observe in other classes or in other schools. These observations are not required, but encouraged. By this time the intern will be able to evaluate observations and relate them to personal experience. Observations should be scheduled through appropriate channels within the school system.

**Internship Midterm/Final Evaluations**

**Observations**

In accordance with state requirements, there shall be at least 4 classroom observations per intern, plus 1 midterm conference, and 1 final conference. The appropriate observation forms should be completed after each observation, reviewed with the intern in a conference, and submitted to the Office of Field Experiences at the end of each semester.

**ADEPT/SAFE-T, South Carolina Teaching Standards 4.0 Observations**

Four observations are required for each intern. These should be conducted after the first four weeks of internship. During the 2017-18 school year the Cooperating teachers and the University Supervisors will be using both the ADEPT/SAFE-T and the South Carolina Teaching Standards 4.0. See the Appendices for the instruments.
**Senior Seminar**

This course is intended for candidates formally admitted to the Professional Program in Education and who have successfully completed all the course work required for internship. Senior Seminar is the synthesis and critical evaluation of professional studies in education at the appropriate level. The goals and objectives of this course are designed to facilitate the candidate’s development as a Dynamic Educator. This course, the culmination of the teacher preparation program, will focus on the synthesis of the Dynamic Educator as Planner, Instructor, Manager, Communicator and Professional as noted in the USCA School of Education’s Conceptual Framework.

This seminar course is designed as a practical guide for USCA School of Education pre-service teachers during the teaching internship semester. This seminar will provide candidates with opportunities to integrate theory and skills with professional education practice.

**Teacher Work Sample**

Interns will also have to complete a Teacher Work Sample during their internship. Each intern will use the provided TWS grading rubric (see Appendices) to provide evidence of their teaching success. The teacher work sample data is usually compiled with data from the 2 week unit when the intern is in complete control of the classroom.

**Diversity Conference**

School of Education Interns are required to attend a Diversity Conference and write a reflection of the experience as part of their Senior Seminar class. This conference will be held in Columbia in the Fall semester and at USC Upstate in the spring semester. Attendance and participation in the Diversity Conference is mandatory.
Chapter 5

Partner Responsibilities:

School District
The Cooperating School District

The cooperating school district is comprised of five components: the district superintendent, district office administrator, the cooperating school, the cooperating principal, and the cooperating teacher. Each component carries its own specific responsibilities in the internship.

Responsibility of the District Superintendent

Superintendents have a twofold responsibility:

- To support the internship program in their school districts by providing necessary leadership in the development and adoption of policies related to internships.
- To act as or appoint a liaison between the cooperating schools and the USCA teacher education program.

The Role of the District Office Administrator

The district office administrator who has been assigned responsibility for working with the university has a specific role to play in the university’s teacher education program. The district office administrator:

- exercises leadership by encouraging building principals and teachers to participate in the internship program;
- provides support to the teacher education program in the schools and in the community;
- assists the university Director of Field Experiences with the mutual selection of cooperating schools and qualified teachers;
- as requested, participates in meetings at USCA to clarify policies and review objectives of the internship program, as well as to discuss desired personal and professional qualifications of cooperating teachers;
- forwards intern placement requests and other pertinent information received from the Office of Field Experiences to the appropriate school administrators;
• relays questions and concerns regarding an intern’s teaching to the Director of Field Experiences;
• serves as the clearinghouse or all confirmed intern assignments received from cooperating school administrators and sends written approval of such to the Office of Field Experiences;
• consults with the university Director of Field Experiences regarding adjustments needed in intern assignments before or after the semester begins and about any problems which are brought forward by school administrators;
• participates in evaluating appropriate aspects of the internship program at USCA;
• participates in revision of the field experiences contractual agreement.

Selection of Cooperating Schools

The cooperating school is vital to the implementation of a successful internship program. The selection of a cooperating school is the joint responsibility of the university faculty and the school district administration. The following criteria are to be used as guidelines for selecting schools:

• The school will have a principal who provides positive instructional leadership;
• The school will have an instructional staff who understand and is interested in the internship program and is willing to participate in it;
• The school will have a well-qualified faculty who employ effective teaching techniques;
• The school will be sensitive to multicultural concerns in its curriculum and programs, and it should reflect cultural diversity in the faculty and intern populations;
• The school will be innovative and progressive in its policies;
• The school will have adequate physical facilities and up-to-date instructional equipment and materials;
• The school will have a curriculum that includes optimum educational experiences for both pupils and interns;
• The school will have a well-organized in-service program to facilitate professional growth of the instructional staff.

The Role of the School Principal

After accepting responsibility for having an intern in the school, the principal (or another administrator appointed by the principal) will:

• exercise leadership in establishing a desirable climate in the school and community for the internship program;

• recommend to the district office administrator the most qualified teachers to serve as cooperating teachers;

• provide orientation activities which will help the intern feel they are a valuable part of the school. Such activities might include:

  1. a tour of school facilities;
  2. an interpretation of the school’s philosophy and curriculum;
  3. an introduction to instructional and non-instructional personnel;
  4. an overview of special services provided for the pupils and teachers;

• may conduct an optional ADEPT/SAFE-T observation for each intern assigned to the school;

• give continuous assistance to the interns in developing appropriate professional relationships with the faculty, staff, pupils, and community;

• show interest in helping the intern solve problems that may arise during the semester;

• transmit to the cooperating teacher appropriate information received from the Office of Field Experiences;

• participate, if requested, in conferences with the university supervisor, cooperating teacher, and intern;
• comply with the state and the university’s policy on prohibiting the use of interns as substitute teachers;

• contact the Office of Field Experiences or the university supervisor if questions arise or special problems need to be reported;

• furnish, if requested, an evaluative opinion regarding the intern’s qualifications;

• provide a desk and needed texts, including teachers’ guides;

• ensure that a paid substitute is in the classroom if a cooperating teacher is absent.

Benefits for the School Principal
Six hours of graduate tuition credit from the University of South Carolina Graduate School will be awarded to each cooperating principal following the completion of the semester’s service. To take advantage of the tuition credit, it is necessary to notify the USC Graduate Office prior to registration. There is an administrative fee of $5.00 per graduate hour ($15 per 3-hour course) plus any special campus fees. The privilege remains valid for two years and may only be used at the USC Aiken campus for graduate courses.

**There is a $50 (per 3-hour credit) administrative fee to take graduate courses at the USC Columbia campus.

Note: This privilege may be reassigned to another building administrator (assistant principal, counselor, etc., not another teacher) who worked with the intern during the semester. Such a request must be made in writing indicating the role of the person who is working with the intern, signed by the principal and directed to the USCA Office of Field Experiences. This request must also include the full name, social security number and professional responsibilities of the assignee. All reassignment requests must be made at the beginning of the semester in which the intern is assigned to their school.

The Cooperating Teacher
The most important single influence upon the intern is the cooperating teacher. Consequently, a quality intern program utilizes those persons who have demonstrated success in teaching children and youth and who are successful in helping teacher education interns develop as teachers. The university has specific criteria by which cooperating teachers are selected. Although the process for selection of cooperating teachers may vary from one school district to another, the criteria are applied in a uniform manner.

**Criteria for Selection of the Cooperating Teacher**

In most school districts, the principal recommends to the district office and the Office of Field Experiences the names of teachers who may become cooperating teachers and/or, the teachers interested in hosting an intern and serving as a Cooperating teacher may apply. The district office and Office of Field Experiences have final approval in the selection of cooperating teachers. To be selected as a cooperating teacher, the individual must:

- hold a valid professional certification in their area of supervision;
- successfully taught full-time for at least three years, two of which must be at the grade level or subject area for which supervision is assigned;
- received training in the state approved evaluative program;
- have participated in the School of Education’s orientation program for cooperating teachers;
- have been recommended annually based on the aforementioned criteria by the superintendent or his designee for service as a cooperating teacher;
- agree to work with the designated university supervisor in planning the experience of the intern;
- be capable of using of a variety of effective teaching procedures and appropriate resource materials;
- use research-based practices.
Benefits for Cooperating Teacher

Each cooperating teacher will receive a stipend of $100.00 and six hours of graduate tuition credit from the University of South Carolina Graduate School upon the completion of the Cooperating Teacher Verification form for supervising an intern for a full semester (minimum of 60 days). The stipend for Cooperating teachers who split supervising responsibilities of an intern will split the stipend and graduate hours equally between the individuals. The stipend and tuition credit will be awarded to each cooperating teacher following the completion of the semester’s service. To take advantage of the tuition credit, it is necessary for the cooperating teacher to notify the USC Graduate Office prior to registration. There is an administrative fee of $5.00 per graduate hour ($15 per 3-hour course) plus any special campus fees. The privilege remains valid for two years and may only be used at the USC Aiken campus for graduate courses.

**There is a $50 (per 3-hour credit) administrative fee to take graduate courses at the USC Columbia campus.

Cooperating Teacher Responsibilities

The cooperating teacher produces a learning climate for interns that facilitates professional growth, permits interns to put theory into practice in a supportive learning environment, and helps interns rectify incongruence between stated intentions and classroom realities. Under the supervision of the cooperating teacher, the realities of the teaching process should come into focus. The cooperating teacher is legally responsible for the pupils at all times. Because of this legal responsibility the cooperating teacher must be in or near the classroom at all times.

Preparing for and Introducing the Interns

The responsibilities of cooperating teachers are:
The first few days of the internship are crucial if the internship experience is to be positive. The school and the cooperating teacher should create an atmosphere in which the intern has a feeling of belonging.

Preparation activities of the cooperating teacher should include:

- familiarizing himself/herself with the background of the intern through any materials sent by the university;
- preparing the class for the arrival of the intern, including the pupils’ part in preparation and the advantages of having a “second teacher”;
- introducing the intern as a colleague and treating him/her as such;
- informing the parents that an intern will be participating in the school’s instructional program and enumerating the benefits, such as:
  - providing teacher assistance;
  - reducing pupil-teacher ratio;
  - bringing new ideas and offering innovative approaches to the classes;
- identifying possible units of work for which the intern can assume responsibility, the kinds of planning activities the intern can develop from the beginning of the internship, and when the intern will assume responsibility for various facets of the school program;
- acquainting the intern with the school calendar, master schedule, daily schedule, and physical facilities;
- informing the intern about school policies, emergency procedures, and rules for staff and interns;
- acquainting the intern with curriculum guides, instructional materials, supplies, and equipment available;
- providing the intern with personal space to work and keep materials;
- discussing with the intern the extent of his/her authority;
- giving the intern a copy of long range plans for the year;
• informing the intern of all responsibilities expected including extracurricular duties and faculty meetings.

**Beginning Experiences of the Intern**

The beginning experiences of an intern should be designed to prepare the intern to enter the classroom without misgivings about methodology or content and should include not only the broader aspects of teaching but also administrative procedures. The cooperating teacher accepts responsibility for daily guidance of the intern and should:

- encourage and consider suggestions and ideas of the intern and include the intern in discussions and planning;
- provide the intern with background information concerning pupil learning needs;
- encourage the intern to maintain high standards of professional and personal ethics;
- prepare the intern to make meaningful observations and to analyze and evaluate the observations;
- schedule planning periods with the intern, including evaluative discussions of whether plans are appropriate for the pupils and the particular lesson;
- increase the intern’s responsibilities from observation, to “bit-teaching”, to cooperative teaching, and to full-time teaching, for a minimum of two weeks (10 days);
- plan a sequenced program of varied responsibilities that will enable the intern to become involved gradually in all aspects of the classroom and school; avoid giving the intern only menial tasks;
- provide learning experiences at different grade levels and/or subject matter areas, remedial laboratories, and resource rooms, to broaden the intern understanding of the total school program;
- help the intern to develop positive and constructive approaches to classroom management;
• treat the intern as a professional understanding that he/she is continuing to learn;
• provide a model of appropriate teaching techniques and high professionalism;
• provide frequent encouragement, constructive criticism and recognition of success;
• assist the intern in recognizing and overcoming undesirable traits;
• remain alert for problem areas and give assistance in a manner that will not cause loss of status with pupils;
• assist the intern in performing routine duties and record keeping tasks efficiently;
• keep a record of dates in which observed, taught part-time, taught full-time, and the dates cooperating teachers evaluated lessons.

Planning with the Intern

Interns have received considerable practice in designing plans but have had little opportunity to see the results of planning. During their internship, planning must deal with the reality of actual classroom teaching situations. The cooperating teacher should provide continuous guidance that stresses the relationship between theory and practice. The following guidelines are recommended for cooperating teachers in planning with the intern:

• clarify the procedures for long-range planning, unit or block planning, and daily planning;
• provide the intern with opportunities to study the cooperating teacher’s long range, unit and daily planning as well as texts/materials available for units under consideration;
• guide the intern in planning and attaining cooperatively established objectives;
• require the intern to make thorough plans for teaching;
• orient the intern to the accepted pattern of planning in the classroom;
• review daily teaching plans made by the intern, ask appropriate questions, make helpful suggestions, and provide opportunities for the intern to evaluate continuously his/her own
planning procedures. Although there is no single lesson plan format that must be followed, a
good lesson plan should include, at least, the following areas:

a) objectives - These should be clearly stated; have observable outcomes; and include
the South Carolina curriculum standards they covered;
b) materials - A list of the specific materials needed in the lesson should be included;
c) procedures - The body of the lesson contains the motivation and the specific
sequence of activities that will be employed in the lesson. The amount of detail
required by the cooperating teacher will be determined by the individual needs and
strengths of the intern and by the school’s requirements;
d) evaluation – An assessment(s) which measures whether or not the students learned
the content outlined in the objectives.

- provide evaluative sessions in which the intern’s plans are critiqued, with consideration given to
  strengths as well as deficiencies in planning; an assessment of the intern’s progress which tests
  whether or not the objectives of the lesson have been met is needed. In addition, how does the
  intern assess himself/herself in relation to the accomplishment of the objective(s)? How
  perceptive is the intern in this assessment?
- encourage the intern to develop his/her own teaching style;
- encourage the intern to display initiative, to be creative, and to develop as an effective teacher;

**Conferring with the Intern**

The conference with the intern provides another opportunity for the intern to be reflective and grow
professionally. Conferencing allows the intern to reflect on the teaching-learning situation through
discourse with the cooperating teacher. Through these discussions, the intern can focus upon an analysis of
his/her teaching and improve competencies. The value of conferences during the internship program depends upon the manner in which they are used. Although topics of concern may be suggested by the intern or by the cooperating teacher, the manner in which they both cooperatively strive to improve the teaching-learning experience(s) determines its effectiveness. Conferences may be formal or informal.

**Informal Conference**

The informal conference provides opportunities to:

- develop a cooperative, productive sharing of ideas between the cooperating teacher and the intern;
- aid the cooperating teacher in understanding the intern’s concerns;
- help the intern maintain a high level of performance.

Through frequent informal discussions both the cooperating teacher and the intern will develop skill in exploring new or different ideas. Informal conferences will be brief, may take place in the hall, at lunch, or before or after school.

**Formal Conferences**

Formal conferences should be scheduled at a minimum to include one Pre-conference before the intern teaches a formal lesson and one Post-conference after the same lesson has been taught. The University Supervisor and Cooperating Teacher may also schedule additional formal conferences throughout the internship experience, with the frequency specified by the university supervisor. Some characteristics of this type of conference are:

- purpose - to discuss a topic of concern basic to growth and development of the intern;
- preparation - cooperating teacher and intern will have questions, outlines, or other necessary materials related to the topic;
• procedure - a mutual participation and pooling of ideas concerning the topic;

• result - an accepted plan or solution resulting from mutual respect and professional expectations. Suggested possible topics to be discussed:

  * School policies, both stated and unstated
  * Preparation for observation by cooperating teacher
  * Evaluation of observation by cooperating teacher
  * Preparation for participation in teaching
  * Lesson plans of the intern
  * Unit plans of the intern
  * Obtaining a teaching position

**Full Time Teaching Experiences**

Full-time or sustained teaching begins when the intern is capable of working independently with a reasonable amount of guidance and assistance from the cooperating teacher. The cooperating teacher should continue to guide the intern through the development and implementation of teaching plans. Characteristics which indicates the intern is ready to begin full time teaching are:

• evidence of a willingness to begin;

• ability to work with pupils, to interest them, and to keep them on task;

• ability to plan effectively, to carry out plans, and to handle responsibility;

• energy for sustained effort;

• maturity and emotional stability;

• ability to handle interpersonal relations with parents and school personnel;

• good working relationship with the cooperating teacher;

• by the third week, in all cases, some full responsibility should be given the intern for
teaching academic content.

Classroom Management and Discipline

Because of limited experiences, most interns have a great concern about their role in this area. The cooperating teacher should consider this factor in assessing the readiness of the intern to assume an increasing amount of classroom authority. Some suggestions for the cooperating teacher helping the intern gain security in this area are:

- accept the intern as a professional member of the staff. Discuss plans, doubts, pupil concerns, and past experiences with the intern. Maintain a professional attitude with the intern in the classroom;
- help the intern become quickly aware of the policies, classroom management procedures, and routines in the school and classroom. Discuss the reasons for the policy, procedures and routine;
- discuss measures which may help the intern build the type of teacher pupil relationship which prevents management problems;
- co-teach from the beginning. Plan for the intern to teach portions of lessons and supervise particular activities;
- leave the room for short periods of time so that pupils realize the intern is in charge. Due to legal responsibilities, the cooperating teacher should remain within close proximity.

Evaluation

Evaluation of the intern is a mutual undertaking between the cooperating teacher and the university supervisor; however, responsibility for assigning the final grade for intern teaching rests with the Director of Field Placements. This grade recommendation must be a consensus of the cooperating teacher and the
The cooperating teacher should provide continuous monitoring and evaluation of the intern’s performance.

The cooperating teacher should complete and sign their portion of the “Final Intern Evaluation” form distributed by the Office of Field Experiences. The final evaluation includes a space for the university supervisor to recommend or not recommend the intern for State certification. The intern, cooperating teacher and university supervisor must each sign the final evaluation. The university supervisor will submit the “Final Intern Evaluation” form at the end of the semester.

**Required Documentation**

The cooperating teacher is responsible for aiding the School of Education document the intern’s teaching experience and helps the School of Education determine whether the intern should be recommended for certification. To document the intern’s experience and progress, the cooperating teacher is asked to:

- Verify the daily attendance of the intern. The intern must sign in at the school office daily. In order for the daily attendance to count toward the intern’s 60 days of teaching, the intern must attend school for a full instructional day. If the school office does not have a sign in procedure for the intern to report daily. The intern MUST get the Cooperating Teachers’ signature on the Attendance Verification form and turn in to the University Supervisor at the end of the internship.

- A full instructional day is defined as the time a principal requires all teachers to report to the school in the morning, until the time the principal allows all teachers to leave. The intern must therefore arrive at school on or before the starting time required of teachers and leave at or later than the departure time allowed for all teachers. Any times that deviate from this will disallow that day from counting towards the minimum 60 required days for internship.

- Exceptions to this are teacher workdays, in-service, half-day school sessions, or other special
days in which all teachers at the school have a different school day schedule. Times differing from the normal school day should be specifically noted on the verification. The cooperating teacher should initial the attendance confirmation report form daily.

- Conduct four Formative observations. The cooperating teacher will make three ADEPT/SAFE-T Formative observations and one SC 4.0 Rubric formative observation of the intern using the Cooperating Teacher Observation forms. These observations help the School of Education determine if the intern has the ability to teach and impact student learning. The formal observations should begin after the fourth week of internship.

- As a team, the University Supervisor and the Cooperating Teacher will complete a Mid-term ADEPT/SAFE-T evaluation and conference with the intern concerning progress at the mid-point of internship.

The purpose of the midterm progress report is to provide the intern feedback on their performance based on the ADEPT/SAFE-T professional standards. The feedback should be based on a summary of their work at that time and not based on any one formal observation. Additional progress reports can be completed on an as need basis. Once completed, the progress report is to be discussed with the intern. The intern is to review the information, and place a copy of this form in the Internship Notebook.

- Evaluate the intern’s dispositions. Between weeks 6 and 8, the cooperating teacher and university supervisor should complete the Clinical/Internship Experiences Dispositions Evaluation form and review with intern. At the end of the semester, the cooperating teacher and university supervisor are asked to complete another Clinical/Internship Experiences Dispositions Evaluation form. This form is used to assess the dispositions and professional behaviors that an intern possesses.

- Evaluate the University Supervisor. The interaction between the cooperating teacher and the university supervisor is very important. The cooperating teacher is asked to evaluate the university
supervisor’s ability to work with both the intern and cooperating teacher. The University Supervisor Evaluation by Cooperating Teacher form should be completed online at the end of the semester.

- Evaluate USCA’s teacher preparation program. Based on this internship experience, the cooperating teacher is asked to evaluate the effectiveness of the teacher education program. The cooperating teacher is asked to complete the USCA Teacher Education Program Evaluation(s) by Cooperating Teacher form at the end of the internship.

- Verify qualifications. The cooperating teacher is requested to complete the Required Information and Verification Cooperating Teacher form AND the W-9 Federal Tax form at the beginning of the internship. This form is required to help verify qualifications, as well as provide information needed to provide the cooperating teacher their honorarium for participating in the internship.
Chapter 6

Partner Responsibilities:

University Supervisors
**Orientation**

When the school district administrators and the Office of Field Experiences have confirmed placements, the university supervisor should:

1. become knowledgeable about the faculty, pupils, school policies, curriculum, and school plant facilities of the cooperating schools;

2. participate in orientation meetings for interns to:
   - review any internship materials distributed by the Office of Field Experiences;
   - discuss the general expectations the supervisor has for interns and the supervisor’s schedule for school visitations;
   - outline the procedures for completing reports, lesson plans, and other information required by the supervisor;
   - discuss the role of the cooperating teacher;
   - discuss the means by which interns will be evaluated and graded;
   - discuss professional ethics and conduct while serving as an intern;
   - discuss the course syllabus.

3. conduct individual orientation sessions for any cooperating teacher who was unable to attend the institution’s orientation program.

**School Visits**

It is expected that the university supervisor will observe appropriate protocol regarding public school visits. During the first visit, some time should be spent with the school principal, the cooperating teacher, and the intern. The first meeting with the school principal should be used for:

1. personal acquaintance and professional sharing of information about individual interns and cooperating teachers;
2. clarification of participants’ roles in the internship program. The first conference with the cooperating teacher might:

a) discuss roles and responsibilities of the cooperating teacher;
b) discuss goals agreed upon by the cooperating teacher and the intern;
c) discuss a schedule for intern’s observation, participation, and teaching;
d) outline specific instructional procedures, planning and management techniques, and other methods the university supervisor would like the intern to observe or experience;
e) share methods and procedures for subsequent visits and for intern reports to the university supervisor;
f) discuss the cooperating teacher’s role in evaluating and grading the intern;
g) discuss information presented in the institutional orientation program.

3. discussion of the procedures for contacting the Office of Field Experiences and/or the university supervisor if problems arise.

- The first visit should be made within ten school days.
- A midterm conference is scheduled at an appropriate time.
- A final three-way conference with the cooperating teacher(s), the intern, and the university supervisor should be held. This conference should involve a final evaluation of the intern and recommendations to facilitate transition of the intern into first year teaching. It should also provide the university supervisor additional information for assigning the grade for the internship.

Reporting

Any changes in the status of an intern must be reported to the Office of Field Experiences. Complete documentation is required in situations that involve recommendations for reassignment to another school and/or cooperating teacher, withdrawal from the internship teaching, potential failure, or other extenuating
circumstances.

**Seminars**

The university supervisor assists with the on-campus seminars and activities designed to examine and supplement such areas as curriculum, teaching techniques, equipment, and instructional materials at the level of the interns’ teaching.

**Evaluation**

Evaluation of the intern is a mutual undertaking between the cooperating teacher and the university supervisor; however, responsibility for assigning the final grade for intern teaching rests with the Director of Field Experience. This final Intern Evaluation should be a consensus of the cooperating teacher and the university supervisor. The cooperating teacher should provide continuous monitoring and evaluation of the intern’s performance.

**Record Keeping**

The university supervisor will submit to the School of Education – Mileage estimate for/final mileage form. (See Appendices) The following materials will be collected from the cooperating teacher and submitted are to be submitted to the Office of Field Experiences at the Celebration banquet.

**Liaison**

As a representative of the university, informal contacts should be made with administrators and staff members in cooperating schools. The university supervisor should be on call if any difficulty involving the interns occurs. The university supervisor should help interns resolve problems of relationships with school personnel. The university supervisor should also be ready to aid administrators and cooperating teachers
with additional service and suggestions when requested.

**Travel Reimbursement**

University supervisors are entitled to mileage reimbursement for use of their automobiles while supervising interns at the rate specified by the State of South Carolina. (See Appendices)
Chapter 7

Program Completion and Certification
USC Aiken Graduation Requirements

The baccalaureate degree in Education will be conferred provided the candidate successfully completes all program requirements.

Candidates should check with their advisors for an inspection of their transcripts (senior check) during the semester that they complete 90 hours. All courses needed for program requirements in that major must be shown on the transcripts (senior check) during the semester that they complete 90 hours.

The semester prior to internship, candidates must complete an online Application for Graduation. Responsibility for final verification of a candidate’s successful completion of the approved teacher education program rests with the Head of the School of Education. Deadline dates for filing the application should be carefully observed. Caps and gowns are ordered through the bookstore.

Teacher Certification Requirements

Teacher certification is granted by the SC Department of Education upon recommendation by the Dean of the School of Education. State law requires that by February 1 of the academic year prior to internship, candidates complete and submit an application for certification and electronic fingerprints. The intern is responsible for completing the online certification application, having fingerprints scanned on assigned date, and paying certification and fingerprint fees. The intern should also submit copies of fingerprint receipt and certification application receipt to the School of Education in Room 210 of the Business and Education Building. Internships cannot begin until the application and fingerprints have been cleared by the SC Department of Education. Interns may not be recommended for state licensure until USCA has received official verification that the appropriate Praxis examinations have been passed. Please note that the processing of the certification forms requires 6-8 weeks after the date of graduation.
Recommendation for Certification will not be made for any intern who receives a grade of lower than a C and/or fails to meet the ADEPT/SAFE-T standards. In order to meet the ADEPT/SAFE-T standards, interns may only miss one key element from each domain, and must get an acceptable or target on the written and oral communications skills element.

Praxis II and PLT Examinations

The PRAXIS II Subject Assessment/Specialty Area Tests are required by State Law for all interns. The South Carolina Department of Education sets passing scores required for teacher certification for South Carolina.

It is important to have official scores reported directly to USCA or there may be delays in the candidate’s internship/processing of the recommendation for certification. Official score reports must be sent directly to USCA and to the South Carolina State Department of Education. While additional score reports may be secured after the examination date, the candidate will need to pay an additional fee and follow guidelines stated in the Bulletin.

Candidates must:
- A. Complete the application.
- B. Enclose check/money order, and stamp the envelope.
- C. Mail before the registration deadline.
- D. Request that USCA and the South Carolina State Department of Education receive copies of test scores.
- E. Upon receipt of results, check to make sure that the School of Education received an official score report.
- F. Inform the advisor of the results if one or more sections of the examinations have not been passed in order to plan remediation.

Students applying for teacher certification will need to meet the minimum score required on the appropriate examination(s) as established by the South Carolina Board of Education. Required examinations for South Carolina certification may be found on the South Carolina Department of Education.

**South Carolina Code of Conduct for Teachers**

In addition to the above, the South Carolina Department of Education requires candidates to be aware of the state code of conduct for teachers (S.C. Code Ann. §§ 59-25-160, 59-25-530) that outlines behaviors that will result in the dismissal and revocation of certificate. Examples of such behavior that fall under unprofessional conduct include incompetence, willful neglect of duty, willful violation of the rules and regulations of the State Board of Education, unprofessional conduct, drunkenness, cruelty, crime against the law of this State or the United States, immorality, any conduct involving moral turpitude, dishonesty, evident unfitness for position for which employed, or sale or possession of narcotics.
Chapter 8

Teacher Candidate Resources
Services and Facilities

The University of South Carolina Aiken provides many support services for its students. Some of these services are counseling, career placement, and professional organizations. In an effort to provide a quality environment for studying and learning, the USC Aiken campus offers several helpful support facilities, such as the Curriculum Laboratory, the Computer Laboratory, the Gregg-Graniteville Library, the Mathematics Laboratory, the Ruth Patrick Science Education center, and the Writing Laboratory. A variety of extra-curricular activities are organized by the Student Government and by the Athletic Director. Cultural programs such as art exhibits and concerts are also a part of campus life.

The candidate is urged to make use of the many services and to participate in the activities. The personal growth will enhance the student years and will contribute to the professional growth in Teacher Education. No matter what the background, the candidate will find activities and services developed to meet his/her interests and needs, and his/her needs can initiate new activities and services.

Advising

All education candidates are assigned an advisor as soon as they declare their major as Education. During their freshman year, education majors are assigned a freshman advisor who may not be an education faculty member. Once a declared education major completes their freshman year, they will be assigned an education faculty advisor. Each candidate should see his/her advisor each semester before registration.

Dates are published for pre-registration, registration, and advisement every semester.

The advisor is the official counselor for all matters related to the University. If one has a problem or need, see the advisor first. The advisor should sign registration forms and most other forms unless he/she has given permission for someone else to do so.

A student wishing to change advisors should contact the new advisor for his/her agreement and, then complete the “Change of Advisor Form” and as a courtesy, should notify the previous advisor. All advisors
have office hours scheduled on their office doors.

**Alumni Learning Center**

The Curriculum Laboratory is an invaluable resource facility providing services, materials, and equipment for students and faculty of the School of Education who are planning teaching projects. Materials and equipment may be utilized in the Laboratory, or may be scheduled for use outside the facility. The Curriculum Laboratory contains material and equipment such as: projectors, tape-recorders, laminating presses, filmstrips, cassettes, journals, basal reading textbooks, science materials, curriculum guides, and kits for language experiences and self-concept development.

**Career Services**

The mission of the Career Services Office continues to be to assist all USCA students with their career-related concerns—choosing a career, career planning, experiential learning and job search. The Career Services Office offers valuable resources and services to all students. To take full advantage of the many resources and services available requires some initiative on the part of the student.

**Counseling Center**

The mission of the Counseling Center is to promote human development and maximize students’ problem-solving and decision-making skills, so that students may make more healthy and effective life choices in their efforts to accomplish personal and academic goals.

The Counseling Center provides personal counseling for USCA undergraduate and graduate students. Services are free and include study skills development, depression issues, college adjustment issues, communications skills development, drug and alcohol difficulties, etc. All counseling is strictly confidential unless the student specifically requests that information be revealed. Various types of
workshops are also offered during the year. A counselor is available by calling the USCA Counseling Center, ext. 3609, for an appointment. Information on additional services is available in the Counseling Center, Room 126 of the Business & Education Building.

Disability Services

The mission of Disability Services is to facilitate the transition of students with disabilities to the University environment, and act to provide appropriate accommodations for each student’s special needs in order to insure equal access to all programs, activities and services at USCA. USCA seeks to assist undergraduate and graduate students with physical, psychological, and/or learning disabilities in their college experience through an integration of on-campus services. The primary concern is to make all USCA programs and services accessible. Special classroom accommodations are provided to students with documented disabilities based on individual student needs. These services are the result of a cooperative effort with the student’s instructor and may include: Special seating, a note taker, special testing arrangements, permission to tape record lectures or other accommodations to assist the student in her/his classroom efforts.

Students with a documented disability which significantly impairs their ability to maintain a full-time course load of 12 hours or more per semester may be considered on a case by case basis for modified full-time status. Verification of eligibility will be determined by the Disability Services Office. Eligible students must be enrolled in 9 semester hours or more for the fall and spring semester to be considered full-time. Those who would like to be considered for financial aid must contact the Financial Aid Office regarding the eligibility requirements for students who are enrolled on a modified full-time basis.

Assistance begins during the admissions process and ends when a student graduates. Throughout the USCA experience, campus wide services are coordinated to meet the needs of the student. For more information contact Disability Services at (803) 641-3609.
Ruth Patrick Science Education Center

The Ruth Patrick Science Education Center is a cooperative effort between the University of South Carolina Aiken, business, industry, and schools in the Central Savannah River Area. Its programs challenge the present and inspire the future to effect systemic change in science and mathematics education. Its hands-on approach to teaching is designed to help people experience the beauty, the order, and the power of science and mathematics, as well as the interest and fun of discovery. Each year, more than 50,000 K-12 students visit the Center. Through the Center teacher candidates have access to over 200 science and mathematics kits to use in their courses and internships. Candidates are encouraged to visit and use the Center.

Professional Organizations

The Education faculty and students are members of various local, state, regional, and national professional organizations. These organizations not only provide members with opportunities for professional growth and development but they keep USC Aiken involved in current issues, practices, and trends.

Students and faculty frequently attend local, state, and national conferences. Faculty members announce conference dates to students in their courses and post conference bulletins. The Education faculty encourages students to continue their membership in such organizations as:

- American Alliance for Health, Physical Education, Recreation, and Dance (AAHPRED)
- Student Education Association
- Southern Association on Children Under Six
- National Association for the Education of Young Children
- Association for Childhood Education International
- The International Reading Association
- Council for Exceptional Children
- Association for Retarded Citizens
Meetings of state and local chapters of such organizations provide candidates with opportunities to form professional friendships and to participate in workshops that are geared to meet needs of local schools.

**Education Majors Club**

The Education Majors Club is made up of all education majors and any other students on campus who might want to join the club. The club meets approximately once every 2 months to socialize, conduct business, eat and listen to timely topics.

The club is also responsible for fund raising activities to support scholarship awards for one club members each year.

Officers are elected once a year. Student representatives are elected to serve on the following School of Education and University Committees: Professional Education Committee, Resources Committee, and the Chancellor’s Advisory Committee. Student representatives also are elected to the Elementary/Early Childhood Advisory Committee and the Secondary Education Advisory Council.

**Kappa Delta Pi**

Kappa Delta Pi International Honor Society in Education recognizes high academic achievement, a commitment to education as a career, and a professional attitude that assures steady growth in the profession. Kappa Delta Pi provides the opportunity for the School of Education to honor outstanding education majors, celebrate their achievements, and encourage their continued professional development.
Computer Laboratory

The University provides several computer laboratories which are available to all students. Students have access to computer labs 24 hours per day.

USC Aiken Writing Room

The mission of the Writing Room is to provide an open teaching and learning environment for the collaborative discussion of writing so that students may become more aware and independent writers. Writing consultants come from a range of disciplines and are formally trained to provide feedback during all phases of the writing process. The Writing Room is staffed by students and is directed by a member of the English faculty. Located in the Humanities and Social Sciences Building (112), the Writing Room is available to students who want to drop-in but appointments are recommended. Further information and resources can be found at http://www.usca.edu/writingroom/.

Gregg-Graniteville Library

The University is fortunate to have access to a new and well equipped research library which contains many volumes of classic and current research material, professional journals, microfilm and microfiche resources with readers, and other indices and books for the use of students and faculty. The Library is staffed with professional librarians who are always ready to provide needed assistance. A special section of the library includes a portion of the Curriculum Laboratory book holdings and State adopted textbooks. The Library does provide access to CD-Rom indices, USCAN and the Internet. The Library’s hours are posted on the Library’s main door, with weekend and evening hours adjusted to the University’s schedule for each semester.
**USC Aiken Bookstore**

The USC Aiken Bookstore, located in the Student Activities Center, provides many convenient services, in addition to carrying required and recommended textbooks.

The Bookstore sells reference books and pamphlets recommended by various faculty members, paperback books for leisure reading, office supplies, and art materials. Many materials needed for the preparation of teaching activities are sold. Should a student need resources that can’t be located, the Bookstore Manager will gladly provide you with the necessary assistance. Student may place special orders for supplementary books and materials.

**Conclusion**

The School of Education provides many services and facilities to assist education majors’ progress toward career goals. It is the Candidates’ responsibility to avail themselves of these opportunities and to follow the policies and procedures discussed in this handbook.
Appendices
Dear Cooperating Teacher,

Thank you for permitting this practicum student to observe in your classroom. The USCA School of Education appreciates your assistance in the training of our teachers. Please initial the timesheet below at each of the student’s visits and sign on the back at the completion of the practicum. The USCA student is responsible for returning this sheet to the instructor. Thank you!

<table>
<thead>
<tr>
<th>Date:</th>
<th>Time In:</th>
<th>Time Out:</th>
<th>Total Hrs./Mins:</th>
<th>Student Initials:</th>
<th>Teacher Initials:</th>
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**Be sure to include time listed on front of time sheet in total.**

Total Observation Time: ________________

Comments: Student Initial: __ Teacher Initial: ___

Teacher’s Signature: _______________________
Instructor’s Signature: _____________________
Clinical/Internship Experiences Dispositions Evaluation

To Be Completed by Cooperating Teacher/University Supervisor

Candidate/Intern:           Course:         Date: _____
School & Grade Level:_____           Semester: _____

Please evaluate the candidate on the following characteristics and check whether the candidate is at the Target, Acceptable, or Unacceptable level. Please provide evidence of your evaluations.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Unacceptable/Needs Improvement 1-2</th>
<th>Acceptable 3-4</th>
<th>Target 5</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attitude</strong></td>
<td>vents frustration inappropriately, needs step-by-step instruction, rejects/ignores ideas and suggestions, excessively negative or inappropriately responds to other students, blames others for problems</td>
<td>frustration sometimes interferes with classroom performance, operates independently with direction, occasionally accepts ideas and suggestions, demonstrates minimal responsiveness</td>
<td>handles frustration appropriately, demonstrates independence and initiative, demonstrates receptivity to constructive feedback, listens and responds thoughtfully to feedback</td>
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</table>

Comments: ______

| Diversity                          | Demonstrates no respect for cultural, racial, gender and/or religious differences; Demonstrates partiality toward certain groups | Demonstrates respect for cultural, racial, and religious differences by openly discussing, reading, and displaying materials that represent the different cultures, races, genders, and/or religions periodically; Shows no partiality toward certain groups of students | Treats all students, teachers, and parents with respect; Acknowledges and celebrates various cultures, races, and religions by openly discussing, reading stories, and displaying pictures that represent different cultures, races, genders, and/or religions throughout the clinical experience. |

Comments: ______
<table>
<thead>
<tr>
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<th>Acceptable 3-4</th>
<th>Target 5</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Enthusiasm</strong></td>
<td>Negative attitude; Displays little interest in students, content, and teaching</td>
<td>Positive most of the time; Displays interest in students, content, and teaching</td>
<td>Always positive; Helps students outside of class time; Searches for innovative methods; Shares ideas; Participates in school activities outside of class time</td>
<td></td>
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<tr>
<td><strong>Personal Appearance</strong></td>
<td>Dresses unprofessionally; Does not observe dress code; Displays no care in personal hygiene</td>
<td>Generally dresses professionally and observes dress codes; Exhibits care in personal hygiene</td>
<td>Always dresses professionally at school and at extracurricular events; Exhibits care in personal hygiene</td>
<td></td>
</tr>
<tr>
<td><strong>Professionalism</strong></td>
<td>Gossips; Does not keep information confidential; Dishonest</td>
<td>Observes confidentiality; Demonstrates honesty and integrity</td>
<td>Observes confidentiality; Demonstrates honesty, integrity, and willingness to accept responsibilities beyond the classroom (e.g., athletics, school committees, clubs); Enthusiastic about the teaching profession; Serves as a model of behavior expected of an educator;</td>
<td></td>
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<tr>
<td><strong>Punctuality</strong></td>
<td>Arrives late to school or class or leaves early</td>
<td>Arrives and leaves at assigned times</td>
<td>Arrives early and stays late as necessary</td>
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</table>

Comments: ____
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<th>Acceptable 3-4</th>
<th>Target 5</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rapport</strong></td>
<td>Does not interact well with students, parents, faculty, and/or staff</td>
<td>Interacts positively with students, parents, faculty, and staff</td>
<td>Interacts positively with students, faculty, staff, and parents; Initiates contributions to class, school activities or parent conferences which are well received</td>
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<tr>
<td>Comments: ____</td>
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<tr>
<td><strong>Reliability</strong></td>
<td>Tasks are not completed within a prescribed time</td>
<td>Completes tasks within prescribed times</td>
<td>Completes all tasks within prescribed times</td>
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<tr>
<td>Comments: ____</td>
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<tr>
<td><strong>Sensitivity</strong></td>
<td>Displays a lack of concern for students’ abilities and/or needs</td>
<td>Exhibits care and concern for students’ abilities and needs</td>
<td>Exhibits care and concern for students’ abilities and needs; Spends additional time (after school, after class) with students who need help; Seeks information and advice from parents and staff to improve students’ education</td>
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<tr>
<td>Comments: ____</td>
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**Teacher Comments:**
*Please describe your concern(s) so that it may be addressed. Your suggestions to assist the candidate are welcomed.*

____

Signature of Cooperating Teacher/University Supervisor ___________________________  Date _____________  School ___________________________
### South Carolina Teaching Standards (SCTS) 4.0 Rubric

#### INSTRUCTION

<table>
<thead>
<tr>
<th>Exemplary (4)</th>
<th>Proficient (3)</th>
<th>Needs Improvement (2)</th>
<th>Unsatisfactory (1)</th>
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<tbody>
<tr>
<td><img src="image" alt="Rubric Table" /></td>
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### INSTRUCTION (Continued)

<table>
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<tr>
<th>Exemplary (4)</th>
<th>Proficient (3)</th>
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<tbody>
<tr>
<td><strong>Lesson Structure and Pacing</strong>&lt;sup&gt;4&lt;/sup&gt;</td>
<td><strong>Activities and materials include all of the following:</strong>&lt;sup&gt;2&lt;/sup&gt;</td>
<td><strong>Activities and materials include some of the following:</strong>&lt;sup&gt;1&lt;/sup&gt;</td>
<td><strong>Activities and materials include few of the following:</strong>&lt;sup&gt;3&lt;/sup&gt;</td>
</tr>
<tr>
<td>• The lesson starts promptly.</td>
<td>• support the lesson objectives.</td>
<td>• support the lesson objectives.</td>
<td>• support the lesson objectives.</td>
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<tr>
<td>• The lesson's structure is coherent, with a significant beginning, middle, end, and extended time for reflection.</td>
<td>• are challenging.</td>
<td>• are challenging.</td>
<td>• are challenging.</td>
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<tr>
<td>• Pacing is brisk, and provides many opportunities for individual students who progress at different learning rates.</td>
<td>• sustain students' attention.</td>
<td>• sustain students' attention.</td>
<td>• sustain students' attention.</td>
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<tr>
<td>• Routines for distributing materials are seamless.</td>
<td>• elicit a variety of thinking.</td>
<td>• elicit a variety of thinking.</td>
<td>• elicit a variety of thinking.</td>
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<tr>
<td>• No instructional time is lost during transitions.</td>
<td>• provide time for reflection.</td>
<td>• provide time for reflection.</td>
<td>• provide time for reflection.</td>
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<tr>
<td><strong>Activities and Materials</strong>&lt;sup&gt;3&lt;/sup&gt;</td>
<td>• are relevant to students' lives.</td>
<td>• are relevant to students' lives.</td>
<td>• are relevant to students' lives.</td>
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<td>• provide opportunities for student to student interaction.</td>
<td>• provide opportunities for student to student interaction.</td>
<td>• provide opportunities for student to student interaction.</td>
<td>• provide opportunities for student to student interaction.</td>
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<td>• induce student curiosity and suspense.</td>
<td>• induce student curiosity and suspense.</td>
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<td>• induce student curiosity and suspense.</td>
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<tr>
<td>• provide students with choices.</td>
<td>• provide students with choices.</td>
<td>• provide students with choices.</td>
<td>• provide students with choices.</td>
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<tr>
<td>• incorporate multimedia and technology which enhances student learning and thinking.</td>
<td>• incorporate multimedia and technology.</td>
<td>• incorporate multimedia and technology.</td>
<td>• incorporate multimedia and technology.</td>
</tr>
<tr>
<td>• incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, cultural centers, etc.).</td>
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<td>• incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, cultural centers, etc.).</td>
<td>• incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, cultural centers, etc.).</td>
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<tr>
<td>• In addition, sometimes activities are game-like, involve simulations, require creating products, and demand self- direction and self-monitoring.</td>
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</thead>
</table>
| **Questioning** | Teacher questions are varied and high quality providing a consistently balanced mix of question types:  
- knowledge and comprehension,  
- application and analysis, and  
- creation and evaluation.  
- Questions are consistently purposeful and coherent.  
- A high frequency of questions is asked.  
- Questions are consistently sequenced with attention to the instructional goals.  
- Questions regularly require active responses (e.g., whole class signaling, choral responses, written and shared responses, or group and individual answers).  
- Wait time (3-5 seconds) is consistently provided.  
- The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex.  
- Students generate higher order questions that lead to further inquiry and self-directed learning.  
- Oral and written feedback is mostly academically focused, frequent, and high quality.  
- Feedback is consistently used to monitor and adjust instruction.  
- Teacher engages students in giving specific and high quality feedback to one another. | Teacher questions are varied and high quality providing a balanced mix of question types:  
- knowledge and comprehension,  
- application and analysis, and  
- creation and evaluation.  
- Questions are usually purposeful and coherent.  
- A moderate frequency of questions asked.  
- Questions are often sequenced with attention to the instructional goals.  
- Questions sometimes require active responses (e.g., whole class signaling, choral responses, or group and individual answers).  
- Wait time is often provided.  
- The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex.  
- Students generate questions that lead to further inquiry and self-directed learning. | Teacher questions are varied and high quality providing for some, but not all, question types:  
- knowledge and comprehension,  
- application and analysis, and  
- creation and evaluation.  
- Questions are sometimes purposeful and coherent.  
- A moderate frequency of questions asked.  
- Questions are sometimes sequenced with attention to the instructional goals.  
- Questions sometimes require active responses (e.g., whole class signaling, choral responses, or group and individual answers).  
- Wait time is sometimes provided.  
- The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex. | Teacher questions are inconsistent in quality and include few question types:  
- knowledge and comprehension,  
- application and analysis, and  
- creation and evaluation.  
- Questions are random and lack coherence.  
- A low frequency of questions is asked.  
- Questions are rarely sequenced with attention to the instructional goals.  
- Questions rarely require active responses (e.g., whole class signaling, choral responses, or group and individual answers).  
- Wait time is inconsistently provided.  
- The teacher mostly calls on volunteers and high ability students. |
|       | Teacher questions are varied and high quality providing a consistently balanced mix of question types:  
- knowledge and comprehension,  
- application and analysis, and  
- creation and evaluation.  
- Questions are usually purposeful and coherent.  
- A moderate frequency of questions asked.  
- Questions are often sequenced with attention to the instructional goals.  
- Questions sometimes require active responses (e.g., whole class signaling, choral responses, or group and individual answers).  
- Wait time is often provided.  
- The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex.  
- Students generate questions that lead to further inquiry and self-directed learning.  
- Oral and written feedback is mostly academically focused, frequent, and high quality.  
- Feedback is consistently given during guided practice and homework review.  
- The teacher circulates to prompt student thinking, assess each student’s progress, and provide individual feedback.  
- Feedback from students is consistently used to monitor and adjust instruction.  
- Teacher engages students in giving specific and high quality feedback to one another. | Teacher questions are varied and high quality providing a balanced mix of question types:  
- knowledge and comprehension,  
- application and analysis, and  
- creation and evaluation.  
- Questions are usually purposeful and coherent.  
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- Questions are sometimes sequenced with attention to the instructional goals.  
- Questions sometimes require active responses (e.g., whole class signaling, choral responses, or group and individual answers).  
- Wait time is sometimes provided.  
- The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex. | Teacher questions are inconsistent in quality and include few question types:  
- knowledge and comprehension,  
- application and analysis, and  
- creation and evaluation.  
- Questions are random and lack coherence.  
- A low frequency of questions is asked.  
- Questions are rarely sequenced with attention to the instructional goals.  
- Questions rarely require active responses (e.g., whole class signaling, choral responses, or group and individual answers).  
- Wait time is inconsistently provided.  
- The teacher mostly calls on volunteers and high ability students. |
|       | Teacher questions are varied and high quality providing a consistently balanced mix of question types:  
- knowledge and comprehension,  
- application and analysis, and  
- creation and evaluation.  
- Questions are usually purposeful and coherent.  
- A moderate frequency of questions asked.  
- Questions are often sequenced with attention to the instructional goals.  
- Questions sometimes require active responses (e.g., whole class signaling, choral responses, or group and individual answers).  
- Wait time is often provided.  
- The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex.  
- Students generate questions that lead to further inquiry and self-directed learning.  
- Oral and written feedback is mostly academically focused, frequent, and mostly high quality.  
- Feedback is often given during guided practice and homework review.  
- The teacher circulates regularly during instructional activities to support engagement, and monitor student work.  
- Feedback from students is regularly used to monitor and adjust instruction.  
- Teacher engages students in giving feedback to one another. | Teacher questions are varied and high quality providing a balanced mix of question types:  
- knowledge and comprehension,  
- application and analysis, and  
- creation and evaluation.  
- Questions are usually purposeful and coherent.  
- A moderate frequency of questions asked.  
- Questions are often sequenced with attention to the instructional goals.  
- Questions sometimes require active responses (e.g., whole class signaling, choral responses, or group and individual answers).  
- Wait time is often provided.  
- The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex.  
- Students generate questions that lead to further inquiry and self-directed learning. | Teacher questions are varied and high quality providing for some, but not all, question types:  
- knowledge and comprehension,  
- application and analysis, and  
- creation and evaluation.  
- Questions are sometimes purposeful and coherent.  
- A moderate frequency of questions asked.  
- Questions are sometimes sequenced with attention to the instructional goals.  
- Questions sometimes require active responses (e.g., whole class signaling, choral responses, or group and individual answers).  
- Wait time is sometimes provided.  
- The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex. | Teacher questions are inconsistent in quality and include few question types:  
- knowledge and comprehension,  
- application and analysis, and  
- creation and evaluation.  
- Questions are random and lack coherence.  
- A low frequency of questions is asked.  
- Questions are rarely sequenced with attention to the instructional goals.  
- Questions rarely require active responses (e.g., whole class signaling, choral responses, or group and individual answers).  
- Wait time is inconsistently provided.  
- The teacher mostly calls on volunteers and high ability students. |


### INSTRUCTION (Continued)

<table>
<thead>
<tr>
<th>Exemplary (4)</th>
<th>Proficient (3)</th>
<th>Needs Improvement (2)</th>
<th>Unsatisfactory (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero- or homogenous ability) consistently maximize student understanding and learning efficiency.</td>
<td>The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero- or homogenous ability) adequately enhance student understanding and learning efficiency.</td>
<td>The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero- or homogenous ability) sometime enhance student understanding and learning efficiency.</td>
<td>The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero- or homogenous ability) inhibit student understanding and learning efficiency.</td>
</tr>
<tr>
<td>All students in groups know their roles, responsibilities, and group work expectations.</td>
<td>Most students in groups know their roles, responsibilities, and group work expectations.</td>
<td>Some students in groups know their roles, responsibilities, and group work expectations.</td>
<td>Few students in groups know their roles, responsibilities, and group work expectations.</td>
</tr>
<tr>
<td>All students participating in groups are held accountable for group work and individual work.</td>
<td>Most students participating in groups are held accountable for group work and individual work.</td>
<td>Some students participating in groups are held accountable for group work and individual work.</td>
<td>Few students participating in groups are held accountable for group work and individual work.</td>
</tr>
<tr>
<td>Instructional group composition is varied (e.g., race, gender, ability, and age) to best accomplish the goals of the lesson.</td>
<td>Instructional group composition is varied (e.g., race, gender, ability, and age) to most of the time, accomplish the goals of the lesson.</td>
<td>Instructional group composition is varied (e.g., race, gender, ability, and age) to sometimes, accomplish the goals of the lesson.</td>
<td>Instructional group composition remains unchanged irrespective of the learning, and instructional goals of a lesson.</td>
</tr>
<tr>
<td>Instructional groups facilitate opportunities for students to set goals, reflect on, and evaluate their learning.</td>
<td>Instructional groups facilitate opportunities for students to set goals, reflect on, and evaluate their learning.</td>
<td>Instructional groups facilitate opportunities for students to set goals, reflect on, and evaluate their learning.</td>
<td>Instructional groups facilitate opportunities for students to set goals, reflect on, and evaluate their learning.</td>
</tr>
<tr>
<td>Teacher displays extensive content knowledge of all the subjects she or he teaches.</td>
<td>Teacher displays accurate content knowledge of all the subjects she or he teaches.</td>
<td>Teacher displays adequate content knowledge of all the subjects she or he teaches.</td>
<td>Teacher displays under-developed content knowledge in several subject areas.</td>
</tr>
<tr>
<td>Teacher consistently implements a variety of subject-specific instructional strategies to enhance student content knowledge.</td>
<td>Teacher regularly implements subject-specific instructional strategies to enhance student content knowledge.</td>
<td>Teacher sometimes implements subject-specific instructional strategies to enhance student content knowledge.</td>
<td>Teacher rarely implements subject-specific instructional strategies to enhance student content knowledge.</td>
</tr>
<tr>
<td>The teacher consistently highlights key concepts and ideas, and uses them as bases to connect other powerful ideas.</td>
<td>The teacher regularly highlights key concepts and ideas, and uses them as bases to connect other powerful ideas.</td>
<td>The teacher sometimes highlights key concepts and ideas, and uses them as bases to connect other powerful ideas.</td>
<td>The teacher does not understand key concepts and ideas in the discipline, and therefore presents content in an unconnected way.</td>
</tr>
<tr>
<td>Limited content is taught in sufficient depth to allow for the development of understanding.</td>
<td>Limited content is taught in sufficient depth to allow for the development of understanding.</td>
<td>Limited content is taught in sufficient depth to allow for the development of understanding.</td>
<td>Limited content is taught in sufficient depth to allow for the development of understanding.</td>
</tr>
<tr>
<td>Teacher practices display understanding of each student’s learning difficulties.</td>
<td>Teacher practices display understanding of most student anticipated learning difficulties.</td>
<td>Teacher practices display understanding of some student anticipated learning difficulties.</td>
<td>Teacher practices demonstrate minimal knowledge of students anticipated learning difficulties.</td>
</tr>
<tr>
<td>Teacher practices consistently incorporate student interests and cultural heritage.</td>
<td>Teacher practices regularly incorporate student interests and cultural heritage.</td>
<td>Teacher practices sometimes incorporate student interests and cultural heritage.</td>
<td>Teacher practices rarely incorporate student interests or cultural heritage.</td>
</tr>
<tr>
<td>Teacher practices consistently provide differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.</td>
<td>Teacher practices regularly provide differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.</td>
<td>Teacher practices sometimes provide differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.</td>
<td>Teacher practices demonstrate little differentiation of instructional methods or content.</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Thinking</th>
<th>Exemplary (4)</th>
<th>Proficient (3)</th>
<th>Needs Improvement (2)</th>
<th>Unsatisfactory (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The teacher thoroughly teaches three types of thinking:</td>
<td>The teacher thoroughly teaches two types of thinking:</td>
<td>The teacher attempts to teach one of the following types of thinking:</td>
<td>The teacher implements no learning experiences that thoroughly teach any type of thinking:</td>
</tr>
<tr>
<td></td>
<td>• analytical thinking where students analyze, compare and contrast, and evaluate and explain information.</td>
<td>• analytical thinking where students analyze, compare and contrast, and evaluate and explain information.</td>
<td>• analytical thinking where students analyze, compare and contrast, and evaluate and explain information.</td>
<td>• analytical thinking where students analyze, compare and contrast, and evaluate and explain information.</td>
</tr>
<tr>
<td></td>
<td>• practical thinking where students use, apply, and implement what they learn in real-life scenarios.</td>
<td>• practical thinking where students use, apply, and implement what they learn in real-life scenarios.</td>
<td>• practical thinking where students use, apply, and implement what they learn in real-life scenarios.</td>
<td>• practical thinking where students use, apply, and implement what they learn in real-life scenarios.</td>
</tr>
<tr>
<td></td>
<td>• creative thinking where students create, design, imagine and suppose.</td>
<td>• creative thinking where students create, design, imagine and suppose.</td>
<td>• creative thinking where students create, design, imagine and suppose.</td>
<td>• creative thinking where students create, design, imagine and suppose.</td>
</tr>
<tr>
<td></td>
<td>• research-based thinking where students explore and review a variety of ideas, models, and solutions to problems.</td>
<td>• research-based thinking where students explore and review a variety of ideas, models, and solutions to problems.</td>
<td>• research-based thinking where students explore and review a variety of ideas, models, and solutions to problems.</td>
<td>• research-based thinking where students explore and review a variety of ideas, models, and solutions to problems.</td>
</tr>
<tr>
<td></td>
<td>The teacher consistently provides opportunities where students:</td>
<td>The teacher regularly provides opportunities where students:</td>
<td>The teacher sometimes provides opportunities where students:</td>
<td>The teacher implements no learning experiences that thoroughly teach any type of thinking:</td>
</tr>
<tr>
<td></td>
<td>• generate a variety of ideas and alternatives.</td>
<td>• generate a variety of ideas and alternatives.</td>
<td>• generate a variety of ideas and alternatives.</td>
<td>• generate a variety of ideas and alternatives.</td>
</tr>
<tr>
<td></td>
<td>• analyze problems from multiple perspectives and viewpoints.</td>
<td>• analyze problems from multiple perspectives and viewpoints.</td>
<td>• analyze problems from multiple perspectives and viewpoints.</td>
<td>• analyze problems from multiple perspectives and viewpoints.</td>
</tr>
<tr>
<td></td>
<td>• monitor their thinking to insure that they understand what they are learning, are attending to critical information, and are aware of the learning strategies that they are using and why.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem Solving</td>
<td>The teacher implements activities that teach and reinforce 3 or more of the following problem solving types:</td>
<td>The teacher implements activities that teach and reinforce 2 of the following problem solving types:</td>
<td>The teacher implements activities that teach and reinforce 1 of the following problem solving types:</td>
<td>The teacher implements no activities that teach and reinforce any of the following problem solving types:</td>
</tr>
<tr>
<td></td>
<td>• Abstraction</td>
<td>• Abstraction</td>
<td>• Abstraction</td>
<td>• Abstraction</td>
</tr>
<tr>
<td></td>
<td>• Categorization</td>
<td>• Categorization</td>
<td>• Categorization</td>
<td>• Categorization</td>
</tr>
<tr>
<td></td>
<td>• Drawing Conclusions/Justifying Solution</td>
<td>• Drawing Conclusions/Justifying Solution</td>
<td>• Drawing Conclusions/Justifying Solution</td>
<td>• Drawing Conclusions/Justifying Solution</td>
</tr>
<tr>
<td></td>
<td>• Predicting Outcomes</td>
<td>• Predicting Outcomes</td>
<td>• Predicting Outcomes</td>
<td>• Predicting Outcomes</td>
</tr>
<tr>
<td></td>
<td>• Observing and Experimenting</td>
<td>• Observing and Experimenting</td>
<td>• Observing and Experimenting</td>
<td>• Observing and Experimenting</td>
</tr>
<tr>
<td></td>
<td>• Improving Solutions</td>
<td>• Improving Solutions</td>
<td>• Improving Solutions</td>
<td>• Improving Solutions</td>
</tr>
<tr>
<td></td>
<td>• Identifying Relevant/ Irrelevant Information</td>
<td>• Identifying Relevant/ Irrelevant Information</td>
<td>• Identifying Relevant/ Irrelevant Information</td>
<td>• Identifying Relevant/ Irrelevant Information</td>
</tr>
<tr>
<td></td>
<td>• Generating Ideas</td>
<td>• Generating Ideas</td>
<td>• Generating Ideas</td>
<td>• Generating Ideas</td>
</tr>
<tr>
<td></td>
<td>• Creating and Designing</td>
<td>• Creating and Designing</td>
<td>• Creating and Designing</td>
<td>• Creating and Designing</td>
</tr>
<tr>
<td>Consistent Evidence of Student Centered Learning/Student Ownership of Learning- Teacher Facilitates the Learning.</td>
<td>Some Evidence of Student Centered Learning/ Student Ownership of Learning- Teacher Facilitates the Learning.</td>
<td>Moving Towards Student Centered Learning/Student Ownership of Learning- Consistent Reliance on Teacher Direction.</td>
<td>Heavy emphasis on Teacher Direction- Minimal Evidence of Student Ownership of Learning.</td>
<td></td>
</tr>
</tbody>
</table>

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### PLANNING

<table>
<thead>
<tr>
<th>Exemplary (4)</th>
<th>Proficient (3)</th>
<th>Needs Improvement (2)</th>
<th>Unsatisfactory (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instructional Plans</strong>&lt;sup&gt;13&lt;/sup&gt;</td>
<td><strong>Instructional plans include:</strong></td>
<td><strong>Instructional plans include:</strong></td>
<td><strong>Instructional plans include:</strong></td>
</tr>
<tr>
<td></td>
<td>- measurable and explicit goals aligned to state content standards.</td>
<td>- goals aligned to state content standards.</td>
<td>- few goals aligned to state content standards.</td>
</tr>
<tr>
<td></td>
<td>- activities, materials, and assessments that:</td>
<td>- activities, materials, and assessments that:</td>
<td>- activities, materials, and assessments that:</td>
</tr>
<tr>
<td></td>
<td>o are aligned to state standards.</td>
<td>o are aligned to state standards.</td>
<td>o are rarely aligned to state standards.</td>
</tr>
<tr>
<td></td>
<td>o are sequenced from basic to complex.</td>
<td>o are sequenced from basic to complex.</td>
<td>o are rarely logically sequenced.</td>
</tr>
<tr>
<td></td>
<td>o build on prior student knowledge, are relevant to students' lives, and integrate other disciplines.</td>
<td>o build on prior student knowledge.</td>
<td>o rarely build on prior student knowledge</td>
</tr>
<tr>
<td></td>
<td>o provide appropriate time for student work, student reflection, and lesson and unit closure.</td>
<td>o provide appropriate time for student work, and lesson and unit closure.</td>
<td>o inconsistently provide time for student work, and lesson and unit closure.</td>
</tr>
<tr>
<td></td>
<td>- evidence that plan is appropriate for the age, knowledge, and interests of most learners.</td>
<td>- evidence that plan is appropriate for the age, knowledge, and interests of most learners.</td>
<td>- little evidence that the plan is appropriate for the age, knowledge, or interests of the learners.</td>
</tr>
<tr>
<td></td>
<td>- evidence that the plan provides regular opportunities to accommodate individual student needs.</td>
<td>- evidence that the plan provides some opportunities to accommodate individual student needs.</td>
<td>- little evidence that the plan provides some opportunities to accommodate individual student needs.</td>
</tr>
<tr>
<td><strong>Assignments require students to:</strong></td>
<td><strong>Assignments require students to:</strong></td>
<td><strong>Assignments require students to:</strong></td>
<td><strong>Assignments require students to:</strong></td>
</tr>
<tr>
<td></td>
<td>- organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it.</td>
<td>- interpret and analyze information rather than reproduce it.</td>
<td>- mostly reproduce information.</td>
</tr>
<tr>
<td></td>
<td>- draw conclusions, make generalizations, and produce arguments that are supported through extended writing.</td>
<td>- draw conclusions and support them through writing.</td>
<td>- rarely draw conclusions and support them through writing.</td>
</tr>
<tr>
<td></td>
<td>- connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives both inside and outside of school.</td>
<td>- connect what they are learning to prior learning and some life experiences.</td>
<td>- rarely connect what they are learning to prior learning or life experiences.</td>
</tr>
<tr>
<td><strong>Assessment Plans:</strong></td>
<td><strong>Assessment Plans:</strong></td>
<td><strong>Assessment Plans:</strong></td>
<td><strong>Assessment Plans:</strong></td>
</tr>
<tr>
<td></td>
<td>- are consistently aligned with state content standards.</td>
<td>- are aligned with state content standards.</td>
<td>- are rarely aligned with state content standards.</td>
</tr>
<tr>
<td></td>
<td>- have clear appropriate measurement criteria.</td>
<td>- have clear measurement criteria.</td>
<td>- have ambiguous measurement criteria.</td>
</tr>
<tr>
<td></td>
<td>- measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test).</td>
<td>- measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test).</td>
<td>- measure student performance in less than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test).</td>
</tr>
<tr>
<td></td>
<td>- require extended written tasks.</td>
<td>- require written tasks.</td>
<td>- require limited written tasks.</td>
</tr>
<tr>
<td></td>
<td>- are portfolio-based with clear illustrations of student progress toward state content standards.</td>
<td>- include performance checks throughout the school year.</td>
<td>- include performance checks but may not be monitored consistently.</td>
</tr>
<tr>
<td></td>
<td>- include descriptions of how assessment results will be used to inform future instruction.</td>
<td>- Some Evidence of Student Centered Learning/ Student Ownership of Learning - Teacher Facilitates the Learning.</td>
<td>- include performance checks, although the purpose of these checks is not clear.</td>
</tr>
<tr>
<td><strong>Consistent Evidence of Student Centered Learning/Student Ownership of Learning- Teacher Facilitates the Learning.</strong></td>
<td><strong>Some Evidence of Student Centered Learning/ Student Ownership of Learning - Teacher Facilitates the Learning.</strong></td>
<td><strong>Moving Towards Student Centered Learning/Student Ownership of Learning- Consistent Reliance on Teacher Direction.</strong></td>
<td><strong>Heavy emphasis on Teacher Direction- Minimal Evidence of Student Ownership of Learning.</strong></td>
</tr>
</tbody>
</table>

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### ENVIRONMENT

<table>
<thead>
<tr>
<th>Exemplary (4)</th>
<th>Proficient (3)</th>
<th>Needs Improvement (2)</th>
<th>Unsatisfactory (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Teacher sets high and demanding academic expectations for every student.</td>
<td>• Teacher sets high and demanding academic expectations for every student.</td>
<td>• Teacher sets high and demanding academic expectations for most students.</td>
<td>• Teacher expectations are not sufficiently high for every student.</td>
</tr>
<tr>
<td>• Teacher encourages students to learn from mistakes.</td>
<td>• Teacher encourages students to learn from mistakes.</td>
<td>• Teacher encourages students to learn from mistakes.</td>
<td>• Teacher creates an environment where mistakes and failure are not viewed as learning experiences.</td>
</tr>
<tr>
<td>• Teacher creates learning opportunities where all students can experience success.</td>
<td>• Teacher creates learning opportunities where most students can experience success.</td>
<td>• Teacher creates learning opportunities where some students can experience success.</td>
<td>• Students demonstrate little or no pride in the quality of their work.</td>
</tr>
<tr>
<td>• Students take initiative and follow through with their own work.</td>
<td>• Students complete their work according to teacher expectations.</td>
<td>• Students complete their work according to teacher expectations.</td>
<td>• Students do not complete their work according to teacher expectations.</td>
</tr>
<tr>
<td>• Teacher optimizes instructional time, teaches more material, and demands better performance from every student.</td>
<td>• Teacher uses several techniques to maintain appropriate student behavior.</td>
<td>• Teacher uses several techniques to maintain appropriate student behavior.</td>
<td>• Teacher does not use techniques to maintain appropriate student behavior.</td>
</tr>
</tbody>
</table>

### Managing Student Behavior

<table>
<thead>
<tr>
<th>Exemplary (4)</th>
<th>Proficient (3)</th>
<th>Needs Improvement (2)</th>
<th>Unsatisfactory (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students are consistently well-behaved, and on task.</td>
<td>• Students are mostly well-behaved, and on task, some minor learning disruptions may occur.</td>
<td>• Student behavior is inconsistent with several students off task, minor learning disruptions are frequent.</td>
<td>• Students are not well-behaved and are often off-task.</td>
</tr>
<tr>
<td>• Teacher and students establish clear rules and expectations for learning and behavior.</td>
<td>• Teacher establishes rules for learning and behavior.</td>
<td>• Teacher establishes rules for learning and behavior.</td>
<td>• Teacher establishes few rules for learning and behavior.</td>
</tr>
<tr>
<td>• The teacher consistently uses techniques such as intrinsic motivation, social approval, contingent activities, and consequences to maintain appropriate student behavior.</td>
<td>• The teacher uses several techniques such as intrinsic motivation, social approval, contingent activities, and consequences to maintain appropriate student behavior.</td>
<td>• The teacher uses few techniques to maintain appropriate student behavior.</td>
<td>• The teacher does not use techniques to maintain appropriate student behavior.</td>
</tr>
<tr>
<td>• The teacher overlooks inconsequential behavior.</td>
<td>• The teacher overlooks most inconsequential behavior, but other times addresses it stopping the lesson.</td>
<td>• The teacher overlooks some inconsequential behavior, but other times addresses it stopping the lesson.</td>
<td>• Disruptions frequently interrupt instruction.</td>
</tr>
<tr>
<td>• The teacher deals with students who have caused disruptions rather than the entire class.</td>
<td>• The teacher attends to disruptions firmly and consistently with minimal interruption to instruction.</td>
<td>• The teacher inconsistently deals with students who have caused disruptions, and frequently addresses the entire class.</td>
<td>• The teacher inconsistently deals with students who have caused disruptions, and frequently addresses the entire class.</td>
</tr>
<tr>
<td>• The teacher attends to disruptions quickly, firmly and consistently with no interruption to instruction.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Environment

<table>
<thead>
<tr>
<th>Exemplary (4)</th>
<th>Proficient (3)</th>
<th>Needs Improvement (2)</th>
<th>Unsatisfactory (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The classroom is well arranged to promote individual and group learning.</td>
<td>• The classroom is well arranged to promote individual and group learning.</td>
<td>• The classroom is not sufficiently arranged to promote individual and group learning.</td>
<td>• The classroom is not arranged to promote individual and group learning.</td>
</tr>
<tr>
<td>• Welcome all members and guests.</td>
<td>• Welcome most members and guests.</td>
<td>• Welcome most members and guests.</td>
<td>• The classroom is not welcoming to all students.</td>
</tr>
<tr>
<td>• The classroom is organized and understandable to all students.</td>
<td>• The classroom is organized and understandable to most students.</td>
<td>• The classroom is organized and understandable to most students.</td>
<td>• The classroom is not well organized and understandable to students.</td>
</tr>
<tr>
<td>• Supplies, equipment, and resources are easily and readily accessible for all students.</td>
<td>• Supplies, equipment, and resources are accessible for most students.</td>
<td>• Supplies, equipment, and resources are accessible.</td>
<td>• Supplies, equipment, and resources are difficult to access.</td>
</tr>
<tr>
<td>• The classroom displays student work.</td>
<td>• The classroom displays student work.</td>
<td>• The classroom displays student work.</td>
<td>• The classroom does not display student work.</td>
</tr>
<tr>
<td>• The classroom is arranged to promote individual and group learning.</td>
<td>• The classroom is arranged to promote individual and group learning.</td>
<td>• The classroom is not arranged to promote individual and group learning.</td>
<td>• The classroom is not arranged to promote group learning.</td>
</tr>
</tbody>
</table>

### ENVIRONMENT (Continued)

<table>
<thead>
<tr>
<th>Exemplary (4)</th>
<th>Proficient (3)</th>
<th>Needs Improvement (2)</th>
<th>Unsatisfactory (1)</th>
</tr>
</thead>
</table>
| - Teacher-student interactions demonstrate caring and respect for one another.  
- Students exhibit caring and respect for one another.  
- Teacher seeks out, and is receptive to the interests and opinions of all students.  
- Positive relationships and interdependence characterize the classroom. | - Teacher-student interactions are mostly friendly, but may reflect occasional inconsistencies.  
- Students exhibit respect for the teacher, and are often polite to each other.  
- Teacher is often receptive to the interests and opinions of students. | - Teacher-student interactions are sometimes friendly, but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures.  
- Students exhibit respect for the teacher, and are generally polite to each other.  
- Teacher is sometimes receptive to the interests and opinions of students. | - Teacher-student interactions are sometimes authoritarian, negative, or inappropriate.  
- Students exhibit disrespect for the teacher.  
- Student interaction is characterized by conflict, sarcasm, or put-downs.  
- Teacher is not receptive to interests and opinions of students. |
| - Consistent Evidence of Student Centered Learning/Student Ownership of Learning-Teacher Facilitates the Learning. | - Some Evidence of Student Centered Learning/Student Ownership of Learning-Teacher Facilitates the Learning. | - Moving Towards Student Centered Learning/Student Ownership of Learning-Consistent Reliance on Teacher Direction. | - Heavy Emphasis on Teacher Direction- Minimal Evidence of Student Ownership of Learning. |

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## Professionalism

<table>
<thead>
<tr>
<th>Performance Standard</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The educator is prompt, prepared, and participates in professional development meetings, bringing student artifacts (student work) when requested.</td>
<td>Always</td>
<td>Often</td>
<td>Sometimes</td>
<td>Rarely</td>
</tr>
<tr>
<td>2. The educator appropriately attempts to implement new learning in the classroom following presentation in professional development meetings.</td>
<td>Always</td>
<td>Often</td>
<td>Sometimes</td>
<td>Rarely</td>
</tr>
<tr>
<td>3. The educator develops and works on a yearly plan for new learning based on analyses of school improvement plans and new goals, self-assessment, and input from the teacher leader and principal observations.</td>
<td>Always</td>
<td>Often</td>
<td>Sometimes</td>
<td>Rarely</td>
</tr>
<tr>
<td>4. The educator selects specific activities, content knowledge, or pedagogical skills to enhance and improve his/her proficiency.</td>
<td>Always</td>
<td>Often</td>
<td>Sometimes</td>
<td>Rarely</td>
</tr>
<tr>
<td>5. The educator makes thoughtful and accurate assessments of his/her lessons’ effectiveness as evidenced by the self-reflection after each observation.</td>
<td>Always</td>
<td>Often</td>
<td>Sometimes</td>
<td>Rarely</td>
</tr>
<tr>
<td>6. The educator offers specific actions to improve his/her teaching.</td>
<td>Always</td>
<td>Often</td>
<td>Sometimes</td>
<td>Rarely</td>
</tr>
<tr>
<td>7. The educator accepts responsibilities contributing to school improvement.</td>
<td>Always</td>
<td>Often</td>
<td>Sometimes</td>
<td>Rarely</td>
</tr>
<tr>
<td>8. The educator utilizes student achievement data to address strengths and weaknesses of students and guide instructional decisions.</td>
<td>Always</td>
<td>Often</td>
<td>Sometimes</td>
<td>Rarely</td>
</tr>
<tr>
<td>9. The educator actively supports school activities and events.</td>
<td>Always</td>
<td>Often</td>
<td>Sometimes</td>
<td>Rarely</td>
</tr>
<tr>
<td>10. The educator accepts leadership responsibilities and/or assists in peers contributing to a safe and orderly school environment.</td>
<td>Always</td>
<td>Often</td>
<td>Sometimes</td>
<td>Rarely</td>
</tr>
</tbody>
</table>

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Teacher Work Sample Rubrics  
*To be completed as part of the Requirements during the Directed Teaching Semester*

The following assignments and rubrics have been developed by the faculty at USC Aiken using the materials developed by USC Upstate and representatives of the Renaissance Partnership Institutions for The Renaissance Partnership for Improving Teacher Quality Project [http://fp.uni.edu/itq](http://fp.uni.edu/itq).

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**Scoring Sheet**

Teacher Candidate Name: __________________________________________

Reviewer Name: __________________________  Date: __________________________

<table>
<thead>
<tr>
<th>Category</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contextual Factors</td>
<td>_____ / 25</td>
</tr>
<tr>
<td>Learning Goals</td>
<td>_____ / 20</td>
</tr>
<tr>
<td>Assessment Plan</td>
<td>_____ / 25</td>
</tr>
<tr>
<td>Design For Instruction</td>
<td>_____ / 30</td>
</tr>
<tr>
<td>Classroom Environment</td>
<td>_____ / 25</td>
</tr>
<tr>
<td>Instructional Decision Making</td>
<td>_____ / 15</td>
</tr>
<tr>
<td>Analysis of Student Learning</td>
<td>_____ / 20</td>
</tr>
<tr>
<td>Reflection and Self-Evaluation</td>
<td>_____ / 25</td>
</tr>
</tbody>
</table>

**Overall Score**  _____ / 185

**Target**  185 – 172  
**Acceptable**  171 – 140 (Satisfactory must be earned with no indicators at the Unsatisfactory level)  
**Unacceptable**  below 140 (Resubmission is required for indicators at the Unsatisfactory level)
The purpose of this component is to discuss relevant factors and how they may affect the teaching-learning process. Supports and challenges that affect instruction and student learning should be included.

A two-page report will be completed for this assignment and must include:

- **Community, district and school factors.** Address geographic location, community and school population, socioeconomic profile and race/ethnicity. You might also address such things as stability of community, political climate, community support for education, and other environmental factors.

- **Classroom factors.** Address physical features, availability of technology equipment and resources and the extent of parental involvement. You might also discuss other relevant factors such as classroom rules and routines, grouping patterns, scheduling and classroom arrangement.

- **Student characteristics.** Address student characteristics you must consider as you design instruction and assess learning. Include factors such as age, gender, race/ethnicity, special needs, achievement/developmental levels, culture, language, interests, learning styles/modalities or students’ skill levels. In your narrative, make sure you address student’s skills and prior learning that may influence the development of your learning goals, instruction and assessment.

- **Instructional implications.** Address how contextual characteristics of the community, classroom and students have implications for instructional planning and assessment. Include specific instructional implications for at least two characteristics and any other factors that will influence how you plan and implement your unit.

Reports will be graded using the following:

## Contextual Factors Rubric

<table>
<thead>
<tr>
<th>Indicator ↓</th>
<th>1-2 (Unacceptable)</th>
<th>3-4 (Acceptable)</th>
<th>5 (Target)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of Community, School and Classroom Factors</td>
<td>Teacher displays minimal, irrelevant, or biased knowledge of the characteristics of the community, school, and classroom</td>
<td>Teacher displays some knowledge of the characteristics of the community, school, and classroom that may affect learning.</td>
<td>Teacher displays a comprehensive understanding of the characteristics of the community, school, and classroom that may affect learning.</td>
<td></td>
</tr>
<tr>
<td>Knowledge of Characteristics of Students</td>
<td>Teacher displays minimal, stereotypical, or irrelevant knowledge of student differences (e.g., development, interests, culture, abilities/disabilities).</td>
<td>Teacher displays general knowledge of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning.</td>
<td>Teacher displays general &amp; specific understanding of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning.</td>
<td></td>
</tr>
<tr>
<td>Knowledge of Students’ Varied Approaches to Learning</td>
<td>Teacher displays minimal, stereotypical, or irrelevant knowledge about the different ways students learn (e.g., learning styles, learning modalities).</td>
<td>Teacher displays general knowledge about the different ways students learn (e.g., learning styles, learning modalities).</td>
<td>Teacher displays general &amp; specific understanding of the different ways students learn (e.g., learning styles, learning modalities) that may affect learning.</td>
<td></td>
</tr>
<tr>
<td>Knowledge of Students’ Skills And Prior Learning</td>
<td>Teacher displays little or irrelevant knowledge of students’ skills and prior learning.</td>
<td>Teacher displays general knowledge of students’ skills and prior learning that may affect learning.</td>
<td>Teacher displays general &amp; specific understanding of students’ skills and prior learning that may affect learning.</td>
<td></td>
</tr>
<tr>
<td>Knowledge of Instructional Implications</td>
<td>Teacher displays little or irrelevant knowledge of implications for instructional planning and assessment.</td>
<td>Teacher displays general knowledge of implications for instructional planning and assessment.</td>
<td>Teacher displays general &amp; specific understanding of implications for instructional planning and assessment.</td>
<td></td>
</tr>
</tbody>
</table>
The Learning Goals
(20 points)

- The purpose of this component is to set significant, challenging, varied and appropriate learning goals and to justify learning goals established for the unit.

- A two page report will be completed for this assignment and must include:
  - List the learning goals (not the activities) that will guide the planning, delivery and assessment of your unit. These goals should define what you expect students to know and be able to do at the end of the unit. These goals should be significant (reflect the big ideas or structure of the discipline), challenging, varied and appropriate. Number or code each learning goal so you can reference it later.
  - Show how the goals are aligned with state standards. (Identify the source of the standards).
  - Describe the types and levels of your learning goals.
  - Discuss why your learning goals are appropriate in terms of development; pre-requisite knowledge; and other student needs.

- Reports will be graded using the following:

  Learning Goals Rubric

<table>
<thead>
<tr>
<th>Rating → Indicator ↓</th>
<th>1-2 Indicator Not Met (Unacceptable)</th>
<th>3-4 Indicator Partially Met (Acceptable)</th>
<th>5 Indicator Met (Target)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Significance, Challenge and Variety</td>
<td>Goals reflect only one type or level of learning.</td>
<td>Goals reflect several types or levels of learning but lack significance or challenge.</td>
<td>Goals reflect several types or levels of learning and are significant and challenging.</td>
<td></td>
</tr>
<tr>
<td>Clarity</td>
<td>Goals are not stated clearly and are activities rather than learning outcomes.</td>
<td>Some of the goals are clearly stated as learning outcomes.</td>
<td>Most of the goals are clearly stated as learning outcomes.</td>
<td></td>
</tr>
<tr>
<td>Appropriateness For Students</td>
<td>Goals are not appropriate for the development; pre-requisite knowledge, skills, experiences; or other student needs.</td>
<td>Some of the goals are appropriate for the development; pre-requisite knowledge, skills, experiences; and other student needs.</td>
<td>Most goals are appropriate for the development; pre-requisite knowledge, skills, experiences; and other student needs.</td>
<td></td>
</tr>
<tr>
<td>Alignment with State Standards</td>
<td>Goals are not aligned with state standards.</td>
<td>Some goals are aligned with state standards.</td>
<td>Most of the goals are explicitly aligned with state standards.</td>
<td></td>
</tr>
</tbody>
</table>
Assessment Plan
(25 points)

- The purpose of this component is to design an assessment plan to monitor student progress toward learning goals. Multiple assessment modes and approaches that are aligned with learning goals will be used to assess student learning before, during and after instruction.

- A report will be completed for this assignment and must include:
  - **On overview of the assessment plan.** For each learning goal include: assessments used to judge student performance, format of each assessment, and adaptations of the assessments for the individual needs of students based on pre-assessment and contextual factors. You may use a visual organizer such as a table, outline or other means to make your plan clear.
  - **Describe the pre and post assessments that are aligned with your learning goals.** Clearly explain how you will evaluate or score the assessments, including criteria used to determine if the students’ performance meets the learning goals. Include copies of assessments and criteria for judging student performance (scoring rubrics, checklists, answer keys, etc.)
  - **Discuss your plan for formative assessment that will help determine student progress during the lesson or unit.** Describe the assessments that you plan to use to check on student progress and when you will use them (homework nightly, daily quizzes, etc.)

- Reports will be graded using the following:

<table>
<thead>
<tr>
<th>Assessment Plan Rubric</th>
<th>1-2 (Unacceptable)</th>
<th>3-4 (Acceptable)</th>
<th>5 (Target)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Alignment with Learning Goals and Instruction</strong></td>
<td>Content and methods of assessment lack congruence with learning goals or lack cognitive complexity</td>
<td>Some of the learning goals are assessed through the plan, but many are not congruent with learning goals in content and cognitive complexity</td>
<td>Each of the learning goals is assessed though the plan; assessments are congruent with the learning goals in content and cognitive complexity</td>
<td></td>
</tr>
<tr>
<td><strong>Clarity of Criteria and Standards for Performance</strong></td>
<td>The assessments contain no clear criteria for measuring student performance relative to the learning goals</td>
<td>Assessment criteria have been developed, but they are not clear or are not explicitly linked to the learning goals</td>
<td>Assessment criteria are clear and are explicitly linked to the learning goals</td>
<td></td>
</tr>
<tr>
<td><strong>Multiple Modes and Approaches</strong></td>
<td>The assessment plan included only assessment mode and does not assess students before, during and after instruction</td>
<td>The assessment plan includes multiple modes but does not assess student performance throughout the instructional sequence</td>
<td>The assessment plan includes multiple modes and assesses student performance throughout the instructional sequence</td>
<td></td>
</tr>
<tr>
<td><strong>Technical Soundness</strong></td>
<td>Assessment are not valid; scoring procedures are absent or inaccurate; items are poorly written; directions and procedures are confusing to students</td>
<td>Assessments appear to have some validity. Some scoring procedures are explained; some items are clearly written; some directions are clear to students</td>
<td>Assessment appear to be valid; scoring procedures are explained; most items are clearly written; directions and procedures are clear to students</td>
<td></td>
</tr>
<tr>
<td><strong>Adaptations Based on the Individual Needs of Students</strong></td>
<td>Teacher does not adapt assessments to meet the individual needs of students or these assessments are inappropriate</td>
<td>Teacher makes adaptations to assessments that are appropriate to meet the individual need of some students</td>
<td>Teacher makes adaptations to assessments that are appropriate to meet the individual need of most students</td>
<td></td>
</tr>
</tbody>
</table>
Design for Instruction
(30 points)

- The purpose of this component is to design instruction for specific learning goals, student characteristics and needs, and learning contexts. You will describe how your unit instruction relates to unit goals, students’ characteristics and needs and specify learning context.

- A four page report will be completed for this assignment and must include:
  o **Results of pre-assessment.** After administering the pre-assessment, analyze student performance relative to the learning goals. Depict the results of the pre-assessment in a format that allows you to find patterns of student performance relative to each goal. You may use a table, graph, or chart. Describe the pattern you find that will guide your instruction or modification of the learning goals.
  o **Unit overview.** Provide an overview of your unit. Use a visual organizer such as a block plan or outline to make your unit plan clear. Include the topic or activity you are planning for each day/period. Also indicate the goal or goals (coded from your Learning Goals section) that you are addressing in each activity. Make sure that every goal is addressed by at least one activity and that every activity relates to at least one goal.
  o **Unit Lesson Plans.** All lesson plans should be in the USC Aiken School of Education Lesson Plan Format.
  o **Materials and Resources.** List your materials (including basic supplies) and resources that you need for implementing your goals for your students. Organize in an appropriate manner, such as already available, materials ordered, materials needed, materials you will provide and/or materials students will supply.
  o **Activities.** Describe at least three unit activities that reflect a variety of instructional strategies/techniques and explain why you are planning those specific activities. In your explanation for each activity include:
    - how the content relates to your instructional goal(s)
    - how the activity stems from your pre-assessment information and contextual factors
    - what materials/technology you will need to implement the activity, and
    - how you plan to assess student learning during and/or following the activity
  o **Technology.** Describe how you will use technology in your planning and/or instruction. If you do not plan to use any form of technology, provide clear rationale for its omission.

- Reports will be graded using the following

### Design for Instruction Rubric

<table>
<thead>
<tr>
<th>Rating → Indicator ↓</th>
<th>1-2 Indicator Not Met (Unacceptable)</th>
<th>3-4 Indicator Partially Met (Acceptable)</th>
<th>5 Indicator Met (Target)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Alignment with Learning Goals</strong></td>
<td>Few lessons are explicitly linked to learning goals. Few learning activities, assignments and resources are aligned with learning goals. Not all learning goals are covered in the design.</td>
<td>Most lessons are explicitly linked to learning goals. Most learning activities, assignments and resources are aligned with learning goals. Most learning goals are covered in the design.</td>
<td>All lessons are explicitly linked to learning goals. All learning activities, assignments and resources are aligned with learning goals. All learning goals are covered in the design.</td>
<td></td>
</tr>
<tr>
<td><strong>Accurate Representation of Content</strong></td>
<td>Teacher’s use of content appears to contain numerous inaccuracies. Content seems to be viewed more as isolated skills and facts rather than as part of a larger conceptual structure.</td>
<td>Teacher’s use of content appears to be mostly accurate. Shows some awareness of the big ideas or structure of the discipline.</td>
<td>Teacher’s use of content appears to be accurate. Focus of the content is congruent with the big ideas or structure of the discipline.</td>
<td></td>
</tr>
<tr>
<td><strong>Lesson and Unit Structure</strong></td>
<td>The lessons within the unit are not logically organized (e.g. sequenced).</td>
<td>The lessons within the unit have some logical organization and appear to be somewhat useful in moving students toward achieving the learning goals.</td>
<td>All lessons within the unit are logically organized and appear to be useful in moving students toward achieving the learning goals.</td>
<td></td>
</tr>
<tr>
<td>Use of a Variety of Instruction, Activities, Assignments and Resources</td>
<td>Little variety of instruction, activities, assignments and resources. Heavy reliance on textbook or single source (worksheets)</td>
<td>Some variety in instruction, activities, assignments or resources but limited contribution to learning.</td>
<td>Significant variety across instruction, activities, assignments, and/or resources. This variety makes a clear contribution to learning.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments and Resources</td>
<td>Instruction has not been designed with reference to contextual factors and pre-assessment data. Activities and assignments do not appear productive and appropriate for each student.</td>
<td>Some instruction has been designed with reference to contextual factors and pre-assessment data. Some activities and assignments appear productive and appropriate for each student.</td>
<td>Most instruction has been designed with reference to contextual factors and pre-assessment data. Most activities and assignments appear productive and appropriate for each student</td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td>Technology is inappropriately used OR teacher does not use technology, and no rationale is provided</td>
<td>Teacher uses technology but it does not make a significant contribution to teaching and learning OR teacher provides limited rationale for not using technology.</td>
<td>Teacher integrates appropriate technology that makes a significant contribution to teaching and learning OR teacher provides a strong rationale for not using technology.</td>
<td></td>
</tr>
</tbody>
</table>
Classroom Environment
(25 points)

- The purpose of this component is to demonstrate an understanding of individual and group motivation and behavior to create a learning environment that encourages and supports student learning.
- A three to six page report will be completed for this assignment including a classroom arrangement diagram.

  o **Philosophical statement on your beliefs about classroom management:**
    - Describe what you believe to be your philosophy and teaching style.
    - Include how you will create and maintain a positive affective climate.
    - Include how you will create and maintain a culture of learning.
    - Reference theorists or theories that support your philosophy and teaching style.

  o **Management of transitions:**
    - List examples of transitions that will be used as students move from one activity to another.

  o **Expectations:**
    - List clear expectations for behavior during learning activities.
    - Explain how these expectations will be communicated to students, parents and administrators.

  o **Monitoring of student behavior:**
    - Explain how students are monitored during instruction and how students who behave negatively during instruction are managed.
    - Describe techniques to maximize the effectiveness of classroom management.

  o **Classroom arrangement diagram:**
    - Draw a room arrangement map or maps for different types of activities including student seating arrangement, teacher desk, resources, displays, etc.
    - Include a written explanation of your choice of arrangement.

- Reports will be graded using the following:

<table>
<thead>
<tr>
<th>Classroom Environment Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rating → Indicator ↓</td>
</tr>
<tr>
<td>Philosophical statement</td>
</tr>
<tr>
<td>Management of Transitions</td>
</tr>
<tr>
<td>Expectations</td>
</tr>
<tr>
<td>Monitoring of Student Behavior</td>
</tr>
<tr>
<td>Classroom Arrangement</td>
</tr>
</tbody>
</table>
Instructional Decision Making
(15 points)

- The purpose of this component is to use on-going analysis of student learning to make instructional decisions and to provide two examples of instructional decision-making based on students’ learning or responses.

- A three page report will be completed for this assignment and must include:
  - Think of a time during your unit when a student’s learning or response caused you to modify your original design for instruction. Cite specific evidence to support your answers to the following:
    - Describe the student’s learning or response that caused you to rethink your plans. The student’s learning or response may come from a planned formative assessment or another source (not the pre-assessment)
    - Describe what you did next and explain why you thought this would improve student progress toward the learning goal.
  - Now, think of one more time during your unit when another student’s learning or response caused you to modify a different portion of your original design for instruction. Cite specific evidence to support your answers to the following:
    - Describe the student’s learning or response that caused you to rethink your plans. The student’s learning or response may come from a planned formative assessment or another source (not the pre-assessment)
    - Describe what you did next and explain why you thought this would improve student progress toward the learning goal.

- Reports will be graded using the following:

<table>
<thead>
<tr>
<th>Instructional Decision Making Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rating → Indicator ↓ Indicator Not Met Indicator Partially Met Indicator Met Score</td>
</tr>
<tr>
<td>Sound Professional Practice</td>
</tr>
<tr>
<td>Modification Based on Analysis of Student Learning</td>
</tr>
<tr>
<td>Congruence Between Modifications and Learning Goals</td>
</tr>
</tbody>
</table>
The purpose of this component is for the candidate to use assessment data to profile student learning and communicate information about student progress and achievement. Analyze your assessment data, including pre/post assessments and formative assessments to determine students’ progress related to the unit learning goals. Use visual representation and narrative to communicate the performance of the whole class, subgroups, and two individual students. Conclusion drawn from this analysis will be provided in the next assignment.

- A four page report will be completed for this assignment and must include:
  - **Whole class.** To analyze the progress of your whole class, create a table that shows pre and post assessment data on every student on every learning goal. Then, create a graphic summary that shows the extent to which your students made progress (from pre to post) toward the learning criterion that you identified for each learning goals. Summarize what the graph tells you about your students’ learning in this unit.
  - **Subgroups.** Select a group characteristic (e.g. gender, performance level, socio-economic status, language proficiency) to analyze in terms of one learning goal. Provide a rationale for your selection of this characteristic to form subgroups (girls vs. boys; high vs. middle vs. low performers). Create a graphic representation that compares pre and post assessment results for the subgroups on this learning goal. Summarize what these data show about student learning.
  - **Individuals.** Select two students that demonstrated different levels of performance. Explain why it is important to understand the learning of these particular students. Use pre, formative, and post assessment data with examples of the students’ work to draw conclusions about the extent to which these students attained the two learning goals. Graphic representations are not necessary for this subsection.

- **Student work examples**

Reports will be graded using the following:

### Analysis of Student Learning Rubric

<table>
<thead>
<tr>
<th>Rating →</th>
<th>Indicator ↓</th>
<th>1 Indicator Not Met</th>
<th>3 Indicator Partially Met</th>
<th>5 Indicator Met</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarity and Accuracy of Presentation</strong></td>
<td>Presentation is not clear and accurate; it does not accurately reflect the data.</td>
<td>Presentation is understandable and contains few errors.</td>
<td>Presentation is easy to understand and contains no errors of representation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Alignment with Learning Goals</strong></td>
<td>Analysis of student learning is not aligned with learning goals.</td>
<td>Analysis of student learning is partially aligned with learning goals and/or fails to provide comprehensive profile of student learning relative to the goals for the whole class, subgroups, and two individuals.</td>
<td>Analysis is fully aligned with learning goals and provides a comprehensive profile of student learning for the whole class, subgroups, and two individuals.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Interpretation of Data</strong></td>
<td>Interpretation is inaccurate, and conclusions are missing or unsupported by data.</td>
<td>Interpretation is technically accurate, but conclusions are missing or not fully supported by data.</td>
<td>Interpretation is meaningful and appropriate conclusions are drawn from the data.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Evidence of Impact on Student Learning</strong></td>
<td>Analysis of student learning fails to include evidence of impact on student learning in terms of numbers of students who achieved and made progress toward learning goals.</td>
<td>Analysis of student learning includes incomplete evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward learning goals.</td>
<td>Analysis of student learning includes evidence of the impact on student learning in terms of number of students who achieved and made progress toward each learning goal.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Reflection and Self Evaluation  
(25 points)

The purpose of this component is for the candidate to analyze the relationship between his or her instruction and student learning in order to improve teaching practice. Reflect on your performance as a teacher and link your performance to student learning results. Evaluate your performance and identify future actions for improved practice and professional growth.

- A two page report will be completed for this assignment and must include:
  - Select the learning goal where your students were most successful. Provide two or more possible reasons for this success. Consider your goals, instruction and assessment along with student characteristics and other contextual factors within your control.
  - Select the learning goals where your students were least successful. Provide two or more possible reasons for this lack of success. Consider your goals, instruction and assessment along with student characteristics and other contextual factors within your control. Discuss what you could do differently or better in the future to improve your students’ performance.
  - Reflection on possibilities for professional development. Describe at least two professional learning goals that emerged from your insights and experiences with the TWS. Identify two specific steps you will take to improve your performance in the critical area(s) you identified.

- Reports will be graded using the following:

<table>
<thead>
<tr>
<th>Rating → Indicator ↓</th>
<th>1 Indicator Not Met</th>
<th>3 Indicator Partially Met</th>
<th>5 Indicator Met</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interpretation of Student Learning</strong></td>
<td>No evidence or reasons provided to support conclusions drawn in “Analysis of Student Learning” section.</td>
<td>Provides evidence but no (or simplistic, superficial) reasons or hypotheses to support conclusions drawn in “Analysis of Student Learning” section.</td>
<td>Uses evidence to support conclusions drawn in “Analysis of Student Learning” section. Explores multiple hypotheses for why some students did not meet learning goals.</td>
<td></td>
</tr>
<tr>
<td><strong>Insights on Effective Instruction and Assessment</strong></td>
<td>Provides no rationale for why some activities or assessments were more successful than others.</td>
<td>Identifies successful and unsuccessful activities or assessments and superficially explores reasons for their success or lack thereof (no use of theory or research).</td>
<td>Identifies successful and unsuccessful activities and assessments and provides plausible reasons (based on theory or research) for their success or lack thereof.</td>
<td></td>
</tr>
<tr>
<td><strong>Alignment Among Goals, Instruction and Assessment</strong></td>
<td>Does not connect learning goals, instruction, and assessment results in the discussion of student learning and effective instruction and/or the connections are irrelevant or inaccurate.</td>
<td>Connect learning goals, instruction, and assessment results in the discussion of student learning and effective instruction, but misunderstandings or conceptual gaps are present.</td>
<td>Logically connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction.</td>
<td></td>
</tr>
<tr>
<td><strong>Implications for Future Teaching</strong></td>
<td>Provides no ideas or inappropriate ideas for redesigning learning goals, instruction, and assessment.</td>
<td>Provides ideas for redesigning learning goals, instruction, and assessment but offers no rationale for why these changes would improve student learning.</td>
<td>Provides ideas for redesigning learning goals, instruction, and assessment and explains why these modifications would improve student learning.</td>
<td></td>
</tr>
<tr>
<td><strong>Implications for Professional Development</strong></td>
<td>Provides no professional learning goals or goals that are not related to the insights and experiences described in this section.</td>
<td>Presents professional learning goals that are not strongly related to the insights and experiences described in this section and/or provides a vague plan for meeting the goals.</td>
<td>Presents a small number of professional learning goals that clearly emerge from the insights and experiences described in this section. Describes specific steps to meet these goals.</td>
<td></td>
</tr>
</tbody>
</table>
USC Aiken
Mileage Estimate Form

Semester __________________

University Supervisor Name____________________________________

Schools that you will be visiting for University Supervisor duties and distance from your home one way: (use google maps or map quest for your estimate)

School 1_______________________________________     Distance___________________
School 2_______________________________________         Distance ___________________
School 3_______________________________________     Distance ___________________
School 4_______________________________________         Distance ___________________

University Supervisors are expected to conduct a minimum of four observations and conduct midterm and Final conferences with your Cooperating teacher/ Intern. It is encouraged if you have several at the same school to conduct multiple observations with each visit. We understand that each intern is unique and will need individual assistance.

This will provide the School of Education with an estimate of mileage to assist use with budgets and planning.

University Supervisor____________________________________________________________

Date of submission: ________________________
Glossary
Glossary of Terms Used by the USC Aiken School of Education

Practica: Clinical experiences done by the candidate before the internship. The hours required and expectations vary for each course.

Internship: The period of time that a candidate spends in a school situation progressing from observation to successfully assuming complete responsibility for the cooperating teacher’s work load. The State of South Carolina requires “…that the length of the internship must not be fewer than sixty (60) full school days within an academic semester”. The University of South Carolina Aiken (USCA) has determined that the internship experience will culminate on the last official day of University classes as stated in the semester calendar. This timeline exceeds the state department requirements.

Candidate: An individual enrolled in the School of Education at University of South Carolina Aiken.

Intern: A candidate who has satisfied the academic prerequisites established by the School of Education, in conformity with state regulations, to participate in an internship. The candidate must have completed a proper application for an internship through the USCA Office of Field Experiences and been approved by the School of Education Professional Education Committee for placement in a cooperating school.

Student: An individual attending a PK-12 school.

Cooperating Teacher: A qualified public school teacher recommended by a school district and approved by USCA, and who has agreed to supervise a candidate.

University Supervisor: A university representative responsible for supervising an intern.

Cooperating School: A public school located within a South Carolina school district with which USCA has a contractual agreement regarding the assignment of candidates.

Office of Field Experience: The office designated by the Head of the USCA School of Education with responsibility for the coordination of all clinical experiences and related activities.

Public School: Public school located within a South Carolina school district with which USCA has a contractual agreement regarding the assignment of interns.

Cooperating Principal: Principal of a school where interns have been assigned.

Cooperating District: School district with which USCA has a contractual relationship for the placement of interns.

Safe-T: State-approved assessment procedure, “Summative ADEPT Formal Evaluation of Teachers”, required for all interns, as part of the teaching certification process.

Professional Education Committee: Committee empowered by the School of Education faculty to act upon matters relating to the assignment and coordination of the internship component within the education program.

Office of Field Experiences: Office designated by the Dean of the USCA School of Education with responsibility for the coordination of all internship placements and related activities.
FERPA: The Family Education Rights and Privacy Act (FERPA) protects the privacy of student education records. Please refer to the USC Aiken Handbook and the Office of the Registrar’s website at http://www.usca.edu/records/students/ferpa.dot for additional important information regarding FERPA.

Director of Field Experiences: Member of the Education Faculty who has been assigned responsibility for the coordination and authorization of internship assignments.

Teacher Work Sample: The TWS contains seven teaching processes identified by research and best practice as fundamental to improving student learning. Each teaching process is followed by a TWS Standard, the Task, a Prompt, and a Rubric that defines various levels of performance on the standard. The Standards and Rubrics will be used to evaluate your TWS.
Important Contact Information:

USC Aiken
School of Education Office, Box 28
471 University Parkway
Aiken, SC 29801

Aiken County District Office
https://www.acpsd.net/

SC Department of Education
http://ed.sc.gov

Office of Curriculum and Standards
http://ed.sc.gov/agency/offices/cso/

CERRA (Center for Educator Recruitent, Retention and Advancement)
www.cerra.org

ETS (Educational Testing Service)
www.ets.org