



Department of Education
CONSTRUCTIVIST EDUCATOR
UNIVERSITY OF SOUTH CAROLINA BEAUFORT

**CLINICAL
INTERNSHIP HANDBOOK**

2016-2017

NCATE

The Standard of Excellence
in Teacher Preparation

Revised August 1, 2016

Table of Contents

SECTION I: DEPARTMENT OF EDUCATION	4
Faculty	4
Vision	4
Mission	5
Philosophy, Purpose, and Goals	5
The Conceptual Framework: The Constructivist Educator	6
Candidate Progression	6
Clinical Internship – Level III	7
Program Completers – Level IV	7
Professional Educator – Level V	8
Graduation Requirements	8
Candidate Progression and Proficiencies	9
The Conceptual Framework and Dispositions	10
Department of Education Professional Dispositions and Skills	11
Section II. INTERNSHIP PLACEMENTS	12
Purpose	12
Procedures for Professional Program Review Process	12
Cooperating School District	13
Selection of Placement Schools	13
Internship Placement Procedures	13
Placement Criteria	14
Diversity Formula	14
South Carolina Law Enforcement (SLED) Criminal Background Check Requirements	14
Withdrawal from Placement	15
Addressing Problems and Concerns	15
Removal from Placement	16
Placement Changes	16
Section III. CLINICAL INTERNSHIP	17
Diversity Perspective	17
Lesson Planning	17
Performance Evaluation	17
Assisting, Developing, & Evaluating Professional Teaching (ADEPT)	18
ADEPT Performance Standards with Key Elements	18
Observations in the Performance Standards	18
Internship Midterm/Final Evaluations	20
Teacher Work Sample	20
THE TEACHER CANDIDATE: EXPECTATIONS AND RESPONSIBILITIES	21
Working during Internship	21
Appropriate Attire and Appearance	21
Attendance and Transition to Teaching	22
Professionalism	22
Substitute Teaching	24
Confidential Information	24
THE UNIVERSITY SUPERVISOR: SELECTION, QUALIFICATIONS, & RESPONSIBILITIES	25
Evaluation by the University Supervisor	26
THE COOPERATING TEACHER: SELECTION, QUALIFICATIONS, & RESPONSIBILITIES	28
Qualifications	28
Selection Process	28
Expectations	28
Evaluation by the Cooperating Teacher	29

SECTION IV: SOUTH CAROLINA TEACHER CERTIFICATION	31
Teacher Certification Requirements	31
Professional Examinations	31
SECTION V: REFLECTIVE PRACTITIONER	32
Lesson Planning	32
Analysis of Student Learning	32
Teaching Reflections	32
SECTION VI: RESOURCES	33
Education Majors Club	33
Libraries	33
Curriculum Lab	33
Teacher Education Advisory Council (TEAC)	33
Career and Disability Services	33
Tutoring Services	36
Writing Center	36
SECTION VII: PROFESSIONAL ORGANIZATIONS	37
SECTION VIII: APPENDICES	
Department of Education Teacher Candidate Autobiography	42
Teacher Candidate Information Sheet	43
Clinical Internship Agreement	44
Department of Education Professional Dispositions and Skills Criteria	46
Professional Dispositions and Skills Intervention Plan	47
Professional Dispositions/Student Intervention Plan Procedures	48
Teacher Dispositions Rubric	49
Clinical Internship Log	52
Teacher Candidate Attendance Confirmation Report	55
ECED Lesson Plan Components	56
ELEM Lesson Plan Components	59
Lesson Plan Template	62
Lesson Plan Rubric	64
USCB Formative Observation Form (Internship)	66
Glossary of Terms	68

SECTION I: DEPARTMENT OF EDUCATION

Faculty

Department Chair

Bruce Marlowe, Ph.D., The Catholic University of America

Graduate Program Director & Accreditation Coordinator

Christine J. Ferguson, Ph.D., University of South Carolina

Professor

Bruce Marlowe, Ph.D., The Catholic University of America

Associate Professor

Renarta H. Tompkins, Ph.D., Education, Emory University

Assistant Professors

Elizabeth H. Brinkerhoff, Ph.D., Florida State University

Elizabeth L. Johnson, Ph.D., University of South Carolina

Instructors

Maryanne Rizzi, M.Ed., Curriculum and Instruction, Kent State University

Adjuncts

N’Kia Campbell, Ph.D., Call Me MISTER Collaborator/Coach, South Carolina State University

Jill McAden, M.Ed., Cambridge College

Martha McIlveene, Ph.D., Georgia State University

Colleen Beck-Ungvarsky, M.A., Lesly University

Vision

The vision of the University of South Carolina Beaufort’s (USCB) Department of Education is to establish USCB as the primary resource for educators and school systems in the Low Country. This is accomplished through partnerships with school districts and educators, outreach to the community, and the development of USCB as the recognized source of expertise and activity in education.

Specifically, the Educator Preparation Provider (EPP) envisions an education unit that educates and trains prospective teachers based on accepted research and developmental practices strengthened by professional preparation experiences in the public schools of the region. The EPP envisions faculty who educate and train prospective teachers, are recognized leaders in the educational community, and who add to the knowledge base of education through research. The EPP envisions graduates who have the professional knowledge base, pedagogical expertise, and the dispositions to synthesize these abilities to work effectively in the everyday environment of the education system. These graduates, working in diverse settings with diverse populations, will accept all students where they are in the learning process and devise a learning environment that will enable each student to reach his or her potential.

The EPP envisions professionals in education who are able to effectively represent themselves and their profession in the community. This representation includes an advocacy for students and education, along with an ability to inform and communicate to members of the community on issues relating to students and schools in a manner that is respectful of all members of the community.

Mission

The Department of Education's mission, based on its conceptual framework, is to prepare constructivist educators who are nurturers, communicators, reflective professionals, and facilitators. The curriculum is designed to develop these qualities in educators. Candidates are encouraged to reach their academic and professional potential through exposure to highly qualified faculty, professional learning environments, and a supportive atmosphere in a multicultural setting. Candidates are prepared to work with and teach students of varied cultural, ethnic, and economic backgrounds.

At USCB, the Department of Education currently offers two teacher education programs, Early Childhood and Elementary Education. The Early Childhood and Elementary Education Programs are designed to support and fulfill USCB's mission to "offer baccalaureate degrees which respond to regional needs, draw upon regional strengths, and prepare graduates to participate successfully in the local as well as global community." In addition, the Department of Education supports and models the USCB Core Values of Integrity, Collaboration, Innovation, Responsiveness, Accountability, and Excellence. The Mathematics and Computational Science Department offers the Bachelor of Science in Secondary Mathematics Teacher Certification. This program was implemented in Fall 2015.

Philosophy, Purpose, and Goals

The EPP is committed to a learning environment that encourages students to reach their academic and professional potential through exposure to a highly qualified faculty, professional learning environments and a supportive atmosphere in a multicultural setting.

The Department of Education's conceptual framework, the Constructivist Educator, is based on a constructionist philosophy residing in the critical role of the learner's active involvement during the learning process. The common belief of the unit faculty is that construction of knowledge as an activity is engaged in by teacher and student.

This shared philosophy guides the EPP focus on the following beliefs:

- That learning must be constructed by the learner. This construction does not take place in isolation. Teachers, peers, parents, and others effectuate the learner's construction of knowledge through participation in diverse settings.
- That developmentally based learning is both individual in nature, socially influenced, and that various factors contribute to the construction of knowledge.
- That the candidate is a critical player in the purposeful construction of knowledge by the learner. A teacher educated in developmental levels of learners, methodology, technology integration, and content knowledge can best guide in the classroom.

- That for teachers to monitor their effectiveness in the classroom and for the progress of the learners to be guided effectively, systematic evaluation must take place on a regular basis.
- That the teacher must model the pursuit of learning within his or her own life and as part of the community of learners within the classroom.

The EPP prepares students to become constructivist educators who are nurturers, communicators, reflective professionals and facilitators. The curriculum in the USCB Early Childhood and Elementary, Elementary, and Secondary Mathematics Education programs is designed to promote the development of these qualities, referred to as elements of the conceptual framework. The acquisition of knowledge, through intellectual dispositions and skills, encourages depth of understanding, tolerance of others, and individual accountability. This philosophy forms the underlying belief system that guides the development of the EPP's curriculum, proficiencies, teaching practices and assessments.

The EPP's purpose is to prepare candidates who are nurturers, communicators, reflective professionals and facilitators for professional careers in the classroom.

In order to achieve this overall purpose, the EPP has identified the following goals:

- Provide candidates with a high quality education that prepares them to work effectively and establish positive relationships with students and their families.
- Provide candidates with a professional and supportive learning environment that encourages candidates to reach their academic potential.
- Provide candidates with a highly qualified faculty in a multicultural setting.
- Prepare candidates to believe that all students can learn and assume responsibility for their learning.
- Prepare candidates who are able to design and integrate technologically rich experiences based on the educational needs of students in order to achieve educational goals in the classroom.
- Prepare candidates to work with colleagues, students and communities of varied cultural, ethnic and economic backgrounds.

The Conceptual Framework: The Constructivist Educator

The EPP's vision, mission, philosophy, purposes and goals are realized through the candidate proficiencies aligned with professional, national, and state standards. The candidates' proficiencies support the EPP's conceptual framework, The Constructivist Educator.

The proficiencies are organized around the four educational standards of the Conceptual Framework; Nurturer, Communicator, Reflective Professional and Facilitator/Instructor, which is located at

http://www.uscb.edu/academics/academic_departments/education/student_resources/conceptual_framework.html.

Candidate Progression

The Department of Education teacher education programs have five levels through which candidates progress. These are outlined in the unit assessment system, with each level acting as a transition point for program progression. Candidates who are applying for the Clinical Internship are at Level III. The complete Early Childhood, Elementary Education, and Secondary Mathematics Certification Programs of Study may be viewed at http://www.uscb.edu/registrar/programs_of_study/index.html

Clinical Internship – Level III

The Teaching Internship is the capstone experience in the candidate's preparation for a career in education. Teacher candidates are placed in school districts that have cooperative agreements with USCB. Candidates applying for admission to their internship must meet the criteria listed below:

- Must be fully admitted to the Professional Program;
- Complete all Level I and II coursework;
- Maintain at least a 2.75 overall GPA in all applicable courses and at least a 3.0 GPA in all pre-professional and professional education courses;
- Obtain a passing score on the designated PRAXIS II exam (early childhood or elementary education);
- Complete all key assessments with a rating of *Meets* or *Exceeds Expectations*;
- Complete the Internship Application and receive acceptance into Internship, that includes successfully completing interview requirement; and
- Clear FBI criminal background check as conducted by SLED.

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

Applications for the clinical internship are available at:

http://www.uscb.edu/academics/academic_departments/education/field_clinical_experience.html

Program Completers – Level IV

Final Teacher Certification and Graduation requirements as mandated by the South Carolina Department of Education for verification of college preparation and recommendation by the University of South Carolina Beaufort, Department of Education's Early Childhood and Elementary Education Programs are as follows:

- Candidate must maintain a grade point average of 2.75.
- Candidate must complete all education courses with a grade of "C" or better.
- Candidate must receive a favorable recommendation from the University Supervisor and Cooperating Teacher for Certification.

- Candidates must score at least *Meets Expectations* on all ADEPT Domains on the *Early Childhood or Elementary Education Midterm/Final Evaluation Report*.
- Candidate must score at least *Acceptable* on all 5 dimensions of the *Teacher Work Sample (TWS)*.
- Candidate must take the Principles for Learning and Teaching (PLT) exam (passing score is required for recommendation of licensure).
- Candidate must complete the Candidate Exit Survey.
- Candidate must complete all University of South Carolina Beaufort Graduation requirements.

Professional Educator – Level V

During this final phase, program completers who have obtained employment as a Professional Educator in the state of South Carolina will be participating in the state’s ADEPT and SAFE-T programs for evaluating pedagogical skill. The results of these evaluations are submitted to the state, and institutions of higher education are given access to the results in order to use this data for program improvement. Other key assessment data collected during this time include: alumni surveys and employer (principal) surveys.

Graduation Requirements

In order for a degree to be granted, students must follow appropriate procedures as stated in the University of South Carolina Beaufort Bulletin which appears, in its entirety, on the USCB website. Each candidate, in order to graduate, must file an Application for Degree or Certificate form along with a Degree Audit Form signed by a Program Director in the Registrar’s Office by the due date as posted in the Academic Calendar. The due date for the Application for Degree or Certificate is early in the last semester/term in which the candidate anticipates graduation. Prospective graduates, who are unsure he/she has fulfilled all degree requirements for graduation, should contact his/her Chair of the Department of Education.

The baccalaureate degree in Early Childhood Education, Elementary Education, or Secondary Mathematics Teacher Certification will be conferred provided the candidate successfully completes all program requirements. During the teaching internship orientation, candidates will complete an application for graduation. The application needs to be submitted to the Department of Education. Responsibility for final verification of a candidate’s successful completion of the approved teacher education program rests with the Chair of the Department of Education.

Application Deadlines for completing and filing the application are posted and should be carefully observed. Refer to <http://www.uscb.edu/registrar/graduation/index.html>

Candidate Progression and Proficiencies

	ASSESSMENTS	BENCHMARKS	CONSTRUCTIVIST EDUCATOR STANDARDS
<p>Level I Pre-Professional Open to all students meeting University entrance requirements.</p>	<p>GPA 2.75* Passing <i>Praxis™ Core Academic Skills for Educators</i> tests or exempt with acceptable SAT or ACT scores Family Study Project Career Awareness Multimedia Project Technology Assessment SLED check EDCI B210 Disposition Essay & Rubric Service Learning: 25 hours Professional Program Essay & Rubric</p>	<p>Acceptance to the University Completion of a minimum 46 hours of required USCB general education courses as identified in the Department of Education Professional Program of Study Education majors must see program advisor two times per year. Professional Program Application deadline: <i>February 1 and October 1.</i> Verification of all assessment data by Education Advisor</p>	<p>Nurturer N1, N2, N3</p> <p>Communicator C1</p> <p>Reflective Professional R4</p> <p>Facilitator/Instructor F1</p>
<p>Level II Professional Program Open only to education majors who have been accepted to the professional program and non-education majors by special permission.</p>	<p>GPA 2.75* Passing PRAXIS II Diagnostic Reading Case Study Integrated Lesson Plans Community Multimedia Project Integrated Thematic Unit (Mini-Teacher Work Sample) SLED check Teacher Dispositions Evaluations Internship Interview Practicum Midterm/Final Evaluations</p>	<p>Grades of “C” or better in English B101 and B102, COMM B140 or B201, and MATH B221 and B222 Professional Program Application deadline: February 1st and October 1st. Disposition Reflection Passing scores on all three sections of <i>Praxis™ Core Academic Skills for Educators</i>. Completion of all general education requirements and Level I education courses, with a 3.0 GPA in education courses.</p>	<p>Nurturer N1, N2, N3</p> <p>Communicator C1</p> <p>Reflective Professional R1, R2, R3</p> <p>Facilitator/Instructor F1, F2, F3, F4, F5</p>
<p>Level III Internship Open to candidates who have completed all requirements for Level II.</p>	<p>GPA 2.75/3.0 (Education courses) Passing Score on Praxis II ADEPT Lesson Evaluations Teacher Dispositions Evaluation Teacher Work Sample ADEPT APS 1 ADEPT APS 10 Video analysis and Self-reflection Internship Midterm/Final Evaluations</p>	<p>Approval for Internship by Professional Program Committee ADEPT Orientation for Student Teacher Candidates and Cooperating Teachers Participation in Professional Conference Senior Seminar</p>	<p>Nurturer N1, N2, N3</p> <p>Communicator C1</p> <p>Reflective Professional R1, R2, R3</p> <p>Facilitator/Instructor F1, F2, F3, F4, F5</p>

Level IV Program Completion Open only to students who have completed all requirements for Level III and have been approved for acceptance by the Education Committee.	GPA 2.75 Program Completer Survey To be recommended for licensure, candidate must obtain a passing score on the Praxis II and Principles of Learning and Teaching (PLT) in certification area.	Recommendation for graduation Recommendation for certification from University Supervisor (after passing the PLT) South Carolina Department of Education Application for Certification	Reflective Professional R2 Facilitator/Instructor F1, F2, F3, F4, F5
Level V Professional Educator	ADEPT SAFE-T Results Employer Survey	AEDPT Evaluation Report: IHE Portal	Nurturer N1, N2, N3 Communicator C1 Reflective Professional R1, R2, R3 Facilitator/Instructor F1, F2, F3, F4, F5

The Conceptual Framework and Dispositions

One of the goals as listed in our Unit Mission is that our candidates develop the dispositions appropriate for teaching in early childhood, elementary, and secondary education classrooms along with working with infants, toddlers, and children, to uphold the USCB core values of Integrity, Collaboration, Innovation, Responsiveness, Accountability and Excellence. Within the Conceptual Framework, this takes the form of the Constructivist Educator as Nurturer, Communicator, Reflective Professional and Facilitator/Instructor. The proficiencies we expect candidates to display as dispositions are organized around these four educational standards of the Conceptual Framework.

These dispositions are outlined in the Conceptual Framework Elements as follows:

- **N-1.** Demonstrate positive interpersonal relationships with the learner while identifying the uniqueness of each student.
- **N-2.** Demonstrate positive relationships and seek partnerships with families of learners.
- **C-1.** Communicate effectively with students, parents, peers and the community using a variety of communication skills including verbal and nonverbal techniques, writing, technology, and media.
- **R-1.** Reflect on classroom practice utilizing these reflections to improve future practice and classroom instruction.
- **R-2.** Demonstrate a dedication to lifelong learning.
- **R-4.** Demonstrate an understanding of the Professional Code of Ethical Behavior.

These institutional standards in our Conceptual Framework are aligned with the South Carolina State Standards (ADEPT), National Association of the Education of Young Children (NAEYC), Association for Childhood Education International (ACEI), and the National Council of Teachers of Mathematics (NCTM) Standards. These dispositions statements have been defined in the following behavioral indicators: attitude, initiative, diversity, enthusiasm, personal appearance,

professionalism, punctuality, rapport, reliability, and sensitivity. The University Supervisor and cooperating teacher will evaluate teacher candidates' dispositions during the internship. The University Supervisor and cooperating teacher will each complete the USCB Teacher Disposition Rubric (refer to page 47 in Section VIII) on LiveText to measure the dispositions across candidate progression levels.

While in the school setting, candidates should perceive themselves as pre-service teachers and conduct themselves in a professional manner. Candidates represent not only themselves; they represent the Department of Education and the University of South Carolina Beaufort.

Department of Education Professional Dispositions and Skills

Education is an honorable calling that requires both challenges and responsibilities. As an educational leader you will be expected to maintain the highest standards of the profession as you relate to students, families and communities. Each teacher candidate exhibits four dispositions in their work with colleagues, faculty and staff in the University and PK-12 settings, and PK-12 students and their families: **Language Skills, Professional Relationships, Responsibilities/Dispositions, and Professional Competency**. Disposition descriptions are included on the document entitled, *Department of Education Professional Disposition and Skills Criteria* (included in this handbook). Cooperating teachers and university supervisors are encouraged to use the *Professional Dispositions and Skills Student Intervention Plan* form in instances where they are concerned about a candidate's dispositions and skills. Completed copies of the form signed by the cooperating teacher, university supervisor, and teacher candidate must be submitted by the **UNIVERSITY SUPERVISOR TO THE CANDIDATE'S DEPARTMENT CHAIRPERSON WITHIN TEN DAYS OF COMPLETION**.

The *Professional Dispositions and Skills Student Intervention Plan* will be implemented as needed during the internship.

SECTION II: INTERNSHIP PLACEMENTS

Purpose

The Internship experience provides opportunities for teacher candidates to acquire an understanding of the teaching process by gradual induction into increased instructional responsibilities. Teacher candidates have an opportunity to put into practice the procedures they have learned regarding short-range and long-range lesson planning, instructional delivery, classroom management, and analysis of students learning. Teacher candidates will be working under the tutelage of an experienced cooperating teacher and University supervisor and exposed to a variety of techniques and methodologies in a diverse learning environment.

Procedures for Professional Program Review Process

The following procedures will take place before teacher candidates are placed in their internships.

- Before placement in the internship, education faculty teaching program methods classes will inform the Professional Program Committee if they anticipate a final grade below “C” for a candidate.
- Placement for the internship will occur after midterm of the practicum experience semester.
- As part of the Professional Program Review Process, the Professional Program Committee will meet with the Field Placement Director to discuss placements. The committee will review the information listed below on each candidate and suggest an internship placement. (Note: Some of the required information will not be received on the candidate until the end of the semester.)
- Internship applications and autobiographies
- *Professional Dispositions and Skills Student Intervention Plan* form(s) in candidate file
- Final evaluation from the practicum experience
- Placement recommendations of the University supervisor, practicum supervisor, cooperating teachers, and/or faculty advisor
- At the end of the internship semester, scores from key assignments will be submitted to the unit assessment system. The Professional Program Committee will review the final evaluation from the internship. If the evaluation and/or key assignments are unsatisfactory, the teacher candidate will not be recommended for graduation.

COOPERATING SCHOOL DISTRICT

Selection of Placement Schools

The Beaufort, Jasper, Hampton, and Colleton School Districts welcome and host observation, practicum, and intern students from partner universities during the course of the school year. The Districts recognize the need to place future teachers/interns in learning settings to assist in their preparation as professionals.

The faculty of the Early Childhood, Elementary, and Secondary Mathematics Education programs at USCB and the partner school districts recognize the vital role that the cooperating schools play in improving the quality of teachers entering the profession. The school districts have accepted a twofold responsibility: (1) to support the directed teaching internship program by providing necessary leadership in the development and adoption of policies regarding the internship program; and (2) to act as a liaison between the partner schools, the teacher education program, and the community. USCB considers the school districts valued partners in the education of students.

USCB PARTNERSHIP SCHOOLS

Beaufort County Elementary Schools

Beaufort Elementary

Bluffton Elementary

Broad River Elementary

Coosa Elementary

St. Helena Elementary/ECC

Lady's Island Elementary

Joseph Shanklin Elementary

Riverview Charter School

Pritchardville Elementary

Red Cedar Elementary

Okatie Elementary

M.C. Riley Elementary/Early Childhood Center

Mossy Oaks Elementary

Port Royal Elementary

River Ridge Academy

Whale Branch Elementary

Hilton Head Elementary

Broad River Elementary

Hilton Head Early Childhood Center

Hilton Head School for the Creative Arts

Jasper County Elementary Schools

Ridgeland Elementary

Hardeeville Elementary

Hampton County Elementary Schools

Ben Hazel Elementary

Colleton County Schools

Northside Elementary

Forest Hills Elementary

Internship Placement Procedures

Placements are made by the Field Placement Coordinator in conjunction with Education faculty and in cooperation with principals and/or personnel directors in participating school districts. The Professional Program Committee, comprised of four faculty members and the Department Chair, meet to determine if the student is ready to move from the Pre-professional Stage (Level II) to the Professional Stage (Level III) of the teacher education program. Once the candidate passes this review process, the Professional Program Committee makes placement recommendations.

- All placements must be made in public school settings with teachers who meet the criteria as stated for cooperating teachers.
- A candidate may not be assigned placement with a relative or close family friend serving as the mentor teacher or where the principal is a family member.
- If there are special considerations requested in placements, the candidate must make that request in writing to the Field Placement Coordinator at the time the internship application is submitted.

- Requests for changes in placements by teacher candidates must be made in writing to the Field Placement Coordinator and will be considered only where there is evidence of extenuating circumstances.

Placement Criteria

Each teacher candidate is placed with a cooperating teacher who has gone through a rigorous and competitive selection process that includes the following:

- Completion of at least three years of successful teaching
- Have had at least one year's previous experience in the current grade level, and the placement school
- Principal recommendation of teachers to serve as cooperating teachers noting the instructional strengths of suggested teachers.
- University supervisors and faculty recommendation (through the Professional Program Committee) based on prior observation of and work with teachers.

Diversity Formula

The University of South Carolina Beaufort Education faculty has chosen to use a formula in which a placement is considered diverse if it meets a poverty index above 40% and/or non-white student enrollment greater than 40%.

South Carolina Law Enforcement Division (SLED) Criminal Background Check Requirements

Pre-candidates and candidates are required to have a criminal background SLED check on file. The candidate must have an all-clear report on the criminal records review (or, if an arrest record is documented, be approved by the State Board of Education). It is very important that the background check questions on the certification application be answered truthfully. Failure to answer the questions truthfully could result in denial of certification.

South Carolina requires a state criminal records check supported by fingerprints by the FBI in the semester before the internship semester. This check will need to be repeated if the candidate does not apply for certification within twelve months. Candidates not cleared by this review will not be permitted to begin their internship semester.

Teacher candidates are required to disclose whether they have ever been arrested, convicted, found guilty, entered a plea of no contest, paid a fine or otherwise had adjudication withheld in a criminal offense other than a minor traffic offense. Any criminal record that has not been sealed or expunged by written court order must be reported. Candidates who have questionable offenses will have their file reviewed by the Professional Program Committee (in consultation with legal experts) for clearance. Field-based practicum assignments may be undertaken only after candidates obtain a satisfactory SLED report. The Department of Education advises candidates who are denied clearance for practicum assignment of their alternatives. Candidates with questions should consult with their academic advisors or the Chair of the Department of Education.

Withdrawal from Placement

There may be instances when a candidate wishes to withdraw from the internship. The decision to withdraw is the student's alone, but consultation with the University supervisor and the Field Placement Coordinator and with the Department Chair is strongly encouraged.

Withdrawal from the internship may not occur without penalty after 60% of the instructional days of the course have been completed, unless documented extenuating circumstances warrants withdrawal from the course with the assignment of a "W" grade.

Documented extenuating circumstances include the following: death of an immediate family member; traumatic and unforeseen circumstances that are considered beyond a student's control; prolonged emotional instability, physical injury or illness that has resulted in the student's inability to complete academic responsibilities; or a change in nonacademic employment beyond the student's control. Documentation of such circumstances must be definitive and presented along with a request for withdrawal with the assignment of an "N" grade to the Field Placement Coordinator and the Registrar (or designee) no later than the last day of classes for the respective course.

If the teacher candidate chooses to withdraw from the internship after 60% of the instructional days of a particular course and does not meet the above criteria, he/she will receive an "F" in both the EDEC B469/EDEL B470 and EDEC B476/EDEL B476. The student may apply for the internship in the following semester if approved through the Education Department Review Committee process, but must pay full tuition and fees.

Addressing Problems and Concerns

The following steps should be used when addressing a problem or concern:

1. Any problems or concerns that arise related to the performance of the teacher candidate should be discussed with him/her by the cooperating teacher and University supervisor. If appropriate, submit a *Professional Dispositions and Skills Student Intervention Plan* form.
2. If the issue is not resolved, the cooperating teacher, University supervisor, and teacher candidate will meet with the Field Placement Coordinator to develop a contract for the teacher candidate. This contract will describe the problem or concern and inform the teacher candidate of specific suggestions, expectations, a time frame for improvement or correction, and consequences of non-compliance. The contract should be based on data from the cooperating teacher, University supervisor, and other parties such as observation records, lesson planning, midterm evaluation, and dispositional concerns forms.
3. The contract should be signed and dated by the teacher candidate, cooperating teacher, University supervisor, and the Department Chair. The original contract will be kept in the Field Placement Coordinator's office with copies provided to the teacher candidate, cooperating teacher, program area coordinator, and University supervisor.
4. Once finalized and delivered to the teacher candidate, the contract will be implemented. The teacher candidate's progress will be reviewed by the cooperating teacher, University supervisor, and other parties as needed on the dates specified in the contract. If the problem or concern is not satisfactorily addressed, the consequences outlined in the contract will be implemented. At this time, the teacher candidate may be removed from the placement, depending on the nature and

severity of the problem or concern including the teacher candidate's unwillingness or inability to comply.

Removal from Placement

The responsibility to remove a teacher candidate from the placement is based on the recommendation of the cooperating teacher, school administrator, and University supervisor. When such removal is the result of an unsuccessful internship experience, the teacher candidate will not be given the option to begin a second assignment in another school that same semester. Grades for the internship and capstone courses will be issued according to University Policy. A teacher candidate may be permitted to retake the internship during a subsequent semester upon recommendation of the Education Department Review Committee for the program area. However, if removal is the result of unethical conduct, criminal activity, or extreme incompetence in performing requirements of the internship, the student may be denied a second opportunity. The final decision to remove a teacher candidate from the placement is made by the Education Department Review Committee and the Field Placement Coordinator.

Placement Changes

Challenges may emerge that interfere with the teacher candidate successfully completing the field experience and require a reassignment. These concerns should be directed to the Field Placement Coordinator. The University supervisor and Field Placement Coordinator will determine whether the teacher candidate will be reassigned in the same school or be placed in another setting. In the event that the cooperating teacher is unable to perform the roles and responsibilities described in this document, the teacher candidate will be reassigned. The principal, University supervisor, and Field Placement Coordinator will determine whether the teacher candidate will be reassigned in the same school or be placed in another setting.

SECTION III: CLINICAL INTERNSHIP

Diversity Perspective

The USCB Department of Education is committed to multicultural/diversity in the education program. Graduates as Constructivist Educators:

- Believe that all children can learn.
- Create a learning environment that is anti-discriminatory.
- Understand, respect, and accommodate group and individual differences.
- Instruct for empathy, tolerance, and altruism.
- Promote justice.

Lesson Planning

Lesson plans are required for each lesson taught during the clinical experience. Teacher candidates will use the *USCB Lesson Plan Template*. These lessons must be reviewed and approved by the cooperating teacher so there is sufficient time for the candidate to make modifications if necessary. Lessons planned and implemented by teacher candidates should be part of the classroom curriculum. **Lesson plans must be submitted 48 hours in advance (unless otherwise authorized by the cooperating teacher)**. Under no circumstances should the cooperating teacher be placed in the position of reviewing a lesson plan on the same day the lesson is to be taught. Teacher candidates should not be allowed to teach a lesson if the lesson plans have not been approved by the cooperating teacher in advance. Lesson plans should be organized and located in a place that is easily accessible to the University supervisor during visits in the teacher candidate's classroom.

Performance Evaluation

Evaluation of teacher candidates is an important component of the teacher education program and is a rigorous multi-dimensional process. The evaluation components meet the guidelines and are congruent with South Carolina Board of Education's Assisting, Developing, and Evaluating Professional Teaching (ADEPT) for teaching interns. The components of intern evaluation at USCB include:

- Assisting, Developing, and Evaluating Professional Teaching (ADEPT)
- Observations in the Performance Standards
- Internship Midterm/Final Evaluation Reports
- Teacher Work Sample

Assisting, Developing, & Evaluating Professional Teaching (ADEPT)

ADEPT is South Carolina's system for assisting, developing, and evaluating professional teaching. Based on state expectations, ADEPT Performance Standards (APS) that are aligned with nationally recognized teaching standards, the ADEPT system forms a seamless continuum for teachers throughout the entirety of their careers. The ADEPT system also includes standards and evaluation models for teacher candidates. The ADEPT performance standards will be prefaced throughout your classes within the Education Program.

The philosophy at USCB is to infuse the components of ADEPT into an already outstanding teacher education program including the following requirements:

1. Conducting an orientation session for interns.
2. Developing and implementing a training program for University supervisors and cooperating teachers.
3. Collecting and documenting information about intern mastery in each performance standard.
4. Providing feedback and assistance throughout the internship experience.
5. Providing a formal written summary of intern performance during the internship assignment.
6. Documenting, evaluating, and improving the internship evaluation and assistance process.

ADEPT Performance Standards with Key Elements

(<http://ed.sc.gov/newsroom/esea-flexibility/adept-guideline/>)

All ADEPT standards addressed.

- APS 1: Long Range Planning
- APS 2: Short-Range Planning of Instruction
- APS 3: Short-Range Planning, Development, and Use of Assessments
- APS 4: Establishing and Maintaining High Expectations
- APS 5: Using Instructional Strategies to Facilitate Learning
- APS 6: Providing Content for Learning
- APS 7: Monitoring, Assessing, and Enhancing Learning
- APS 8: Maintaining an Environment That Promotes Learning
- APS 9: Managing the Classroom
- APS 10: Fulfilling Professional Responsibilities

Observations in the Performance Standards

Candidates will receive both formative and summative feedback throughout the internship. To document performance in each of the ADEPT Standards 1-10, the teacher candidate is observed at least six (6) times during the internship using the *USCB Formative Observation Form (Internship)*. Observations should last approximately 45-60 minutes in order to gain a thorough understanding of the classroom dynamics. Feedback on observations should be provided to the candidate within three business days. Results of each observation are noted on the form and are used by the cooperating teacher, University Supervisor, and the intern for professional growth. Data from these observation forms will be used as evidence for competencies met for the midterm and final evaluation reports.

Teacher candidates are assessed and evaluated based upon competencies in planning, instruction, content, environment, and professionalism.

ADEPT Domain 1: PLANNING (APS 1-3)

- Uses contextual factors to develop long-range goals and to guide instructional planning.
- Establishes appropriate standards-based long-range learning and developmental goals for internship.
- Identifies and sequences instructional units in a manner that facilitates the accomplishment of the long-range goals for internship.
- Plans strategies for evaluating and recording students' progress and achievement and communicating achievement results to students.
- Plans appropriate procedures for managing the classroom that promotes positive behaviors and maximizes instructional time.
- Plans developmentally appropriate standards-based lessons in accordance with the requirements of the discipline, including learning objectives that are measurable, appropriate, and align with the standards.
- Designs, selects, or modifies meaningful assessments that are aligned with lesson objectives.
- Uses student performance data to guide instructional planning.
- Plans developmentally appropriate and differentiated instruction to address diverse learning needs.
- Plans for the learner use of technology to support 21st century learning.

ADEPT Domain 2: INSTRUCTION (APS 4, 5, 7)

- Communicates, and maintains high expectations for student achievement and participation. Students are given opportunities and support to assume responsibility for their own learning.
- Helps students assume responsibility for their own learning.
- Uses appropriate instructional strategies.
- Uses a variety of instructional strategies to actively engage all students.
- Uses instructional strategies effectively.
- Continually monitors student learning during instruction by using a variety of informal and formal assessment strategies.
- Enhances student learning by using informal and formal assessments to guide instruction.
- Enhances student learning by providing appropriate instructional feedback to all students.
- Uses technology to enhance student learning.
- Implements strategies that address the needs of diverse learners.
- Uses appropriate voice tone, inflection, and nonverbal communication to manage instruction effectively.

ADEPT Domain 3: CONTENT (APS 6)

- Demonstrates a thorough command of the content taught.
- Provides appropriate content.
- Structures the content to provide meaningful learning.
- Employs literacy strategies that assist learners in accessing content in their discipline.

ADEPT Domain 4: ENVIRONMENT (APS 8, 9)

- Maintains a physically safe classroom environment that is conducive for learning.
- Maintains a positive affective climate in his or her classroom.
- Maintains a culture of learning in his or her classroom.
- Manages student behavior appropriately.
- Makes maximal use of instructional time.
- Makes maximal use of instructional time.

ADEPT Domain 5: PROFESSIONALISM (APS 10)

- Effectively co-teaches with the cooperating teacher.
- Collaborates with other professionals to enhance student learning.
- Establishes appropriate professional relationships with school personnel and students.
- Is an active participant in school initiatives and supports school-related organizations and activities.
- Demonstrates effective verbal communication that is appropriate for the intended audiences and uses Standard English.
- Demonstrates effective external written communication that is appropriate for the intended audience and uses Standard English.
- Adheres to the university and school/district rules, *Standards of Conduct for South Carolina Educators*, and FERPA requirements and acts appropriately when faced with legal issues with children.
- Is receptive to constructive criticism from cooperating teacher, university supervisor, and administrators and incorporates feedback.
- Uses self-reflection to evaluate and improve professional practice.
- Is a member of a state or national professional educator organization.
- Demonstrates professional responsibility (e.g. preparedness, responsibility, initiative, time management).

Internship Midterm/Final Evaluations

The *Internship Midterm/Final Evaluation Report* instrument and scoring rubric will be used to evaluate the teacher candidate's performance in planning, instruction, environment/classroom management, professionalism, and content area knowledge. The University supervisor is the primary facilitator of these evaluations; however, the cooperating teacher must be in attendance and provide a signature indicating agreement with the results of the conference. The teacher candidate should be directly involved with this process, perhaps supplying data as evidence for meeting competencies and leading the conference as a reflective practitioner. Teacher candidates must score at least *Meets Expectations* on all ADEPT Domains on the *Internship Midterm/Final Evaluation Report* to pass EDEC 469/EDEL B470.

Note: To pass EDEC/EDEL B476 and to pass EDEC B469/EDEL B470, teacher candidates must score at least *Meets Expectations* on all ADEPT Domains included on the *Internship Midterm/Final Evaluation Report* and *Acceptable* on all 5 dimensions of the TWS.

Teacher Work Sample

Teacher candidates are required to complete a *Teacher Work Sample (TWS)* during the internship that demonstrates proficiency in short and long range planning for instruction and analysis of student learning. The *TWS* is prepared under the guidance of the cooperating teacher, the University supervisor, and the EDEC/EDEL B476 instructor. Candidates will submit their *TWS* on LiveText. The University supervisor is responsible for grading the *TWS* using the accompanying rubric. There are a total of 5 dimensions and 5 rubrics. The final score on each dimension is the earned score based on the descriptors in the rubrics. Teacher candidates must score at least *Acceptable* on all 5 dimensions to pass EDEC/EDEL B476. The University supervisor will forward the *TWS* grade to the EDEC/EDEL B476 instructor. A copy of the *TWS* will distributed to teacher candidates during the first Senior Seminar.

All evaluations must be completed online, using links to LiveText, which will be sent to the cooperating teacher. Copies of evaluations should be provided to the teacher candidate during conferences.

THE TEACHER CANDIDATE: EXPECTATIONS AND RESPONSIBILITIES

Working during Internship

Candidates are strongly advised not to assume any outside employment during the internship semester.

Appropriate Attire and Appearance

Professional attire is expected and required. Practicum students and teacher candidates will be excluded and/or removed from the classroom if these policies are not followed. Not following these policies could have an impact on your grade, progress through the program, and future recommendations.

All of our placement schools have a uniform policy in place for students and teachers. At the very least, education practicum students and teaching teacher candidates should follow these policies. The USCB Education polo shirt is recommended to identify yourself as a USCB teacher candidate.

The following are strictly prohibited in field and internship experiences:

- Jeans
- Tee Shirts (unless special school spirit days with school team shirts)
- Shorts
- Flip Flops
- Facial Piercings including tongue (other than ears)
- Visible Tattoos
- Ball caps/Hats
- Sweatpants/suits
- Hooded Sweatshirts
- Cell phones

In addition, keep in mind that Early Childhood, Elementary Education, and Secondary Mathematics Teacher Certification Majors will be expected to dress in a way that allows one to interact with the children on the floor and outside (i.e. no tank tops, low-cut blouses, low-cut pants, short skirts or dresses—above the knee—or high heels that impact one's ability to effectively work with young children).

Attendance and Transition to Teaching

Over the course of the Internship placement, it is assumed that candidates will take on complete teaching responsibilities for a minimum of four weeks. It is preferred that the intern have as much responsibility for planning and teaching as possible. Each intern should experience an extended period of full-time planning and teaching with frequent opportunities for conferences

and discussions with the cooperating teacher and University supervisor. This means that candidates will organize their time, just as a full-time paid teacher would, to be sure that lessons meet curriculum standards and requirements and are adequately planned and taught within each school day and week. The USCB requirement for candidates is that they keep the same hours as those expected of their cooperating teachers. Additional time may be required to cover the amount of planning and preparation needed to assume teaching responsibilities. Candidates should be available for attendance at faculty meetings, parent conferences, and other school-related activities. Days missed (teaching days and/or workdays) due to weather problems must be made up by interns just as they are by professional teachers. Most schools have already designated specific make-up days. Some days may be those scheduled as teacher workdays or during spring break. Interns should check the schedule for their district.

Attendance and punctuality at seminars and field placement sites are essential. Absences should be for major illness or family emergencies only. All absences must be made up at the conclusion of the internship, with approval of both the university supervisor and cooperating teacher. Absence for even part of a day counts as one absence. (This includes time spent interviewing for a future teaching position). For both Senior Seminar and Clinical Internship, arriving late three times (tardiness) constitutes the equivalent of one day of absence. In case of excessive absences, the teacher candidate may be removed from the placement.

Professionalism

The teacher candidate should always serve as a positive model for pupils with respect to speech, grammar, handwriting, and spelling.

The teacher candidate should strive to maintain a courteous, cooperative, and professional relationship with parents, faculty, staff, and university personnel at all times.

The teacher candidate should welcome constructive suggestions.

The teacher candidate should carry out all of his/her professional responsibilities with attention to detail and pride.

Professional communication is an expectation and requirement throughout the Department of Education. All communication, including email, phone, online and interpersonal communications, with faculty, advisors, professional education community, and students should adhere to grammatical constructs and professional code of ethics. During the field experience or clinical internship, no non-school related communication on school computers or cell phones during school hours is permitted.

To ensure a positive and professional experience during the internship and to fulfill internship requirements, the teacher candidate is expected to:

- Contact the cooperating teacher prior to the beginning of the internship assignment. Visit the school, if possible and become familiar with the classroom and school schedules, routines, and procedures.

- Report on time each day and to all activities and duties assigned to the Cooperating Teacher.
- Become familiar with all rules and procedures applicable to students and teachers in the school. The teacher candidate should read over the school handbook and become very familiar with policies and procedures set forth by the school and school district.
- Analyze and evaluate the instructional procedures and the classroom management strategies of the assigned school.
- Prepare lesson plans, assignments, and units that reflect the constructivist standards. Daily lesson plans and units must be reviewed and approved by the cooperating teacher several days in advance. Rubrics for both lesson plans and units are provided to the cooperating teacher and the University supervisor. Copies of lesson plans and units must also be turned into the university supervisor **at least 48 hours before an observation.**
- Specify instructional goals and objectives.
- Demonstrate knowledge of appropriate subject matter content.
- Demonstrate a variety of appropriate teaching strategies.
- Analyze and evaluate program and pupil evaluation systems of the assigned school.
- Create and manage a classroom environment conducive to learning.
- Demonstrate reliable and responsible behavior in a professional setting.
- Use technology, especially including lessons on interactive whiteboards and materials for appropriate instructional purposes.
- Demonstrate effective written and oral communication skills.
- Demonstrate the ability to manage the instructional environment for a full school day over an extended period of time.
- Demonstrate respect for colleagues and parents.
- Evaluate learner performance using a variety of formal and informal assessment tools.
- Analyze and evaluate the roles of all school personnel in varied school settings.
- Observe other teachers working with students.
- Participate in settings with students of differing ability levels and cultures.
- Learn from all of those around you, including your cooperating teacher, teachers in your school, your administrators, University supervisor, and most importantly your students.

These expectations provide an overview of the objectives for, and types of experiences desired in the courses: Internship in Early Childhood Education or Internship in Elementary Education. First and foremost, the teaching teacher candidate is a learner.

Special notes:

Interns must, at all times conduct themselves in a manner that is consistent with professional, ethical, and moral standards as stated in the Teacher Educational Professional Dispositions and Skills and in the Standards of Conduct for South Carolina Educators:

http://teachercodes.iiep.unesco.org/teachercodes/codes/America/USA/South_Carolina.pdf

- Failure to do so may result in termination of the teaching internship.
- In addition, interns should refrain from contact with their students outside of the classroom. This includes communication through electronic sources other than school email for the purposes of relaying school assignments and answering students' academic questions. **For example, communicating about ANY internship related topic with students, cooperating teachers, University supervisors, or other interns through a medium such as Facebook® is considered inappropriate contact.**
- It is highly recommended that interns using online communication such as social networks, personal web pages, blogs, and Twitter® should set all access to the highest privacy possible. Remember, anything you post online can be accessed by parents, teachers, and potential employers. Also, interns should not convey to students any personal websites, personal spaces, or personal blogs that the intern may have developed. An intern, just as a teacher, must always be above reproach in regard to interaction with students and the school community.
- Liability is a serious issue for education professionals today. Clinical teacher candidates are required to join a professional organization that will provide liability insurance. Speakers will visit the Senior Seminar from two of the organizations.
- Teacher candidates are *strongly* urged not to work in outside employment during the internship semester. The successful completion of this semester cannot be over-emphasized, and student teaching is an intense time. Nights and weekends will be needed to complete the necessary lesson preparation.
- The *Professional Dispositions and Skills Student Intervention Plan* will be implemented as needed during the internship.

Substitute Teaching

The practice of having the intern serve as a substitute teacher is discouraged. **Under no circumstances may the intern accept payment for this service during the period of internship.** In addition, arrangements must be made by the principal of the school for systematic supervisory visits during the course of each day when the intern is serving as a substitute teacher.

Confidential Information

Teachers and other education professionals regularly work with confidential information in the context of schools. Confidential information can include student grades, student health records, academic records, Individualized Education Plans (IEP), family histories, and more. Teacher candidates are held to the same legal and professional standards as full-time teachers with regard to confidential information. In accordance with the *Family Educational Rights and Privacy Act* (FERPA), candidates must refrain from discussing information related to the students with whom they are working. FERPA training is provided to candidates prior to the field experience. Questions from the candidate regarding confidentiality policies should be directed to the cooperating teacher and/or University supervisor.

UNIVERSITY SUPERVISOR: SELECTION, QUALIFICATIONS, AND RESPONSIBILITIES

The University supervisor is the representative of the university who assumes responsibility for the off-campus supervision of a university student. The University supervisor serves as the liaison between the university, the cooperating teacher, and the teacher candidate, and is involved in the orientation, supervision, and evaluation activities required by the program. The amount of required supervision of the teacher candidate will vary from teacher candidate to teacher candidate. Even the most skilled student teacher needs, and desires, constructive feedback on his/her performance. Supervision will be provided on a daily basis by the cooperating teacher and at various times by the university supervisor.

Qualifications

Whenever possible, interns are placed under the supervision of a full-time faculty member who meets the following requirements:

- Former teacher and/or instructional administrator (i.e., principal, assistant principal, supervisor, coordinator) in a public school
- Current or former state teacher's license in the area of supervision

If a person is not a full-time instructor at USCB, then the following qualifications must be met for adjunct University supervision:

- A master's degree or doctorate in the academic field in which candidates are to be supervised
- Former teacher and/or instructional administrator (i.e., principal, assistant principal, supervisor, coordinator) in a public school division
- At least three years of teaching experience within the content area of supervision
- Written or verbal recommendations of former supervisors or administrative colleagues
- Current or former state teacher's license in the area of instruction

The University supervisor serves as a "teacher" to the teacher candidate in the following ways.

The University supervisor demonstrates qualities of a caring professional by:

- Providing examples of support, interest, and concern for the teacher candidate's professional growth and development.
- Maintaining solid communication between all members of the evaluation team.
- Arranging an introductory visit with the teacher candidates before or during the first week of internship.
- Working as a co-partner with the cooperating teacher to assure a successful internship experience for the teacher candidate.
- Providing sympathetic understanding and professional counseling to help alleviate the tensions that often accompany student teaching.
- Assisting the teacher candidate in gaining overall confidence in the teaching profession.

- Helping the cooperating teacher understand his/her supervisory role and the assessment requirements of the teacher candidate.

The University supervisor demonstrates qualities as an effective constructivist practitioner by:

- Acting as a resource and an instructional guide by recommending strategies, techniques, books, videos, journal articles, and other resources that may assist the teacher candidate in teaching.
- Assisting the student teacher in gaining meaningful school-wide experiences during the internship experience.
- Encouraging and assisting the teacher candidate in the preparation and implementation of lesson plan writing with an emphasis on scaffolding learning experiences.
- Assisting the teacher candidate with the selection of appropriate grade level and technology standards.
- Providing meaningful observations of the teacher candidate's teaching which reflect and highlight ways in which the teacher candidate assisted students in constructing knowledge.
- Conferencing with the teacher candidate after each observation on the strengths and needs of the teaching episode and highlighting constructivist strategies.
- Conferencing with the cooperating teacher on the growth and development of the teacher candidate.

Evaluation by the University Supervisor

In accordance with State Requirements, teacher candidates must have six (6) classroom observations, one (1) midterm conference, and one (1) final conference. The University supervisor will complete three (3) of these observations. The University supervisor will complete the *USCB Formative Observation Form (Internship)* for each observation. After each observation, the University supervisor conferences with the teacher candidate to provide supportive feedback and brainstorm alternative instructional strategies as appropriate. The teacher candidate completes a self-reflection of each lesson and an analysis of student learning. APS 1-10 are evaluated by both the University supervisor and the cooperating teacher by reviewing the assignments *APS 1 Long-Range Plan* and *APS 10 Fulfilling Professional Responsibilities*, lesson plans, assessment strategies, instruction, environment, professionalism, and professional development throughout the semester. The *USCB Formative Observation Form (Internship)* is completed at this time for APS 1-10. APS 1, 2, 3, 5, 7 and 10 are also evaluated by the University supervisor by assessing the *Teacher Work Sample (TWS)*. The *USCB Formative Observation Form (Internship)* is completed at this time for APS 1-10. APS 1, 2, 3, 5, 7 and 10 are also evaluated by the University supervisor by assessing the *Teacher Work Sample (TWS)*.

At midterm, the *Internship Midterm/Final Evaluation Report* is completed and signed by the cooperating teacher and the university supervisor. Teacher candidates are to complete the

Teacher Candidate Self-Assessment to share at the midterm evaluation conference. The teaching teacher candidate must also sign this form indicating that the information has been shared. This evaluation addresses each of the observable ADEPT Performance Standards (APS's 1-10, Planning, Instruction, Content, Environment, and Professional Domains). Teacher candidates must score at least *Meets Expectations* on all ADEPT Domains on the *Internship Midterm/Final Evaluation Report*.

At the end of the semester, the *Internship Midterm/Final Evaluation Report* is completed by the cooperating teacher and the University supervisor. Teacher candidates are to complete the Teacher Candidate Self-Assessment to share at the final evaluation conference. Prior to the final evaluation conference, the cooperating teacher and the University supervisor make consensus judgments about the teaching teacher candidate's performance. An evaluation judgment is made for each of the 10 ADEPT Performance Standards and an overall judgment of *Meets or Exceeds Expectations* is rendered.

All evaluations must be completed online, using links to LiveText, which will be sent to the cooperating teacher. Copies of evaluations should be provided to the teacher candidate during conferences.

Final Grades are assigned by the University supervisor with input from the cooperating teacher based on review of the *Internship Midterm/Final Evaluation Report*. Teacher candidates must score at least *Meets Expectations* on all ADEPT Domains included on the *Internship Midterm/Final Evaluation Report* to pass EDEC B469/EDEL B470. The University supervisor is also responsible for grading the *Teacher Work Sample (TWS)* and will forward this grade to the EDEC/EDEL B476 instructor. Teacher candidates must score at least *Acceptable* on all 5 dimensions to pass EDEC/EDEL B476. The University supervisor is charged with the responsibility to assign the final grade for EDEC B469/EDEL B470 and determine eligibility for state certification recommendation.

Note: To pass EDEC/EDEL B476 and to pass EDEC B469/EDEL B470, teacher candidates must score at least *Meets Expectations* on all ADEPT Domains included on the *Internship Midterm/Final Evaluation Report* and *Acceptable* on all 5 dimensions of the *TWS*.

COOPERATING TEACHER: SELECTION, QUALIFICATIONS, AND RESPONSIBILITIES

The single most important influence upon the teacher candidate is the cooperating teacher. Consequently, a quality internship for directed teaching program utilizes as cooperating teachers those persons who have demonstrated success in teaching children and who are successful in helping teacher education candidates develop as teachers. A cooperating teacher must meet the following criteria to serve as a cooperating teacher:

Qualifications

- Possess a valid South Carolina teaching license, or the equivalent, in the field of specialization.
- Be approved by the principal and the district office.
- Have at least three years of successful teaching experience, at least one year in the current grade level and school placement
- Be able to serve as a model for excellence in teaching.
- Be ADEPT certified or trained by the university.
- Attend an in-house orientation meeting (e.g. expectations based on Conceptual Framework, internship performance based assessments) conducted by university before the student interns begin in the classrooms.

Selection Process

The Field Placement Coordinator contacts principals to request placements when needed by location, grade levels, and subject areas. Final placements (see Placement Procedures) are shared with school principals by the Human Resources personnel after approval.

Expectations

Additionally, the cooperating teacher produces a learning climate for teaching teacher candidates that:

- Facilitates professional growth.
- Permits teaching teacher candidates to put theory into practice in a supportive learning environment.
- Helps teaching teacher candidates formulate and implement goals/objectives.
- Assists them in modifying plans in accordance with classroom realities.

The cooperating teacher is legally responsible for the pupils at all times. This legal responsibility makes it imperative that the cooperating teacher be in or near the classroom at all times. In the event of the cooperative teacher's absence from school, a qualified substitute teacher must be employed. If the absence is prolonged, the teaching teacher candidate will be reassigned.

The cooperating teacher demonstrates qualities as a caring professional by:

- Creating an atmosphere in which the teacher candidate feels welcome. Establishing a supportive climate of acceptance, enthusiasm, and open communication.
- Encouraging questions from the teacher candidate.
- Offering positive remarks and encouraging comments when success is met.
- Providing time for and maintaining communication with the university supervisor.
- Generating the necessary faculty cooperation for school-wide acceptance of the teacher candidate.
- Encouraging other teachers to allow the teacher candidate to observe.
- Helping the teacher candidate develop a positive perception of the profession, a commitment to teaching, and a realistic concept of the total teaching experience.
- Supporting the teacher candidate as a co-teacher.

The cooperating teacher demonstrates qualities of an effective constructivist practitioner by:

- Recognizing that planning and classroom management are two areas most teacher candidates need to develop during their internship semester. Encouraging the teacher candidate to try new classroom management strategies that might be different than your own.
- Involving the teacher candidate in a variety of instructional methods and strategies including cooperative learning, portfolio assessment, and the use of technology.
- Arranging for the teacher candidate to visit the classroom of other teachers who are using innovative approaches or techniques.
- Demonstrating differentiated instruction strategies and plans.
- Demonstrating and explaining strategies for developing thinking skills in the students.
- Providing plenty of hands-on experimental learning. Helping the teacher candidate to anticipate possible management problems for experimental learning activities.
- Encouraging as much creativity as possible in the teacher candidate's teaching.
- Providing daily oral feedback on professionalism, instructional skills, classroom management, communication skills, content knowledge, methodology, and rapport with students.
- Encouraging the teacher candidate's self-evaluation and reflection.
- Providing the University Supervisor with written assessments of the teacher candidate's teaching performance.

EVALUATION BY THE COOPERATING TEACHER

In accordance with State Requirements, teacher candidates must have six (6) classroom observations, one (1) midterm conference, and one (1) final conference. The cooperating teacher will complete three (3) of these observations. The cooperating teacher will complete the *USCB Formative Observation Form (Internship)* for each observation. After each observation, the cooperating teacher conferences with the teacher candidate to provide supportive feedback and

brainstorm alternative instructional strategies as appropriate. The teacher candidate completes a self-reflection of each lesson and an analysis of student learning. APS 1-10 are evaluated by both the University supervisor and the cooperating teacher by reviewing the assignments *APS 1 Long-Range Plan* and *APS 10 Fulfilling Professional Responsibilities*, lesson plans, assessment strategies, instruction, environment, professionalism, and professional development throughout the semester. The *USCB Formative Observation Form (Internship)* is completed at this time for APS 1-10. APS 1, 2, 3, 5, 7 and 10 are also evaluated by the University supervisor by assessing the *Teacher Work Sample (TWS)*.

At midterm, the *Internship Midterm/Final Evaluation Report* is completed and signed by the cooperating teacher and the university supervisor. Teacher candidates are to complete the Teacher Candidate Self-Assessment to share at the midterm evaluation conference. The teaching teacher candidate must also sign this form indicating that the information has been shared. This evaluation addresses each of the observable ADEPT Performance Standards (APS's 1-10, Planning, Instruction, Content, Environment, and Professional Domains). Teacher candidates must score at least *Meets Expectations* on all ADEPT Domains on the *Internship Midterm/Final Evaluation Report*.

At the end of the semester, the *Internship Midterm/Final Evaluation Report* is completed by the cooperating teacher and the University supervisor. Teacher candidates are to complete the Teacher Candidate Self-Assessment to share at the final evaluation conference. Prior to the final evaluation conference, the cooperating teacher and the University supervisor make consensus judgments about the teaching teacher candidate's performance. An evaluation judgment is made for each of the 10 ADEPT Performance Standards and an overall judgment of *Meets or Exceeds Expectations* is rendered.

All evaluations must be completed online, using links to LiveText, which will be sent to the cooperating teacher. Copies of evaluations should be provided to the teacher candidate during conferences.

Final Grades are assigned by the University supervisor with input from the cooperating teacher based on review of the *Internship Midterm/Final Evaluation Report*. Teacher candidates must score at least *Meets Expectations* on all ADEPT Domains included on the *Internship Midterm/Final Evaluation Report* to pass EDEC B469/EDEL B470. The University supervisor is also responsible for grading the *Teacher Work Sample (TWS)* and will forward this grade to the EDEC/EDEL B476 instructor. Teacher candidates must score at least *Acceptable* on all 5 dimensions to pass EDEC/EDEL B476. The University supervisor is charged with the responsibility to assign the final grade for EDEC 469/EDEL B470 and determine eligibility for state certification recommendation.

Note: To pass EDEC/EDEL B476 and to pass EDEC B469/EDEL B470, teacher candidates must score at least *Meets Expectations* on all ADEPT Domains included on the *Internship Midterm/Final Evaluation Report* and *Acceptable* on all 5 dimensions of the *TWS*.

SECTION IV: SOUTH CAROLINA TEACHER CERTIFICATION

Teacher Certification Requirements

Teacher candidates must meet the following requirements for South Carolina certification:

- The approved program of study must be completed and a candidate must hold a Bachelor's Degree.
- Passing scores on the required Praxis II and PLT Exams must be submitted to USCB and the South Carolina Department of Education.
- Prior to the internship semester, the candidate must submit application materials for teacher certification to the South Carolina Department of Education and obtain fingerprint clearance. The application will include:
 - Completion of finger print scan and registration fee
 - A processing fee for the South Carolina Department of Education
 - The application form completed by the candidate for the South Carolina Department of Education, *Educator Application*.
 - A request form for an official transcript and applicable fee(s)
 - Copy of social security card

The following documentation is submitted by USCB to the South Carolina Department of Education following graduation and completion of all requirements for certification:

- Verification and recommendation form completed by USCB.

The candidate is responsible for ensuring that all application parts have been received in the USCB Department of Education. USCB will not submit the Verification Form until all criteria have been met.

Professional Examinations

For all candidates seeking initial certification, the State of South Carolina requires a passing score on the Principles of Learning and Teaching Examination (PLT) in addition to the appropriate PRAXIS II Specialty Area Examinations. In order to be certified, teaching teacher candidates must take these exams no later than the end of the semester during which they plan to graduate. A teacher candidate who successfully completes a planned program will be recommended for certification upon application. Teacher certification is granted by the South Carolina Department of Education upon the recommendation from the Department of Education at USCB. Teacher candidates can obtain applications for certification from the Department of Education. No teacher candidate may be recommended for certification until passing scores on the Praxis II and the Principles of Learning and Teaching examination are on record in Department of Education.

SECTION V: REFLECTIVE PRACTITIONER

Lesson Planning

Teacher candidates will develop lesson plans using the USCB *Lesson Plan Template* for all lesson plans they teach. Refer to the detailed description of lesson planning on the document entitled, *Lesson Plan Components*. Appropriate assessment instruments (e.g., checklist, scoring rubric, worksheet, test, criteria, etc.) must be attached to each lesson plan. Candidates are expected to maintain lesson plans, formative observation forms, attendance form, workshop notes, etc. organized in chronological order in a three-ring notebook (or other responsible filing system) kept at the site for review at all times. It is important that teacher candidates be required to submit lesson plans **at least two days prior to teaching** (unless otherwise authorized by the cooperating teacher and University supervisor) so plans may be discussed and changed, if needed. Candidates should not be allowed to teach a lesson if the lesson plans have not been approved by the mentor teacher in advance.

Analysis of Student Learning

Analyzing student learning is an essential element of effective teaching. It not only informs your instruction, but also tells you if students were able to master the objectives and to what extent. In Section 7 (Analysis of Student Learning) of the USCB *Lesson Plan Template*, in narrative form, discuss what you learned about your students. How did you know if lesson objectives were attained and by whom? Base your analysis on specific student data (i.e., scoring rubrics, checklists, observations, interviews, worksheets, etc.). Quantify the results and analyze and discuss the data. Make sure to address **which** objectives were met and to **what** extent. Also address those objectives not met and how this will inform your instruction. Note the content that should be re-taught and to whom. What would you change to increase student learning, especially in lower performing students? How did you provide enrichment to extend student learning?

Teaching Reflections

The process of reflection on practice is an important step in professional growth. In-depth reflection requires that candidates closely examine an action as well as its result and to honestly analyze areas in which improvement needs to be made. Further, an in-depth reflection involves a plan of action for improvement.

Teacher candidates are required to write reflections after they teach each lesson. These are to be written in Section 8 (Reflection) of the USCB *Lesson Plan Template* and available to their cooperating teacher and University supervisor to review.

How to Write a Reflection

In Section 8 (Reflection) of the USCB *Lesson Plan Template*, in narrative form, discuss what you learned from teaching the lesson. What went well (or not)? How were challenging behaviors addressed? How were children's individual needs and interests taken into account? What could you have done differently? How effective were your instructional strategies used in the lesson? Would another instructional strategy have a greater impact on student learning? Explain. What did you learn about yourself as a teacher? Lastly, identify areas for your professional growth and resources that you might use to gain deeper understandings.

SECTION VI: RESOURCES

Education Majors Club

The USCB Department of Education sponsors the Education Majors Club which gives (pre-) candidates an opportunity to meet with Department of Education faculty, staff and peers in a round-table format on a monthly basis. Topics to be discussed are fielded by the Education Club President and President Elect, with all final approval of agendas by the faculty advisor. Guest speakers, vendors and educators in the field are invited to speak, and fund-raisers are planned and implemented.

Libraries

Both campuses, Historical Beaufort and Gateway to Hilton Head, have extensive children's literature collections that may be checked out and used by the community and candidates.

Curriculum Lab

There are many curricular resources available at the Gateway to Hilton Head campus library. Candidates are encouraged to check out the curricular materials for use in field experiences or clinical practice.

Teacher Education Advisory Council (TEAC)

Two candidates nominated by faculty to serve on the TEAC. The Teacher Education Advisory Committee shall be comprised of all education faculty and staff, students, members of the community, principals and teachers from partnership schools, and educators from the USCB service region. The purpose of the committee shall be to review and monitor the USCB Early Childhood degree program and the quality of its graduates. In addition the committee may make suggestions for the improvement of the program. The committee shall meet at least once a year. The committee membership will be as follows:

- All USCB Education faculty and administration
- The principal (or designee) and two faculty members from each partnership school
- The Beaufort and Jasper County School District Superintendent(s) (or designee)
- Four community members from the USCB service region
- Two principals (or designees), in addition to partner school principals from Beaufort and Jasper school districts
- Two faculty members, in addition to partner school faculty members from Beaufort and Jasper
- Two current Cooperating Teachers in the internship program
- Two students from the USCB Early Childhood Degree Program

Career and Disability Services

Both services are located in the Student Service Suite in the Hargray Building. Call 843-208-8263 for more information or to set-up an appointment.

Career Services provides comprehensive career development and planning services for students. Specific services include: career/major exploration assessments, a career resource

library, resume and cover letter review, mock interviews, a job posting website for both full and part time jobs, and assistance finding internships and permanent employment. Career Services is also available to present workshops to classes or small groups on topics such as making a resume, interviewing skills, or job search strategies.

Disability Services coordinates accommodations and services for students with documented physical, learning, or psychiatric disabilities. The office also maintains appropriate documentation and records for students and provides communication with faculty members.

The University of South Carolina Beaufort believes academically qualified individuals with disabilities should have equal opportunity and access to a quality college education. We are actively involved in fostering an environment that encourages full participation by students with disabilities in every segment of the University. Disability Services facilitates services and accommodations to meet the various needs of students with disabilities at the University, in accordance with Section 504 of the Rehabilitation Act of 1973 and Americans with Disabilities Act of 1990.

All students must meet the same admissions criteria. Disabilities Services does not determine the acceptance of students to USCB. For admission requirements, please contact Admissions at (843) 208-8118.

Services and Accommodations

Services and accommodations are available to students with documented disabilities who are registered with Disability Services. The accommodations are based on the nature and extent of each student's disability. Accommodations and services are determined through confidential interviews with the Director. Some of the services and accommodations include:

- Classroom reassignments for access
- Extended time for tests
- Equipment loans (e.g. tape recorder)
- Note takers
- Exam scribes

Classroom Accessibility

Students with documented disabilities may request that adaptive equipment be placed in the classroom as a reasonable accommodation. When the room itself is not accessible to a student, the course may be moved to an accessible location. Students needing these accommodations should register during the official registration period and notify the Disability Services office of any necessary accommodations at least 30 working days prior to the first day of class. This will ensure that Disability Services has ample time to honor the request and notify other students and faculty affected by the change.

Documentation

Students who request accommodations on the basis of a disability must provide current written documentation of the disability and its impact on the student's life to the Director of Disability Services. The Director and the student will meet to determine appropriate accommodations based on the documentation and on the requirements of the program or class in which the student is

participating. Documentation may be provided by a physician or another licensed professional in a field appropriate to the disability. Examples of other licensed professionals are a psychologist, vocational rehabilitation counselor, audiologist or speech pathologist. Although an Individual Education Plan (IEP) from high school may provide helpful information, it may not be an accepted source of documentation unless it includes results of recent specified tests.

In keeping with Federal guidelines provided by the Office of Civil Rights, Disability Services defines current documentation as a diagnosis or report made no more than three years prior to the current date. An exception to that rule would be psychological disabilities, which would require documentation of six months or less. (This requirement follows Educational Testing Service guidelines.) Students may need to have a release between their physician, psychologist, or other professional and Disability Services on file to facilitate clarification of any written documentation.

The following criteria serve as a guideline for documentation:

- Cannot be more than 3 years old. Documentation older than 3 years is not acceptable.
- Must be typed on letterhead.
- Must state qualifications of doctor.
- Must include a detailed description of the disability, including PDR # or a DSM code. The doctor will be familiar with these. Should also include the date of diagnosis.
- Must include a detailed description of how the disability affects you. The doctor should provide information on the student's current condition and how this condition interferes with or impacts the ability to participate in the educational process.
- If applicable, should include medical information relating to the impact of medication and/or treatment on the student's ability to participate in all aspects (classroom, extracurricular activities, etc.) of the academic environment.

The doctor should include any recommendations h/s may have for appropriate accommodations within the context of the university environment.

Detailed guidelines for documentation of Physical Disabilities, Attention Deficit/Hyperactivity Disorder (ADD/ADHD), Psychological Disabilities (not learning or ADD/ADHD), and Learning Disabilities (not ADD/ADHD) are available in Disabilities Services.

Academic Support Services

The University of South Carolina Beaufort (USCB) provides a broad range of academic services in support of its student population. Services range from those that are directly tied to specific classes (faculty office hours, course laboratory, and recitation sections) to broader services designed to help students' in general academic preparation and planning.

It is the student's responsibility to contact the tutor they need. All tutors communicate via university email. If you do not receive a response to your inquiry within 24 hours, please contact Tutoring Services at 843-208-8024.

Tutoring Services

USCB is proud to offer free tutoring to all currently enrolled students. The mission of the Tutoring Center is to help students succeed in the classroom by aiding them in gaining a deeper understanding of course material, by assisting them in developing better study skills, and by promoting a positive attitude toward learning. Students can take advantage of either drop-in tutoring or tutoring by appointment. Drop-in tutoring offers set, weekly hours of assistance in most areas of study, and tutoring by appointment offers greater flexibility when the drop-in schedule may not be convenient. Tutoring services are performed by both peer and professional tutors, so students are sure to get the specialized help they need. The Center operates Monday thru Thursday from 9am-5pm (or later, if scheduled). Please check the window at room 133 in the South Campus library at the beginning of the semester for detailed information and schedules.

Writing Center

The USCB Writing Center is designed to help students become greater overall communicators and offers support in all stages of the writing process with the goal of making research and composition more understandable and enjoyable. Students sharpen their skills through informal one-on-one sessions which both complement and reinforce what they are learning in the classroom. The USCB Writing Center is staffed by Writing Fellows, upper-level students who have demonstrated exemplary proficiency in writing and who have earned the endorsement of their professors.

SECTION VII: PROFESSIONAL ORGANIZATIONS

As a requirement for APS 10, clinical teacher candidates are required to be a member of a least one of the following organizations.

ACEI

Association for Childhood Education International

ACEI is a global community of educators and advocates who unite knowledge, experience, and perspectives in order to exchange information, explore innovation and advocate for children. Their mission is to promote innovative solutions to education challenges and inspire action that creates positive, sustainable futures for [children and youth](#) worldwide.

<http://www.acei.org/>

ASCD

Association for Supervision and Curriculum Development

Founded in 1943, ASCD (formerly the Association for Supervision and Curriculum Development) is an educational leadership organization dedicated to advancing best practices and policies for the success of each learner. Our 175,000 members in 119 countries are professional educators from all levels and subject areas—superintendents, supervisors, principals, teachers, professors of education, and school board members.

www.ascd.org

BCRC

Beaufort County Reading Council

Membership in the local SCIRA council includes state membership as well. Meetings take place once each semester at local area schools. These meetings are a chance for students to interact with in-service teachers who specialize in the teaching of reading. Midwinter Conference is held locally in January.

<http://beaufortcountyreadingcouncil.blogspot.com>

CEC

The Council for Exceptional Children

The CEC is the largest international professional organization dedicated to improving the educational success of individuals with disabilities and/or gifts and talents. CEC advocates for appropriate governmental policies, sets professional standards, provides professional development, advocates for individuals with exceptionalities, and helps professionals obtain conditions and resources necessary for effective professional practice.

www.cec.sped.org

CERRA

Center for Educator Recruitment, Retention, & Advancement

The purpose of the CERRA is to provide leadership in identifying, attracting, placing and retaining well-qualified individuals for the teaching profession in the state of South Carolina. In doing so, CERRA will respond to changing needs for teachers from underrepresented populations, in critical subject fields and in under-served geographical areas in South Carolina. The Center will work cooperatively with other organizations to promote the education profession.

www.cerra.org

IRA

International Reading Association

Since 1956, IRA has been a nonprofit, global network of individuals and institutions committed to worldwide literacy. More than 70,000 members strong, the Association supports literacy professionals through a wide range of resources, advocacy efforts, volunteerism, and professional development activities. Our members promote high levels of literacy for all by:

- Improving the quality of reading instruction
- Disseminating research and information about reading
- Encouraging the lifetime reading habit

www.reading.org

ISTE

The International Society for Technology in Education

The International Society for Technology in Education (ISTE) is the trusted source for professional development, knowledge generation, advocacy, and leadership for innovation. A nonprofit membership organization, ISTE provides leadership and service to improve teaching, learning, and school leadership by advancing the effective use of technology in PK–12 and teacher education. Home of the National Educational Technology Standards ([NETS](#)), the Center for Applied Research in Educational Technology ([CARET](#)), and the National Educational Computing Conference ([NECC](#)), ISTE represents more than 85,000 professionals worldwide. We support our members with information, networking opportunities, and guidance as they face the challenge of transforming education.

www.iste.org

NAEYC

National Association for the Education of Young Children

The National Association for the Education of Young Children (NAEYC) is dedicated to improving the well-being of all young children, with particular focus on the quality of educational and developmental services for all children from birth through age 8. NAEYC is committed to becoming an increasingly high performing and inclusive organization. Founded in 1926, NAEYC is the world's largest organization working on behalf of young children with nearly 90,000 members, a national network of over 300 local, state, and regional Affiliates, and a growing global alliance of like-minded organizations. Membership is open to all individuals who share a desire to serve and act on behalf of the needs and rights of all young children.

www.naeyc.org

NCTM

National Council of Teachers of Mathematics

Founded in 1920, the National Council of Teachers of Mathematics (NCTM) is the world's largest mathematics education organization, with 80,000 members and more than 230 Affiliates throughout the United States and Canada. NCTM is the global leader and foremost authority in mathematics education, ensuring that all students have access to the highest quality mathematics teaching and learning.

<http://www.nctm.org/>

NCSS

National Council for the Social Studies

Founded in 1921, National Council for the Social Studies has grown to be the largest association in the country devoted solely to social studies education. NCSS engages and supports educators in strengthening and advocating social studies. Organized into a network of more than 110 affiliated state, local, and regional councils and associated groups, the NCSS membership represents K-12 classroom teachers, college and university faculty members, curriculum designers and specialists, social studies supervisors, and leaders in the various disciplines that constitute the social studies. www.ncss.org

PLT

Pi Lambda Theta

In May 2012 USCB proudly sponsored the first chapter of Pi Lambda Theta, a member of the [PDK International family of associations](#), the most selective national honor society of educators. For 100 years, Pi Lambda Theta has advocated for accomplished teaching and standards-based professional learning. The purpose of Pi Lambda Theta is to honor the accomplishments of exemplary educators and support the continuing development of knowledge and skills aimed at providing leadership for colleagues and enhanced learning for students. Membership in Pi Lambda Theta is limited to students and professionals who satisfy academic eligibility requirements. Membership is a distinctive and well-recognized honor, allowing those who join to set themselves apart from the crowd. Additionally, Pi Lambda Theta provides members with unequalled professional learning opportunities and resources that will help them to start or advance their education careers.

<http://pilambda.org/>

PSTA

Palmetto State Teachers Association

Palmetto State Teachers Association was organized in 1976 as an alternative to the union, and has become the fastest growing teaching association in the state. PSTA is governed by a Board of Directors who volunteer their services. Officers and district directors are elected at the annual convention. They receive no pay or compensation. Classroom teachers make up 90% of PSTA's membership. The majority of PSTA's staff members have also been classroom teachers at some point during their careers.

<https://palmettoteachers.org>

SCAEYC

South Carolina Association for the Education of Young Children

The purpose of the South Carolina Association for the Education of Young Children shall be to serve and act on behalf of the needs, rights, and well-being of all young children, to encourage the study, interpretation, and improvement of their education and general well-being, to cooperate with other groups having compatible purposes, and to support and promote local SCAEYC chapters/cluster.

www.scaeyc.org

SCEA

South Carolina Education Association

The SCEA is the largest professional association for educators in South Carolina. Classroom teachers, guidance counselors, librarians, principals, superintendents as well as bus drivers, teaching assistants, lunch room operators, maintenance engineers, clerks and secretaries from Pre-K to 12th grade and Higher Education are members of The SCEA. Membership in the state and local organizations also provides affiliation with the National Education Association, the largest education organization in the country.

<http://www.thescea.org/>

SCECA

South Carolina Early Childhood Association

The purpose of SCECA is to work on behalf of young children and their families. In particular SCECA will: 1. Increase awareness of the needs of children birth through eight by providing opportunities for better coordination among parents, teachers, health workers, religious and social workers, and others concerned with the childbirth through eight.

www.sceca.org

SCIRA

The South Carolina State Council of the International Reading Association provides a forum for individuals who are concerned with the teaching and improvement of reading in South Carolina. Our primary commitment is to promote literacy through the improvement of reading instruction, to encourage reading as a lifetime tool for learning, and to foster the formation of the reading habit. SCIRA was chartered in 1973. It has grown steadily to a membership of over 6,800 which is served by 19 active local reading councils. Members are offered professional growth opportunities through local, state, regional, and national meetings, and are kept informed of reading activities through local council, SCIRA, and IRA publications.

www.scira.org

SECTION VIII: APPENDICES

Teacher Candidate Autobiography

Department of Education

Each teacher candidate will write his/her autobiography which will be shared with the cooperating teacher prior to beginning the clinical internship. **This assignment is due August 2, 2016.**

Directions:

Your autobiography should include:

- 1) Describe yourself as a professional educator; include strengths/weaknesses, approach to time management, and work habits, etc.
- 2) Describe your experiences working with children and youth, including your experiences at USCB, that have impacted your professional development.
- 3) What do you expect to gain from your internship? What aspects are you looking forward to the most? What are your concerns?

Please include your name on your autobiography. This document should be typed, double-spaced, and one to two pages in length. Please proofread your autobiography carefully for errors prior to submission. A copy of your autobiography will be sent to your prospective cooperating teacher and will serve as a first impression of you.

Please submit your autobiography to the Field Placement Coordinator on or before August 2nd.

TEACHER CANDIDATE INFORMATION SHEET

(Give copy to University Supervisor and Cooperating Teacher)

Teacher Candidate:

Name: _____

Home Phone: _____ Cell Phone: _____ text? _____

Best time to call: _____

USCB Email Address: _____

Cooperating Teacher:

Name: _____

Grade Level: _____ Room Number: _____

Assistant Name: _____

Home Phone: _____

Best time to call (Please note if you prefer calls at home or at school)

Email Address: _____

School:

Name: _____

School Phone: _____

School Hours (teachers): _____

School Hours (students): _____

Principal: _____

Assistant Principal: _____

Secretary: _____

School Website: _____



Candidate Name (Please Print) _____

Introduction

During Clinical Internship, the USCB teacher candidate is engaged in the final, and perhaps most important, stage of the teacher preparation process. It is an opportunity for the candidate to put into action the skills, knowledge and dispositions that have been acquired during previous semesters in the Early Childhood Education, Elementary Education, and Secondary Mathematics Teacher Certification Programs. This culminating experience serves as the basis for the University of South Carolina Beaufort’s recommendation of the candidate for Teacher Certification to the South Carolina Department of Education.

There are numerous responsibilities that the candidate must assume as s/he begins the internship. The candidate must read carefully the following guidelines, sign the agreement, and return it to the Department of Education office.

Professional Conduct

A great deal of time and effort is expended establishing relationships between USCB’s Department of Education and various school districts. When candidates are visiting schools in any capacity, they should recall that they are representatives of the USCB’s Department of Education. The impressions that candidates make upon the visited schools/teachers will affect not only their own future, but also the reputation of the USCB’s Department of Education. Accordingly, candidates should conduct themselves in a professional manner in both appearance and deportment.

Professional conduct for USCB’s Department of Education clinical teacher candidates includes:

- Personal appearance and dress, comparable to the standards and expectations for employed teachers at the assigned school site.
- Cooperation and professional interaction with colleagues, staff, parents and students.
- If a candidate is absent or anticipates being late to a school site, s/he must contact the teacher ahead of time, as well as inform the University Supervisor.
- Familiarity and compliance of the candidate with all applicable requirements and deadlines of the USCB Department of Education.
- Demonstration of sound judgment as well as knowledge of, and adherence to, school site policies; the ability to be flexible and adaptable; evidence of professional growth and self-assessment.
- Supervision: Field Placement Coordinator assigns a University Supervisor to each candidate early in the semester. Once supervision assignments are made, the candidate is responsible for contacting the supervisor and working out a schedule of site visits for the semester.

- In summary, over the course of Clinical Internship, a candidate must demonstrate that s/he understands and can assume the responsibilities required of a full-time teacher.

Grounds for Dismissal from Clinical Internship:
--

- False reporting of attendance and activities at the school site (e.g., Clinical Log) or plagiarism in required written assignments.
- Inappropriate comments or photographs on Social network websites.
- Change of status of the candidate with SLED or FBI; specifically, the suspension or revocation of the candidates' clearance status.
- Use of profanity or demeaning language with colleagues, staff, students, or parents at the assigned school site, or on the internet.
- Sexual harassment or misconduct at the assigned school site.
- Inappropriate interaction with students, parents, or school personnel during the internship period.
- Possession or under the influence of alcoholic beverages, illegal drugs or weapons on school property, or in the presence of any school students.
- Breach of confidentiality of student records, classroom behavior, personal or family information, or any other privileged information that falls under the Family Educational Rights and Privacy Act (FERPA).
- Conduct at the assigned school site that would warrant suspension or termination of an employee by the school district where the candidate is placed.
- Request by the school site administration/Cooperating Teacher to terminate the candidate's internship assignment, prior to the scheduled end of the placement.
- Excessive absences for internship or senior seminar.
- Attempts to change an assigned school/teacher placement without prior consultation/approval by the USCB's Field Placement Coordinator.

I have reviewed this Clinical Internship Agreement. I understand and agree to abide by the terms, conditions, and policies set forth above, related to Clinical Internship.

Signature: _____

Date: _____



Department of Education

CONSTRUCTIVIST EDUCATOR

UNIVERSITY OF SOUTH CAROLINA BEAUFORT

Department of Education Professional Dispositions and Skills Criteria

Education is an honorable calling that requires both challenges and responsibilities. As an educational leader you will be expected to maintain the highest standards of the profession as you relate to students, families and communities. Each teacher candidate is expected to exhibit the following four dispositions in their work with colleagues, faculty and staff in the University and PK-6 settings and PK-6 students and their families. The standards include expectations within four areas:

I. Language Skills

Demonstrates correct and professional communication skills in all interactions with university professors and fellow students and school personnel, including administrators, faculty, parents and students, and conveys respect and sensitivity in all types of communication.

II. Professional Relationships

Displays a positive attitude to all constructive criticism; appreciates the diversity of all university faculty and staff, and school students* and teachers; demonstrates positive rapport with others; and demonstrates sensitivity to privileged information.

III. Responsibilities/Dispositions

Includes completing assignments on time, taking personal responsibility for keeping up with directions and readings, attendance, and cooperative team work, among others; displaying enthusiasm when working with students; demonstrating punctuality and reliability; and adhering to moral, legal, and ethical principles.

IV. Professional Competency

Examples include dressing professionally; completing all required exams; completing successful clinical experiences; and demonstrating successful academic performance in university courses.

*"All students" includes students with exceptionalities and of different ethnic, racial, gender, sexual orientation, language, religious, socioeconomic, and regional/geographic origins (NCATE Unit Standards 2008).

I have read the *Department of Education Professional Dispositions and Skills Criteria* and promise to abide by them.

Student Signature

Date



Department of Education

CONSTRUCTIVIST EDUCATOR

UNIVERSITY OF SOUTH CAROLINA BEAUFORT

Professional Dispositions and Skills Student Intervention Plan

This form is applicable to students in the Early Childhood and Elementary Education programs. Any faculty member may file a Student Intervention Plan if a student's suitability to enter or continue in the USCB Department of Education program is questioned. Faculty are encouraged to use this form in instances where there are concerns about a student's dispositions and skills outlined in the *Department of Education Professional Dispositions and Skills Criteria* document. Completed copies of this form signed by the faculty member and student must be submitted to the Department Chair within 10 days of completions. All forms must be submitted within 10 days of the submission of grades.

Student Name _____ Student ID _____

Major _____ Course _____ Semester: Fall Spring Year _____

Circle the criteria being addressed:

I. Language

III. Responsibilities/Dispositions

II. Professional Relationships

IV. Professional Competency

Faculty Member's Description of the Concern(s) and Recommended Action:

Faculty Member's Signature _____ Date _____

Student's Signature _____ Date _____

(Signature indicates the form has been shared with the candidate.)

Education Department Intervention Committee Comments/Action Taken:

Committee Signatures _____

Date _____

University of South Carolina Beaufort
Department of Education
Professional Dispositions/Student Intervention Plan Procedures

1. An introduction to the *Department of Education Professional Dispositions and Skills Criteria* will be given to students enrolled in EDCI 210 Observation and Analysis, the first introductory class of the major. It will also be discussed at the Education Information Sessions, as well as shared individually with all transfer students. All faculty members will reinforce the concepts of the *Department of Education Professional Dispositions and Skills Criteria* in all Education courses.
2. Students will receive formative feedback on their professional dispositions as they progress through the program. Cooperating Teachers and University Supervisors will be completing *Professional Dispositions Assessment I-III*, respectively, during field-based observation placements, Practicums, and Internship semesters.
3. If any faculty member has concerns about a student's behavior or performance at any time, the recommended first step is to counsel the student and document the conference meeting.
4. For more serious or persistent concerns, the faculty member will complete the *Professional Dispositions and Skills Student Intervention Plan*, discuss the form with the student, and have the student sign it. Either the student or the faculty member may request a third party attend the meeting. The faculty member will send the completed *Professional Dispositions and Skills Student Intervention Plan* to the Department Chair who shares the form with the Education Department Committee* for review. The student's advisor will also be contacted as well.
5. If the situation involves academic misconduct, e.g. plagiarism, the procedures outlined in the *University of South Carolina Beaufort Bulletin* will be followed, as well as completion of the *Professional Dispositions and Skills Student Intervention Plan* form.
6. The Department Chair and Education Department Committee will review the *Professional Dispositions and Skills Student Intervention Plan* and recommend an intervention/action plan for improvements well as a progress review date. In addition, the action may include deferring admission or denying continuation in the program. In some cases, no action will be taken, based on recommendations by the committee. The original copy of the committee decisions will be forwarded to the Department Chair. A copy of the outcome will be given to the originating faculty member, the student, and the advisor.
7. The Department Chair will maintain a database of *Professional Dispositions and Skills Student Intervention Plan* forms and report summary data to the unit annually.
8. Students who are denied further progression in the program may follow the appropriate appeals process as described in the *University of South Carolina Beaufort Bulletin*.

*The Education Department Committee is comprised of three full-time faculty members, including the Department Chair.

Adapted from Winthrop University's Professional Dispositions and Skills Intervention Form Procedures, Undergraduate and MAT Programs (Fall 2012).

Teacher Dispositions Rubric				
STANDARDS	Exceeds Expectations (3 pts)	Meets Expectations (2 pts)	Developing (1 pt)	Does Not Meet Expectations (0 pts)
Attitude (1, 10%) ACEI-2007 1.0 CAEP-2013 1.1 NAEYC-INI-2010.6.d NAEYC-2010.6d SC- ADEPT-06.APS.4 SC-ADEPT-06.4.B SC- ADEPT-06.APS.8 SC-ADEPT-06.8.A SC- ADEPT-06.APS.10 SC- ADEPT-06.10.B SC-ADEPT-06.10.D	Demonstrates through words and actions that all students can learn and be successful in the academic environment. Helps others without being asked; asks for feedback and uses it constructively.	Demonstrates through words and actions that all students can learn and be successful in the academic environment. Cooperative. Accepts constructive criticism.	Does not always demonstrate through words and actions that all children can be successful or can learn. Attitude changes at times; can accept constructive criticism from some evaluators, but not all.	Does not demonstrate through words and actions that all children can learn. Uncooperative; does not accept constructive criticism.
Initiative (1, 10%) ACEI-2007 1.0 CAEP-2013 1.1 NAEYC-INI-2010.4.a NAEYC-2010.4a SC- ADEPT-06.APS.10 SC-ADEPT-06.10.A SC-ADEPT-06.10.D	Always eager to assist students and the cooperating teacher with educational tasks. Finds additional ways to effectively work in the learning environment without being asked.	Eager and willing to assist students and the cooperating teacher with educational tasks.	Hesitant to assist students and/or the cooperating teacher with educational tasks.	Does not assist students and the cooperating teacher with educational tasks.
Diversity (1, 10%) ACEI-2007 1.0 CAEP-2013 1.1 NAEYC-INI-2010.2a NAEYC-2010.2a NCATE-2007.4 SC- ADEPT-06.APS.4 SC-ADEPT-06.4.A SC-ADEPT-06.4.B SC-ADEPT-06.4.C SC- ADEPT-06.APS.10 SC-ADEPT-06.10.A SC-USCB-CE-CF.C.4 SC-USCB-CE-CF.N.1	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, genders, and/or religions through the clinical experience.	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 impartiality toward certain groups of students.	Demonstrates limited respect for cultural, racial, and religious differences by not including materials that represent different cultures, races, genders; shows some partiality to certain groups of students	Demonstrates no respect for cultural, racial, gender, and/or religious differences, shows partiality toward certain groups of students.
Enthusiasm (1, 10%) ACEI-2007 1.0 CAEP-2013 1.1 NAEYC-INI-2010.4c NAEYC-2010.4c SC-ADEPT-06.APS.4 SC-ADEPT-06.4.A SC-ADEPT-06.4.B SC- ADEPT-06.APS.8 SC-ADEPT-06.8.B SC-ADEPT-06.8.C SC- ADEPT-06.APS.10 SC-ADEPT-06.10.E SC-USCB-CE-CF.N.2 SC-USCB-CE-CF.R.6	Always positive, helps students outside of class time; searches for innovative methods; shares ideas.	Positive most of the time; displays interest in students, content, and teaching.	Somewhat apathetic at times, does not always display interest in students, content, or teaching.	Negative attitude, displays little interest in students, content, and teaching.

Personal Appearance (1, 10%) ACEI-2007 5.1 CAEP-2013 1.1 NAEYC-INI-2010.6a NAEYC-2010.6a SC-ADEPT-06.APS.10 SC-ADEPT-06.10.D SC-USCB-CE-CF.R.8	Always dresses professionally at school and at extracurricular events; exhibits care in personal hygiene.	Generally dresses professionally and observes school dress codes; exhibits care in personal hygiene.	Questionable professional dress and appearance; does not always follow school dress code; exhibits minimal care in personal hygiene.	Dresses unprofessionally; does not observe school dress code; displays no care in personal hygiene.
Professionalism (1, 10%) ACEI-2007 5.1 CAEP-2013 1.1 NAEYC-INI-2010.6b NAEYC-2010.6b SC-ADEPT-06.APS.10 SC-ADEPT-06.10.A SC-ADEPT-06.10.B SC-USCB-CE-CF.N.2 SC-USCB-CE-CF.R.6 SC-USCB-CE-CF.R.8	Treats all students fairly and without bias. Observes confidentiality; demonstrates honesty, integrity, and willingness to accept responsibilities beyond the classroom (e.g. athletics, school committees, and clubs).	Treats all students fairly and without bias. Observes confidentiality; demonstrates honesty and integrity. Willing to accept additional responsibilities at school.	Does not consistently treat students fairly. Sometimes fails to observe confidentiality, some questions about honesty and integrity. Not willing to assume additional responsibilities.	Gossips; does not keep information confidential; dishonest. Refuses to accept additional school responsibilities.
Punctuality (1, 10%) ACEI-2007 5.1 CAEP-2013 1.1 NAEYC-INI-2010.6b NAEYC-2010.6b SC- ADEPT-06.APS.10 SC-ADEPT-06.10.D SC-USCB-CE-CF.R.5 SC-USCB-CE-CF.R.8	Arrives early and stays late as necessary.	Arrives and leaves at assigned times.	Sometimes late or leaves before scheduled work times.	Arrives late to school or class and/or leaves early.
Rapport (1, 10%) ACEI-2007 1.0 NAEYC-INI-2010.2b CAEP-2013 1.1 NAEYC-2010.2b ADEPT-06.APS.4 SC-ADEPT-06.4.A SC-ADEPT-06.4.B SC-ADEPT-06.APS.8 SC-ADEPT-06.8.B SC-ADEPT-06.APS.10 SC-ADEPT-06.10.C SC- USCB-CE-CF.C.4 SC-USCB-CE-CF.N.1 SC-USCB-CE-CF.N.2	Interacts positively with students, faculty, staff, and parents; initiates contributions to class or school activities or parent conferences, which are well received.	Interacts positively with students, parents, faculty, and staff.	Has some problems interacting positively with students, parents, faculty, or staff.	Does not interact well with students, parents, faculty, and/or staff.
Reliability (1, 10%) ACEI-2007 5.1 CAEP-2013 1.1 NAEYC-INI-2010 6.b NAEYC-2010.6B SC-ADEPT-06.APS.10 SC-ADEPT-06.10.B SC-ADEPT-06.10.D SC-USCB-CE-CF.R.8	Completes all tasks/assignments within prescribed times with a high degree of quality.	Completes tasks within prescribed times.	Reliability is not always present in tasks and assignments.	Tasks are not completed within a prescribed time.
Sensitivity (1, 10%) ACEI-2007 1.0	Exhibits care and concern for students' abilities and	Exhibits care and concern for students' abilities and	Does not always exhibit care and	Displays a lack of concern for students'

CAEP-2013 1.1 NAEYC-INI-2010.1b NAEYC-2010.1b SC-ADEPT-06.APS.8 SC-ADEPT-06.8.B SC-ADEPT-06.APS.10 SC-ADEPT-06.10.A SC-USCB-CE-CF.R.5 SC-USCB-CE-CF.FI.12 SC-USCB-CE-CF.FI.13	needs; spends additional time (after school/class) with students who need help; seeks information and advice from parents and staff to improve students' education.	needs.	concern for students' abilities and needs, and does not offer additional time for help. Does not accept information or advice well.	abilities and/or needs. Refuses advice or information from parents and staff regarding students' education.
--	---	--------	---	---

CLINICAL INTERNSHIP LOG

To be filled out by teacher candidate and reviewed by University Supervisor at each visit

EDEC 469

School Name: _____ School / Class #: _____

Teacher candidate Name: _____

Teacher candidate Signature: _____

Cooperating Teacher's Name: _____

Cooperating Teacher's Signature: _____

Teacher Information: _____

Day	Teacher candidate Signature	Cooperating Teacher Initials	Date	Time In	Time Out
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					

Day	Teacher candidate Signature	Cooperating Teacher Initials	Date	Time In	Time Out
24					
25					
26					
27					
28					
29					
30					
31					
32					
33					
34					
35					
36					
37					
38					
39					
40					
41					
42					
43					
44					
45					
46					
47					
48					
49					
50					
51					
52					
53					
54					
55					
56					
57					
58					
59					

60					
61					
62					
63					
64					
65					
66					
67					
68					
69					
70					
71					
72					
73					
74					

TEACHER CANDIDATE ATTENDANCE CONFIRMATION REPORT

(To be filled out by Clinical Intern)

Part II. Classroom Absences and Tardies over 30 minutes

Date _____ Reason _____

Date _____ Reason _____

Date _____ Reason _____

Part III. Conference(s)

Date	Conference Title	Location	Arrival Time	Departure Time

Part IV. School Based Professional Development Training

Date & Topic _____

Part V. Attendance Verification:

University Supervisor Verification Signature: _____

Date: _____

ECED Plan Components

1. Information

Your Name, School Name, Grade Level, Subject/Content and Date Lesson is Taught

2. Standard(s)/Relevancy/Objective(s) (Understanding content knowledge and resources in academic disciplines: language and literacy; the arts-music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies [NAEYC 5a]; Using own knowledge, appropriate early learning standards, and other resources to design, implement and evaluate developmentally meaningful and challenging curriculum for each child [NAEYC 5c])

Standards: The Standard(s) is/are carefully aligned with the National Standards, Common Core State Standards, and South Carolina Academic Standards for content area(s) (Mathematics, Science, Social Studies, and/or English Language Arts) that directly connect to the lesson (NAEYC 5a).

Relevancy: How will you connect this content to your students' current interests and lives? How will you make this lesson relevant so the students will be interested and be excited to learn it? Expand your response beyond the basic, "because you need to be prepared for the third grade," "because of standardized testing," "because as an adult you will need to understand..." (NAEYC 5c).

Objective(s): In the appropriate column (Objectives) on the lesson plan template, simply **state** the objective(s) of the lesson (The student will...). Think about what you want students to know and to be able to do at the end of the lesson. How will this move the students toward achieving the Learning Goal [narrows the standard(s)]? Each objective must meet the S.M.A.R.T. criteria (**S**pecific, **M**easurable, **A**ttainable, **R**elevant, and **T**imely) (NAEYC 5c).

3. Assessment (Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection [NAEYC 3c], Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities [NAEYC 3d])

Assessment: In the appropriate column (Assessment Tool) on the lesson plan template, simply **state** the assessment tool you will use (i.e., rubric, rating scale, checklist, worksheet, test, observation notes). Choose valid tools and approaches (formative and summative) that are developmentally appropriate in relation to goals, objectives, and children's diverse characteristics (i.e., cultural, linguistic, disabilities [NAEYC 3c and 3d]). In the appropriate column (Mastery Level, Performance Level, or Criteria), indicate the mastery level, performance level or criteria that you will consider acceptable. Make sure to **attach** your assessment instrument and scoring key or criteria to the lesson plan.

4. Materials/Resources/Equipment/References (Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child [NAEYC 5c])

Materials/Resources/Equipment/References: List **all** the materials/resources/equipment you will use in the lesson (NAEYC 5c). Be sure to include copies of the materials and/or resources you will use (worksheets, word lists, game directions, etc.). Describe materials/resources/equipment that cannot be included with the lesson plan (books, articles, video title, Smart Board, etc.). References are cited using

APA. DO NOT use another person's ideas or words without citing the source). Borrowed material must not appear to be your original work.

5. Effective Instructional Approaches, Strategies, or Tools (Understanding positive relationships and supportive interactions as the foundation for their work with young children [NAEYC 4a], Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology [NAEYC 4b], Using a broad repertoire of developmentally appropriate teaching/learning approaches [NAEYC 4c])

***Imbed and BOLD transitions throughout this section of your lesson. If possible, remember to connect the transition to the lesson in order to stimulate student interest (NAEYC 4a).**

Introduction to lesson: Describe how you will “hook” or grab the learner and make the lesson relevant. How will you activate students’ prior knowledge? The introduction should only last about 2-3 minutes. Be sure to provide a time estimate (NAEYC 4b, c)!

Procedures: This is the “meat” of the plan and should match objectives. Include enough detail so that anyone could follow your plan. Include instructional strategies (i.e., whole class, small group, individuals) to address your objectives. Remember to be **very** specific in this section. Make connections clear to students. How does all the information fit together? Get whatever is in your head on paper! Make sure the CONTENT is EVIDENT!! Be sure to provide a time estimate (NAEYC 4c)!

Closure: You should summarize the lesson and if appropriate, provide a transition to the next lesson. How will you wrap up for the day and provide one last opportunity for students to process the day’s lesson? Closure should take about 5 minutes or less. Be sure to provide a time estimate (NAEYC 4c)!

6. Differentiation of Instruction (Understanding and practicing responsible assessment to promote positive outcomes for each child including the use of assistive technology for children with disabilities [NAEYC 3d], Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child [NAEYC 5c])

EVERY class has learners of differing abilities and needs (refer to contextual factors information) so make sure you address them here and be child-specific (NAEYC 5c). Accommodations, Extensions and/or Modifications will detail how you will change the materials, procedures, or assessment (NAEYC 3d) to make sure you address all of the needs of **individual** students in your classroom (i.e., special education, ELL, below grade level, gifted/talented, early finishers). For example: For student #1, I will...

Accommodations: Explain how you will provide minor scaffolds to help specific children be successful with content and/or behavior.

Extensions: Explain how you will provide planned activities that relate to concepts being explored for specific children who finish early and/or to challenge their critical thinking skills (NAEYC 5c).

Modifications: Explain how you will modify your objective and/or assessment to help specific children be successful with content and/or behavior.

7. Analysis of Student Learning – Reflect AFTER you teach your lesson (Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection [NAEYC 3c]; Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities [NAEYC 3d])

Analysis of Student Learning: In narrative form, discuss what you learned about your students. How did you know if lesson objectives were attained and by whom? Base your analysis on specific student data (i.e., scoring rubrics, checklists, observations, interviews, worksheets, etc.). Quantify the results and

analyze and discuss the data. Make sure to address **which** objectives were met and to **what** extent. Also address those objectives not met and how this will inform your instruction. Note the content that should be re-taught and to whom. What would you change to increase student learning, especially in lower performing students? How did you provide enrichment to extend student learning?

8. Reflection – Reflect AFTER you teach your lesson (Understanding positive relationships and supportive interactions as the foundation of their work with young children [NAEYC 4a]; Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology [NAEYC 4b]; Reflecting on own practice to promote positive outcomes for each child [NAEYC 4d])

Reflection: In narrative form, discuss what **you** learned from teaching the lesson. What went well (or not)? How were challenging behaviors addressed? How were children’s individual characteristics, needs and interests taken into account? What could you have done differently? How effective were the instructional strategies used in the lesson? Would another instructional strategy have a greater impact on student learning? Explain. What did you learn about yourself as a teacher? Lastly, identify areas for your professional growth and resources that you might use to gain deeper understandings.

ELEM Lesson Plan Components

7. Information

Your Name, School Name, Grade Level, Subject/Content and Date Lesson is Taught

8. Standard(s)/Vocabulary/Objective(s) (Understanding content knowledge and resources in academic disciplines: English language arts; mathematics; concepts of physical, life, and earth/space sciences; social studies; the performing arts (dance, music, theatre) and the visual arts; and health and physical education [ACEI 2.1-2.7]; Using own knowledge, appropriate content standards, and other resources to design, implement and evaluate meaningful and challenging curriculum for each student [ACEI 1.0])

Standards: The Standard(s) is/are carefully aligned with the National Standards, Common Core State Standards, and South Carolina Academic Standards for content area(s) (English language arts; mathematics; concepts of physical, life, and earth/space sciences; social studies) that directly connect to the lesson (ACEI 2.1-2.4, 2.6).

Vocabulary: Vocabulary should include language specific to the content area(s) taught in this lesson (ACEI 2.1-2.4, 2.6).

Objective(s): In the appropriate column (Objectives) on the lesson plan template, simply **state** the objective(s) of the lesson (The student will...). Think about what you want students to know and to be able to do at the end of the lesson. How will this move the students toward achieving the Learning Goal [narrows the standard(s)]? Each objective must meet the S.M.A.R.T. criteria (**S**pecific, **M**easurable, **A**ttainable, **R**elevant, and **T**imely) (ACEI 2.1-2.4, 2.6).

9. Assessment (Knowing, understanding, and using formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student [ACEI 4.0]; Using technology in documentation, assessment and data collection]; and creating instructional opportunities that are adapted to diverse students [ACEI 3.2])

Assessment: In the appropriate column (Assessment Tool) on the lesson plan template, simply **state** the assessment tool you will use (i.e., rubric, rating scale, checklist, worksheet, test, observation notes). Choose valid tools and approaches (formative and summative) that are developmentally appropriate in relation to goals, objectives, and student's diverse characteristics (i.e., cultural, linguistic, disabilities [ACEI 4.0]). In the appropriate column (Mastery Level, Performance Level, or Criteria), indicate the mastery level, performance level or criteria that you will consider acceptable. Make sure to **attach** your assessment instrument and scoring key or criteria to the lesson plan.

10. Materials/Resources/Equipment/References (Using own knowledge, appropriate content standards, and other resources to design, implement, and evaluate meaningful and challenging curriculum for each student [ACEI 3.4])

Materials/Resources/Equipment/References: List **all** the materials/resources/equipment you will use in the lesson (ACEI 3.4). Be sure to include copies of the materials and/or resources you will use (worksheets, word lists, game directions, etc.). Describe materials/resources/equipment that cannot be included with the lesson plan (books, articles, video title, SmartBoard, etc.).

References are cited using APA. DO NOT use another person's ideas or words without citing the source). Borrowed material must not appear to be your original work.

11. Effective Instructional Approaches, Strategies, or Tools (Planning and implementing instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community [ACEI 3.1] including appropriate uses of technology; and understanding and using a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving [ACEI 3.3])

***Imbed and BOLD transitions throughout this section of your lesson. If possible, remember to connect the transition to the lesson in order to stimulate student interest (ACEI 3.4, 3.5).**

Introduction to lesson: Describe how you will “hook” or grab the learner and make the lesson relevant. How will you activate students' prior knowledge? The introduction should only last about 5-10 minutes. Be sure to provide a time estimate (ACEI 3.1).

Procedures: This is the “meat” of the plan and should match objectives. Include enough detail so that anyone could follow your plan. Include curricular structures or (instructional) strategies (i.e., whole class, small group, individuals) to address your objectives. Remember to be **very** specific in this section. Make connections clear to students. How does all the information fit together? Get whatever is in your head on paper. Make sure the CONTENT is EVIDENT!! Be sure to provide a time estimate (ACEI 3.1-3.5)

Closure: You should summarize the lesson and if appropriate, provide a transition to the next lesson. How will you wrap up for the day and provide one last opportunity for students to process the day's lesson? Closure should take about 5-7 minutes. Be sure to provide a time estimate (ACEI 3.4, 3.5).

12. Differentiation of Instruction (understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students [ACEI 3.2]; Using own knowledge, appropriate content standards, and other resources to design, implement, and evaluate meaningful and challenging curriculum for each student [ACEI 3.4])

EVERY class has learners of differing abilities and needs (refer to contextual factors information), so make sure you address them here and be student-specific (ACEI 1.0, 3.2). Accommodations, Extensions and/or Modifications will detail how you will change the materials, procedures, or assessment (ACEI 3.2) to make sure you address all of the needs of **individual** students in your classroom (i.e., special education, ELL, below grade level, gifted/talented, early finishers). The 1) individual student (identify by student number), 2) his/her exceptionality, and 3) how you will address it should all be included. *For example: Student #1's exceptionality (i.e. ADHD w/IEP goal, ESOL, gifted and talented, etc.) is _____. For this student, I will _____.*

Accommodations: Explain how you will provide minor scaffolds to help specific children be successful with content and/or behavior.

Modifications: Explain how you will modify your objective and/or assessment to help specific children be successful with content and/or behavior.

Extensions: Explain how you will provide planned activities that relate to concepts being explored for specific children who finish early and/or to challenge their critical thinking skills.

7. Analysis of Student Learning – Reflect AFTER you teach your lesson Knowing, understanding, and using formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student [ACEI 4.0]; Using technology in documentation, assessment and data collection]; and creating instructional opportunities that are adapted to diverse students [ACEI 3.2]).

Analysis of Student Learning: In narrative form, discuss what you learned about your students. How did you know if lesson objectives were attained and by whom? Base your analysis on specific student data (i.e., scoring rubrics, checklists, observations, interviews, worksheets, etc.). Quantify the results and analyze and discuss the data. Make sure to address **which** objectives were met and to **what** extent. Also address those objectives not met and how this will inform your instruction. Note the content that should be re-taught and to whom. What would you change to increase student learning, especially in lower performing students? How did you provide enrichment to extend student learning?

8. Reflection – Reflect AFTER you teach your lesson (Reflecting on own practice in light of research on teaching, professional ethics, and resources available for professional learning; continually evaluate the effects of professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally [ACEI 5.1])

Reflection: In narrative form, discuss what **you** learned from teaching the lesson. What went well (or not)? How were challenging behaviors addressed? How were student’s individual characteristics, needs and interests taken into account? What could you have done differently? How effective were the instructional strategies used in the lesson? Would another instructional strategy have a greater impact on student learning? Explain. What did you learn about yourself as a teacher? Lastly, identify areas for your professional growth and resources that you might use to gain deeper understandings.

Lesson Plan Template

1. Information

<i>Name:</i>	<i>School Name:</i>	<i>Grade Level:</i>
<i>Subject/Content:</i>		<i>Date Lesson is Taught:</i>

2. Standard(s)/Relevancy/Objective(s)

Standard(s):

Vocabulary:

3. Assessment [In the designated column below, state objective(s) and assessment(s).
Add additional rows as needed and number them]

Objectives(s)	Assessment Tool	Mastery Level, Performance Level, or Criteria
1) The student will	1)	1)

4. Materials/Resources/Equipment/References

Materials/Resources:

Equipment:

References:

5. Effective Instructional Approaches, Strategies, or Tools

***Imbed and BOLD transitions throughout this section of your lesson. If possible, remember to connect the transition to the lesson in order to stimulate student interest.**

Introduction: (time estimate)

Procedures: (time estimate)

Closure: (time estimate)

6. Differentiation of Instruction

Accommodations:

Extensions:

Modifications:

7. Analysis of Student Learning - to be completed AFTER lesson is taught (refer to specific questions noted on Lesson Plan Components)

8. Reflection – to be completed AFTER lesson is taught (refer to specific questions noted on Lesson Plan Components)

Lesson Plan and Reflection Rubric

Name _____ Content _____

Date: _____ Your Score _____/25/35

Category	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Standard(s)	2 points Standards show an accurate and in-depth knowledge of and direct connection to the National Standards, and South Carolina College- and Career-Ready Standards for content area(s) (mathematics, science, social studies, and/or English language arts).	1 point Standards reflect knowledge of and connection to the National Standards, and South Carolina College- and Career-Ready Standards for content area(s) (mathematics, science, social studies, and/or English language arts).	0 points Standards do not show an understanding of and connection to the National Standards, and South Carolina College- and Career-Ready Standards for content area(s) (mathematics, science, social studies, and/or English language arts).
Vocabulary	2 points Vocabulary related to content of lesson is clearly presented.	1 point Vocabulary related to content of lesson is adequately presented.	0 points Vocabulary is not included and/or it is unclear how it relates to content of lesson.
Objective(s)	2 points Well written objective(s) meet all aspects of SMART criteria and clearly reflect developmentally appropriate outcomes for children.	1 point Objective(s) meet SMART criteria and reflect developmentally appropriate outcomes for children.	0 points Objective(s) do not meet all aspects of SMART criteria or do not reflect developmentally appropriate outcomes for children.
Assessment	3 points Assessment tools and approaches are developmentally, culturally, and linguistically appropriate.	1-2 points Assessment tools and approaches are developmentally appropriate .	0 points Assessment tools and approaches are not developmentally appropriate.
	Assessment tools and approaches reflect complex understanding of responsible assessment practices. Each objective was fully assessed.	Assessment tools and approaches reflect understanding of responsible assessment practices. Objective(s) was/were adequately assessed.	Assessment tools which reflect limited application of principles of responsible assessment practices. One or more objective(s) was/were not assessed.
Materials/ Resources/ Equipment/ References	2 points Curriculum development is clearly characterized by extensive use of high quality professional resources. A well-organized list of materials, resources, and/or equipment to support this lesson is included. References are cited using APA format.	1 point Curriculum development is characterized by use of high quality professional resources. The list of materials, resources, and/or equipment to support this lesson is complete. References are cited using APA format.	0 points Curriculum development is inadequately informed by the use of high quality professional resources. The list of materials, resources and/or equipment was incomplete. References are incomplete or are not cited.
Effective Instructional Approaches Strategies, or Tools	8 points Effective instructional approaches, strategies, and tools, including appropriate uses of technology reflect an in-depth knowledge of theoretical foundations underlying content area(s) (mathematics, science, social studies, and/or language arts).	1-7 points Effective instructional approaches, strategies, and tools, including appropriate uses of technology reflect knowledge of content area(s) (mathematics, science, social studies, and/or language arts).	0 points Instructional approaches, strategies, and tools, including appropriate uses of technology reflect a minimal knowledge of content area(s) (Mathematics, Science, Social Studies, and/or Language Arts).
	Effective instructional approaches, strategies, or tools reflect an in-depth knowledge of concepts.	Effective instructional approaches, strategies, or tools reflect knowledge of concepts.	Effective instructional approaches, strategies, or tools reflect a minimal knowledge of concepts.
	Effective instructional approaches, strategies, or tools reflect an in-depth knowledge of using positive relationships and supportive interactions with students.	Effective instructional approaches, strategies, or tools reflect knowledge of using positive relationships and supportive interactions with students.	Effective instructional approaches, strategies, or tools reflect a minimal knowledge of using positive relationships and supportive interactions with students.
	All components of the lesson provide meaningful and clear detail. Introduction Procedures Closure Transitions	All components of the lesson are included but may require additional detail. Introduction Procedures Closure Transitions	Lesson components are incomplete or lack sufficient detail. Introduction Procedures Closure Transitions

Category	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Differentiation of Instruction NAEYC 5c NAEYC 3d	3 points Lesson development reflects complex attention to children's developmental, individual, and cultural characteristics.	1-2 points Lesson development takes into account children's developmental, individual, and cultural characteristics of children].	0 points Lesson development takes insufficient account of children's developmental, individual, and cultural characteristics.
	Extensive modifications/accommodations and extensions are appropriate for individual learners [NAEYC 3d].	Modifications/accommodations and extensions are appropriate for individual learners.	Modifications/accommodations and/or extensions are inappropriate or not included for individual learner.
Writing Conventions Apply to All Lesson Plan Components and/or Analysis/Reflections			
Writing Conventions	3 points High quality writing demonstrates excellent organization and sentence structure. Paper contains no spelling or grammatical errors.	1-2 points Writing demonstrates proper organization and sentence structure. Paper contains fewer than four (4) spelling or grammatical errors.	0 points Significant improvement in organization and/or sentence structure is needed. Paper contains many spelling or grammatical error that interfere with readability.
These Sections are Required After the Lesson is Taught in the Field			
Analysis of Student Learning	5 points Analysis of student learning reflects in-depth knowledge of responsible assessment for diverse learners.	1-4 points Analysis of student learning reflects knowledge of responsible assessment regarding diverse learners.	0 points Analysis of student learning reflects limited knowledge of responsible assessment regarding diverse learners.
	Demonstrates a high level of skill in interpreting assessment results and using assessment information to inform practice.	Assessment results are interpreted and used to inform practice (NAEYC 3c).	Assessment results are not adequately interpreted and/or not used to inform practice.
Reflection on Teaching the Lesson	5 points Reflection clearly describes how challenging behaviors are addressed; demonstrates an in-depth knowledge of children's characteristics, needs, interests and positive interactions.	1-4 points Reflection describes how challenging behaviors were addressed; demonstrates knowledge of children's characteristics, needs, interests and positive interactions.	0 points Reflection inadequately describes how challenging behaviors were addressed; demonstrates limited knowledge of children's characteristics, needs, interests and positive interactions.
	Reflection includes an in-depth evaluation of the lesson in terms of specific aspects that could have been planned or taught differently to have greater impact on student learning.	Reflection includes an evaluation of the lesson in terms of aspects that could have been planned or taught differently to have greater impact on student learning.	Evaluation of the lesson in terms of planning and teaching to have impact on student learning is inadequate.
	Reflection includes an in-depth analysis of practice with notable insight and sophisticated level of critical thinking to improve work with young children.	Reflection includes an analysis of practice with critical thinking to improve work with young children.	Reflection shows limited use of critical thinking.
	Reflection clearly identifies specific areas for growth and extensive resources needed to gain deeper understandings.	Areas for growth and resources needed to gain understanding are identified.	Areas for growth and resources to gain understanding are not identified.

I have neither provided nor received assistance not authorized by the professor in the creation of work to be submitted for academic evaluation. Please sign below:

USCB Formative Observation Form (Internship)
Department of Education

<u>Teacher Candidate:</u>	Cooperating Teacher:	Observation date:	<input type="checkbox"/> Announced <input type="checkbox"/> Unannounced
Observer:	Content/Topic:	Lesson Approach:	<input type="checkbox"/> Co-Teaching <input type="checkbox"/> Solo Teaching

Performance Levels: **Satisfactory = 2 pts.** **Developing = 1 pt.** **Unsatisfactory = 0 pts.**

ADEPT Domain (competencies below are <i>required</i> to <i>Meets Expectations</i> of Internship)		Evaluative Comments (evaluate the candidate's performance based upon the criteria of each ADEPT domain for the observation period <i>AND</i> the overall experience thus far)	This Observation	Overall performance in Internship thus far
Planning (APS 1,2,3)	<ul style="list-style-type: none"> ___ Has measurable objectives, aligned with standards ___ Shows logical progression that addresses objectives and ensures student engagement ___ Addresses influence of contextual factors on lesson and strategies for individual learners ___ Plans for formal and informal assessment at various lesson points with established performance criteria ___ Plans instructional and non-instructional routines ___ Co-plans with and incorporates feedback from cooperating teacher 		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory
Instruction (APS 4, 5,7)	<ul style="list-style-type: none"> ___ Communicates clear and challenging expectations for learning ___ Promotes meaningful learning through varied strategies and engaging experiences ___ Maintains an appropriate pace and flow ___ Presents lesson procedures and instructional tasks in a clear and logical manner ___ Integrates student use of technology to meet a specific teaching/learning challenge ___ Meets individual student needs, monitors progress, and adjusts instruction as needed ___ Engages in co-teaching with mentor ___ Projects voice appropriately 		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory
Content (APS 6)	<ul style="list-style-type: none"> ___ Presents content without error in both written and oral format ___ Provides meaningful, content-based feedback ___ Teaches for transfer by connecting to prior learning and other content areas ___ Masters content to accurately address student questions and address misconceptions 		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory
Environment (APS 8,9)	<ul style="list-style-type: none"> ___ Establishes and holds students accountable for following rules and procedures ___ Provides timely and respectful verbal and non-verbal feedback ___ Ensures student safety ___ Utilizes instructional and non-instructional routines to maximize student learning ___ Develops and promotes collaborative learning opportunities ___ Exhibits enthusiasm to actively engage students and generate their interest in subject matter 		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory
Professionalism (APS 10)	<ul style="list-style-type: none"> ___ Open to receiving and using constructive feedback ___ Participates actively in all teacher/school-related roles and functions ___ Presents verbal and written communication without error ___ Meets professional responsibilities (timely arrival and lesson plan submission, material preparation, etc.) ___ Conforms to school/district rules, USCB policies, SC Standards of Conduct, and FERPA regulations ___ Uses data for specific, evidence-based reflection 		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory

Specific strengths:	<i>Required</i> actions for improvement:
	<i>Suggested</i> actions for improvement:

Teacher candidate initials the statements below:

- _____ I received an explanation of the feedback from this observation during the post-observation conference.
- _____ My performance in the experience thus far has been discussed and I understand both my strengths and required actions for improvement.

Date of post-conference

Candidate signature

Observer signature

GLOSSARY OF TERMS

TERM	EXPLANATION
AACTE	Association of American Colleges of Teacher Education
ACEI	Association for Childhood Education International
ADEPT	Assisting, Developing & Evaluating Professional Teaching
APS	ADEPT Professional Standards
ASCD	Association of Supervision of Curriculum Development
CAEP	Council for the Accreditation of Educator Preparation
CECL	Center for Excellence in Collaborative Learning
CERRA	Center for Educator Recruitment, Retention & Advancement
ISTE	International Society of Technology Education
NAEYC	National Association of the Education of Young Children
NCATE	National Council for the Accreditation of Teacher Education
NCTM	National Council of Teacher of Mathematics
PLT	Principles of Learning and Teaching Examination
SCEA	South Carolina Education Association
SCIRA	South Carolina International Reading Association
SDE	State Department of Education
SPA	Specialized Professional Association