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SECTION I: DEPARTMENT OF EDUCATION

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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 unit 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 unit 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 unit 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 unit 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 programs, Early Childhood and Elementary Education. The Early Childhood and Elementary Education Program 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 Elementary Education Program is a new program and will be implemented in Fall 2013. Note: Curriculum development for this program will also begin in Fall 2013.

Philosophy, Purpose, and Goals

The unit 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 unit 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 unit prepares students to become constructivist educators who are nurturers, communicators, reflective professionals and facilitators. The curriculum in the USCB Early Childhood and Elementary 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, encourage depth of understanding, tolerance of others, and individual accountability. This philosophy forms the underlying belief system that guides the development of the unit’s curriculum, proficiencies, teaching practices and assessments.

The unit’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 unit 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 unit’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 unit’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](http://www.uscb.edu/academics/academic_departments/education/student_resources/conceptual_framework.html).

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 classrooms along with working with infants, toddlers and young 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) and the National Association of the Education of Young Children (NAEYC) 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 practica field experiences. The University Supervisor and cooperating teacher will each complete the USCB Teacher Disposition Rubric (included on page 37 in this Handbook) 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 P-6 settings, and PK-6 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.

Note: The Professional Dispositions and Skills Student Intervention Plan will be implemented as needed during the practica field experiences.
SECTION II. PRACTICUM PLACEMENTS

Purpose

The practicum field experiences provide 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 student 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 practicum placement.

- Practicum placements will occur after admission into the Professional Program.
- 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 a practicum placement. (Note: Some of the required information will not be received on the candidate until the end of the semester.)
  - Practicum applications and autobiographies
  - *Professional Dispositions and Skills Student Intervention Plan* form(s) in candidate’s file
  - Placement recommendations of the University supervisor, cooperating teachers, and/or faculty advisor
  - Upon completion of each Practicum, scores from key assignments will be submitted to the unit assessment system. The Professional Program Committee will review the Practicum final evaluation. If the evaluation and/or key assignments are unsatisfactory, the teacher candidate will not be recommended for subsequent Practicum placements or Internship placement.

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 and Elementary 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
- Daufuskie Island Elementary
- Lady’s Island Elementary
- Shanklin Elementary
- Pritchardville Elementary
- Red Cedar Elementary
- Hilton Head IB Elementary

**Okecie Elementary**
- M.C. Riley Elementary/Early Childhood Center
- Mossy Oaks Elementary
- Port Royal Elementary
- St. Helena Elementary/Early Childhood Center
- Whale Branch Elementary
- Riverview Charter School
- Hilton Head Early Childhood Center
- Hilton Head School for Creative Arts
- River Ridge Academy

**Jasper County Elementary Schools**
- Ridgeland Elementary

**Hardeeville Elementary**

**Hampton County Elementary Schools**
- Ben Hazel Elementary

**Colleton County Schools**
- Northside Elementary

**Practicum 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 three faculty members, 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 cooperating 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 practicum 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.

**Background Check Requirements**

All students must complete a SLED background check before beginning the practicum semester by filling out the Beaufort County School District “Clinical Experiences Application”. Field-based practicum assignments may be undertaken only after candidates obtain a satisfactory SLED report. Candidates who have questionable offenses will have their file reviewed by the Professional Program Committee (in consultation with legal experts) for clearance. If a candidate is denied SLED clearance, they will be advised of their alternatives by the Department of Education. Candidates with questions should consult with their academic advisors or the Chair of the Department of Education.

**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
• Possess a Highly Qualified status for Early Childhood or Elementary Education
• 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%.

**Withdrawal from Placement**

There may be instances when a candidate wishes to withdraw from the practicum. 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 practicum may not occur without penalty after October 1st (Fall semester) and March 1st (Spring semester), 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 a “W” 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 practicum before Oct. 1st or March 1st and does not meet the above criteria, he/she will receive an “F” in the designated practicum courses. The student may apply for the practicum 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 practicum experience, the teacher candidate will not be given the option to begin a second assignment in another school that same semester. Grades for the practicum courses will be issued according to University Policy. A teacher candidate may be permitted to retake the practicum 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 practicum, 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: PRACTICUM FIELD EXPERIENCES

THE PRACTICUM EXPERIENCE: PLANNING FOR INSTRUCTION

Overview
There is no required schedule for acclimating teacher candidates to their classrooms, but the following sections serve as guides to assist in planning for instruction.

Participation in Instruction: What Can a Teacher Candidate Do?

The cooperating teacher is encouraged to find ways to involve the teacher candidate in classroom activities. This involvement may begin with simple tasks similar to those performed when assisting a teacher, but should gradually increase in level of responsibility and amount of interaction with students. The goal of this experience is not only to give direction and guidance to a novice teacher, but also to enhance the learning environment in the classroom by the addition of the teacher candidate as a member of the instructional team.

Two reminders are important when planning experiences for the teacher candidate: (1) each of the suggested tasks need not be done as they are only suggestions, and (2) some teacher candidates will readily and easily handle these tasks, while others will need to move more slowly. The cooperating teacher, through discussions with the teacher candidate will need to decide on the most appropriate tasks for the teacher candidate and when those experiences should take place.

The weeks of the practicum experience build on each other. Everything done in week one should also be done in week two, etc. The following is a suggested outline for phasing into instructional responsibilities. Note that the practicum student should be participating in instruction by Week Three.

WEEK ONE: During the first week, the emphasis for the teacher candidate is on becoming accustomed to the role of a teacher and, in particular, to the establishment of classroom management rules and procedures. The cooperating teacher should see that the teacher candidate receives information on school codes, safety procedures, discipline plans, a school handbook, etc. The teacher candidate should study this material carefully. The teacher candidate is also focusing on communication skills and on learning the names of students and should assist the cooperating teacher in any manner possible.

WEEK TWO: During week two, the emphasis continues to be on classroom management and communication skills. The teacher candidate should observe, but should also assist the cooperating teacher in any way possible. There should be some opportunities for the teacher candidate to interact
with students during this week. (It may be necessary for the cooperating teacher and the teacher candidate to discuss ways and make plans for this interaction to take place.)

*Non-instructional Tasks*

(main focus of weeks one and two)

- Check roll or attendance
- Record grades
- Assist with testing
- Assist with school and class monitoring responsibilities
- Prepare visual aids or bulletin boards
- Take lunch count
- Distribute or collect papers
- Prepare and distribute materials and equipment
- Write passes
- Repair and maintain equipment
- Assist with the opening activities (bell work, calendar, etc.)
- Prepare handouts and instructional materials
- Take lunch count
- Prepare and distribute materials and equipment
- Assist in cleaning and maintenance of the classroom
- Assist in cleaning and maintenance of the classroom
- Prepare and distribute materials and equipment
- Assist in cleaning and maintenance of the classroom
- Prepare and distribute materials and equipment
- Assist in cleaning and maintenance of the classroom

**WEEK THREE:** Instruction should begin. Whenever possible during the following field experience days, the teacher candidate should have the opportunity to teach and reflect on lessons taught and needed changes for added effectiveness. The teacher candidate is expected by now to have command of many students' names and should have additional opportunities for interaction with students. This "interaction" may be of an instructional nature or merely conversational, but should provide opportunity for learning of names and for becoming more familiar with students.

**WEEKS FOUR-SIX:** During weeks four through six, the teacher candidate should have at least one opportunity each week to teach a lesson or instructional sequence that has been guided and approved by the cooperating teacher. The cooperating teacher and the teacher candidate will need to discuss how this can best be accomplished. The purpose of this experience is to guarantee that all the teacher candidates get "on their feet" in front of students. The University supervisor will be glad to help in the planning of this experience if needed. These instructional opportunities should be appropriate to the teacher candidate's abilities at this time and the needs of the students and the cooperating teacher.

**WEEK SEVEN:** Teacher candidates should reflect on strengths and weaknesses and should continue setting goals in cooperation with the cooperating teacher and University supervisor. Opportunities for increased instruction should be provided this week and throughout the remainder of the practicum experience. This week will conclude the first half of the teacher candidate's practicum experience.

**WEEKS EIGHT THROUGH FOURTEEN:** Non-instructional tasks will continue, but focus will be on instructional tasks. Increasing opportunities for longer periods of instruction by the teacher candidate with support and feedback from the cooperating teacher are provided. It is a reasonable expectation that teacher candidates will plan and teach a lesson each day of the practicum experience.
*Instructional Tasks*

*(main focus as of week three and beyond)*

- Monitor student seat work or practice
- Set up and/or work with a learning center
- Check papers or written assignments
- Take a group of students to the library
- Assist students with their computer work
- Lead a game or a song
- Work with individuals or small groups following the lead of the teacher
- Assist with small segments of instruction (i.e., provide demonstration, participate in activity).
- Prepare and/or oversee assignments for non-participants or for make-ups
- Work with laboratory activities for small groups
- Prepare and administer vocabulary reinforcement games.
- Lead a discussion on current events or other appropriate topics.
- Teach a mini lesson (teach a specific song, specific skill, part of activity, etc.).
- Assist with some part of a lesson by preparing and presenting a small segment.
- Review homework and other assignments with students.
- Prepare informal reading assessment

Lesson Planning

Lesson plans are required for each lesson taught during the practicum 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 one week 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 the evaluation at USCB include:

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

**Assisting, Developing, & Evaluating Professional Teaching (ADEPT)**

Assisting, Developing, and Evaluating Professional Teaching (ADEPT) was adopted by the South Carolina Board of Education and requires that certain guidelines are followed in working with student interns. 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 practicum students.
2. Developing and implementing a training program for University supervisors and cooperating teachers.
3. Collecting and documenting information about candidate mastery in each performance standard.
4. Providing feedback and assistance throughout the practicum experience.
5. Providing a formal written summary of candidate performance during the practicum assignment.
6. Documenting, evaluating, and improving the practicum evaluation and assistance process.

**Observations in the Performance Standards**

Candidates will receive both formative and summative feedback throughout the practicum experience. To document performance in each of the ADEPT standards 2-10, the teacher candidate is observed at least three (3) times during the practicum using the *USCB Formative Observation Form (Practicum)*. Observations should last approximately 20-25 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 candidate 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 ADEPT competencies in planning, instruction, content, environment, and professionalism. In addition, each program area identifies competencies specific to the discipline (APS 6 – see the program-specific self-assessments and evaluations).

**Planning (APS 2, 3)**

- Develops learning objectives which are appropriate for the subject and grade level and are connected appropriately to the standards.
- Plans appropriate and logically sequenced lessons.
- Plans developmentally appropriate and differentiated instruction to address diverse learning needs.
- Plans appropriate assessment strategies and instruments.
• Plans indicate a respect and understanding for cultural and linguistic diversity.

Instruction (APS 4, 5, 7)
• Implements effective instruction for students using knowledge of content and appropriate standards.
• Communicates, and maintains high expectations for student achievement and participation. Students are given opportunities and support to assume responsibility for their own learning.
• Provides learning experiences that allow students to form connections between the specific subject area and other disciplines.
• Uses instructional strategies to actively engage students.
• Uses instructional judgment in the implementation of lessons.
• Provides appropriate instructional feedback to all students.
• Uses informal and formal assessments to guide instruction.
• Uses technology to enhance student learning.
• Implements strategies that address the needs of diverse learners.
• Demonstrates an enthusiastic and positive attitude in the classroom.
• Uses appropriate voice tone, inflection, and nonverbal communication to manage instruction effectively.

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.

Environment/Management (APS 8, 9)
• Promotes positive, collaborative peer interactions.
• Maintains a positive and safe classroom environment conducive for learning.
• Demonstrates confidence and poise when managing an effective learning environment.
• Maintains effective rules, procedures, and routines.
• Provides for smooth transitions between activities and implements introductions and closures in lessons.

Professionalism (APS 10)
• Demonstrates a positive rapport with students, parents, colleagues, administrators, and supervisors.
• 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.
• Demonstrates professional responsibility (e.g. preparedness, responsibility, initiative, time management).
• Uses self-reflection to evaluate and improve professional practice.

Practicum Midterm/Final Evaluations

The Practicum 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 Practicum Midterm/Final Evaluation Report to pass both practicum courses.

Note: Copies of formal evaluations should be signed by the observer and teacher candidate and provided to the teacher candidate during conferences. Candidates will submit all evaluations to the university supervisor.

THE TEACHER CANDIDATE: EXPECTATIONS AND RESPONSIBILITIES

Teacher candidates entering the practicum experience are serious, well-rounded students who have made the commitment to pursue careers in education and are ready to invest the time, effort and hard work necessary to be successful.

Professionalism

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

1. Attend the Practicum Information Session
2. Establish contact with the mentor teacher prior to beginning the practicum experience assignment. Contact information should be exchanged.
3. Become familiar with the community assigned for the field experience.
4. Visit the school and district websites to build background knowledge.
5. Report to the school to begin the practicum experience.
6. Report on time for all activities or duties.
7. Become familiar with and adhere to the rules applicable to students and teachers in the assigned school.
8. Participate in the management of the classroom in partnership with the cooperating teacher. Assist in the Identification of the physical/psychological factors of the classroom environment. Recognize the components of effective classroom management. Under the guidance of the cooperating teacher, implement and reinforce effective management techniques.
9. Serve as a positive model for pupils with respect to speech, grammar, handwriting, and spelling.
10. Maintain a courteous, cooperative, and professional relationship with parents, faculty, staff, and university personnel at all times.
11. Carry out all of his/her professional responsibilities with attention to detail and pride.
12. Lesson plans must be reviewed and approved by the cooperating teacher several days in advance. Copies of lesson plans must be turned into the cooperating teacher one week in advance and to the university supervisor at least 48 hours before an observation.
13. Prepare all assignments with thoroughness and successfully complete practicum course work.
14. Welcome and ask for assistance, advice, feedback, coaching, and criticism from those charged with helping the practicum student to become an effective teacher. Act on it appropriately.
15. Become a “reflective practitioner,” by reflecting on each experience.
16. Set an example for students in matters of dress and behavior and display the Department of Education’s Dispositions for teachers in demonstrating high standards of ethics and professionalism.
17. Complete the Early Childhood Education Practicum Teacher Candidate Self-Assessment to share at both Midterm and Final conferences.
18. Submit complete and accurate records and reports requested by the school and the university.

Note: 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 practicum experience, no non-school related communication on school computers or cell phones during school hours is permitted.

Special notes:
Teacher candidates, 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 SC Ethics Standards for Teachers: http://ed.sc.gov/agency/ee/Educator-Services/Licensure/documents/standardsofconduct.pdf

- Failure to do so may result in termination of the teaching internship.
- In addition, teacher candidates 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 practicum 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 teacher candidates 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, candidates should not convey to students any personal websites, personal spaces, or personal blogs that the intern may have developed. A candidate, just as a teacher, must always be above reproach in regard to interaction with students and the school community.
- Teacher candidates are required by the Beaufort County School District to have current TB tests and professional liability insurance during all their placements.

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, all education practicum students should follow these policies. 

The following are strictly prohibited in field, practicum, 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 and Elementary Education 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

It is fully expected that teacher candidates NOT miss any days during the practicum experience. If an extenuating circumstance does arise, the teacher candidate must notify the school, cooperating teacher, and University supervisor as early as possible.

- In case of illness requiring the teacher candidate to miss more than one day, a doctor's note is required and must be given to the cooperating teacher and the University supervisor.
- In case of excessive absences, the teacher candidate may be removed from the placement.

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.
THE 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 “coach” 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.
- Working as a co-partner with the cooperating teacher to assure a successful practicum experience for the teacher candidate.
- Providing sympathetic understanding and professional counseling to the teacher candidate as needed.
- 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.
• 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 the 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

Teacher candidates will have a minimum of four (4) classroom observations, one (1) midterm conference, and one (1) final conference. The University supervisor will complete two (2) of these observations, and the cooperating teacher will complete two (2) observations. The cooperating teacher and University supervisor will complete the USCB Formative Observation Form (Practicum) for each observation. Copies of formal evaluations should be signed by the observer and teacher candidate and provided to the teacher candidate during conferences. Candidates will submit all evaluations to the university supervisor.

After each observation, the cooperating teacher or 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. APS 2-10 are evaluated by both the University supervisor and the cooperating teacher by reviewing lesson plans, assessment strategies, instruction, environment, professionalism, and professional development throughout the semester. The Practicum Midterm/Final Evaluation Report is completed at this time for APS 2-10.

At midterm, teacher candidates will complete the Practicum Teacher Candidate Self-Assessment and share a hard copy of this assessment at the midterm conference. The Practicum Midterm/Final Evaluation Report is completed and signed by the cooperating teacher and the university supervisor. 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 2-10, Planning, Instruction, Content, Environment, and Professional Domains). Teacher candidates must score at least Meets Expectations on all ADEPT Domains on the Practicum Midterm/Final Evaluation Report.

At the end of the semester, teacher candidates will complete the Practicum Teacher Candidate Self-Assessment and share a hard copy of this assessment at the final conference. The Practicum Midterm/Final Evaluation Report is completed by the cooperating teacher and the University supervisor. 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 ADEPT Performance Standards 2-10 and an overall judgment of Meets Expectations 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 *Practicum Midterm/Final Evaluation Report*. Teacher candidates must score at least *Meets Expectations* on all ADEPT Domains included on the *Practicum Midterm/Final Evaluation Report* to pass their practicum course. The University supervisor is charged with the responsibility to assign the final grade for the practicum course.

**The 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**

- 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
- Possess “Highly Qualified” designation in Early Childhood or Elementary Education certification
- Be able to serve as a model for excellence in teaching.

**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 time to develop and practice during practicum semesters.
- 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

Teacher candidates will have a minimum of four (4) classroom observations, one (1) midterm
conference, and one (1) final conference. The University supervisor will complete two (2) of these
observations, and the cooperating teacher will complete two (2) observations. The cooperating teacher
and University supervisor will complete the USCB Formative Observation Form (Practicum) for each
observation and submit results to LiveText. After each observation, the cooperating teacher or 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. APS 2-10 are evaluated by both the University supervisor and the cooperating teacher by reviewing lesson plans, assessment strategies, instruction, environment, professionalism, and professional development throughout the semester. The Practicum Midterm/Final Evaluation Report is completed at this time for APS 2-10.

At midterm, teacher candidates will complete the Practicum Teacher Candidate Self-Assessment and share a hard copy of this assessment at the midterm conference. The Practicum Midterm/Final Evaluation Report is completed and signed by the cooperating teacher and the university supervisor. 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 2-10, Planning, Instruction, Content, Environment, and Professional Domains). Teacher candidates must score at least Meets Expectations on all ADEPT Domains on the Practicum Midterm/Final Evaluation Report.

At the end of the semester, teacher candidates will complete the Practicum Teacher Candidate Self-Assessment and share a hard copy of this assessment at the final conference. The Practicum Midterm/Final Evaluation Report is completed by the cooperating teacher and the University supervisor. 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 ADEPT Performance Standards 2-10 and an overall judgment of Meets Expectations 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 Practicum Midterm/Final Evaluation Report. Teacher candidates must score at least Meets Expectations on all ADEPT Domains included on the Practicum Midterm/Final Evaluation Report to pass the practicum course. The University supervisor is charged with the responsibility to assign the final grade for the practicum.

SECTION IV: 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. Candidates will submit all evaluations to the university supervisor. 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 or practicum
experiences and clinical practice. Candidates are expected to return the borrowed items in a reasonable amount of time so that materials remain available to others.

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
Student 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 V: APPENDICES
TEACHER CANDIDATE INFORMATION SHEET
(Give copy to University Supervisor and Cooperating Teacher)

Teacher Candidate:
Name: ____________________________________________________________
Home Phone: ___________________ Cell Phone: ____________________________
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

The Practica field experiences are an opportunity for the candidate to put into action the skills, knowledge and dispositions that have been acquired during previous semesters in the Education Program. These Practica experience provides evidence to support the University of South Carolina Beaufort’s eventual 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 Practicum experience. 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: The 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 the Practicum experience, a candidate must demonstrate that s/he understands and can assume the responsibilities required.
Grounds for Dismissal from Practicum:

- False reporting of attendance and activities at the school site (e.g., Time Log) or plagiarism in required written assignments.
- Inappropriate comments or photographs on Social network websites.
- Change of status of the candidate with SLED report, 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 practicum 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 practicum assignment, prior to the scheduled end of the placement.
- Excessive absences in practicum experience.
- Attempts to change an assigned school/teacher placement without prior consultation/approval by the USCB’s Field Placement Coordinator.

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

Signature: _______________________________________

Date: ___________________________________________
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

Adapted from Winthrop University's Teacher Education Professional Dispositions and Skills Criteria (2012).
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

<table>
<thead>
<tr>
<th>STANDARDS</th>
<th>Exceeds Expectations (3 pts)</th>
<th>Meets Expectations (2 pts)</th>
<th>Developing (1 pt)</th>
<th>Does Not Meet Expectations (0 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attitude (1, 10%)</strong> NAEYC-INI-2010.6.d Integrating knowledgeable, reflective, and critical perspectives on early childhood NAEYC-2010.6d NCATE-2007.1 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</td>
<td>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.</td>
<td>Demonstrates through words and actions that all students can learn and be successful in the academic environment. Cooperative. Accepts constructive criticism.</td>
<td>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.</td>
<td>Does not demonstrate through words and actions that all children can learn. Uncooperative; does not accept constructive criticism.</td>
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<tr>
<td><strong>Initiative (1, 10%)</strong> NAEYC-INI-2010.4.a Understanding positive relationships and supportive interactions as the foundation of their work with young children NAEYC-2010.4a SC- ADEPT-06.APS.10 SC-ADEPT-06.10.A SC-ADEPT-06.10.D</td>
<td>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.</td>
<td>Eager and willing to assist students and the cooperating teacher with educational tasks.</td>
<td>Hesitant to assist students and/or the cooperating teacher with educational tasks.</td>
<td>Does not assist students and the cooperating teacher with educational tasks.</td>
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<tr>
<td><strong>Diversity (1, 10%)</strong> NAEYC-INI-2010.2a Knowing about and understanding diverse family and community characteristics 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-ADEPT-06.10.D SC-USCB-CE-CF.C.4 SC-USCB-CE-CF.N.1</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>Demonstrates no respect for cultural, racial, gender, and/or religious differences, shows partiality toward certain groups of students.</td>
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<td>Enthusiasm (1, 10%)</td>
<td>Personal Appearance (1, 10%)</td>
<td>Professionalism (1, 10%)</td>
<td>Punctuality (1, 10%)</td>
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<td>NAEYC-2010.4c</td>
<td>NAEYC-2010.6a</td>
<td>NAEYC-2010.6b</td>
<td>NAEYC-2010.6b</td>
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<tr>
<td>Using a broad repertoire of developmentally appropriate teaching/learning approaches</td>
<td>Identifying and involving oneself with the early childhood field</td>
<td>Knowing about and upholding ethical standards and professional guidelines</td>
<td>Knowing about and upholding ethical standards and other early childhood professional guidelines</td>
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<td>NAEYC-2010.4c</td>
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<td>SC-ADEPT-06.8.C</td>
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<td>SC-ADEPT-06.APS.8</td>
<td>SC-USCB-CE-CF.N.2</td>
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<td>SC-ADEPT-06.8.A</td>
<td>SC-USCB-CE-CF.R.6</td>
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<td>Always positive, helps students outside of class time; searches for innovative methods; shares ideas.</td>
<td>Always dresses professionally at school and at extracurricular events; exhibits care in personal hygiene.</td>
<td>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).</td>
<td>Arrives early and stays late as necessary.</td>
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<td>Positive most of the time; displays interest in students, content, and teaching.</td>
<td>Generally dresses professionally and observes school dress codes; exhibits care in personal hygiene.</td>
<td>Treats all students fairly and without bias. Observes confidentiality; demonstrates honesty and integrity. Willing to accept additional responsibilities at school.</td>
<td>Arrives and leaves at assigned times.</td>
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<td>Somewhat apathetic at times, does not always display interest in students, content, or teaching.</td>
<td>Questionable professional dress and appearance; does not always follow school dress code; exhibits minimal care in personal hygiene.</td>
<td>Does not consistently treat students fairly. Sometimes fails to observe confidentiality, some questions about honesty and integrity. Not willing to assume additional responsibilities.</td>
<td>Sometimes late or leaves before scheduled work times.</td>
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<td>Negative attitude, displays little interest in students, content, and teaching.</td>
<td>Dresses unprofessionally; does not observe school dress code; displays no care in personal hygiene.</td>
<td>Gossips; does not keep information confidential; dishonest. Refuses to accept additional school responsibilities.</td>
<td>Arrives late to school or class and/or leaves early.</td>
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<tr>
<td>Category</td>
<td>Description</td>
<td>Example 1</td>
<td>Example 2</td>
<td>Example 3</td>
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<td>Rapport (1, 10%)</td>
<td>Interacts positively with students, faculty, staff, and parents; initiates contributions to class or school activities or parent conferences, which are well received.</td>
<td>Interacts positively with students, parents, faculty, and staff.</td>
<td>Has some problems interacting positively with students, parents, faculty, or staff.</td>
<td>Does not interact well with students, parents, faculty, and/or staff.</td>
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<td>Reliability (1, 10%)</td>
<td>Completes all tasks/assignments within prescribed times with a high degree of quality.</td>
<td>Completes tasks within prescribed times.</td>
<td>Reliability is not always present in tasks and assignments.</td>
<td>Tasks are not completed within a prescribed time.</td>
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<td>Sensitivity (1, 10%)</td>
<td>Exhibits care and concern for students’ abilities and needs; spends additional time (after school/class) with students who need help; seeks information and advice from parents and staff to improve students’ education.</td>
<td>Exhibits care and concern for students' abilities and needs.</td>
<td>Does not always exhibit care and concern for students’ abilities and needs, and does not offer additional time for help. Does not accept information or advice well.</td>
<td>Displays a lack of concern for students’ abilities and/or needs. Refuses advice or information from parents and staff regarding students’ education.</td>
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</tbody>
</table>
PRACTICUM TIME SHEET

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

Practicum courses__________________________

School Name: ________________ School / Class #: ____________________________
Teacher candidate Name: ____________________________________________________
Teacher candidate Signature: ____________________________________________________________________________________________________
Cooperating Teacher’s Name: ______________________________________________________________________________________________________
Cooperating Teacher’s Signature: _________________________________________________________________________________________________
Cooperating Teacher’s Contact Information: _______________________________________________________________________________________

<table>
<thead>
<tr>
<th>Day</th>
<th>Teacher candidate Signature</th>
<th>Cooperating Teacher Initials</th>
<th>Date</th>
<th>Time In</th>
<th>Time Out</th>
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TEACHER CANDIDATE ATTENDANCE CONFIRMATION REPORT

(To be filled out by Practicum Student)

Part I. Classroom Absences and Tardies over 30 minutes

<table>
<thead>
<tr>
<th>Date</th>
<th>Reason</th>
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Part II. Conference(s)

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<tr>
<th>Date</th>
<th>Conference Title</th>
<th>Location</th>
<th>Arrival Time</th>
<th>Departure Time</th>
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Part III. Attendance Verification:

University Supervisor Verification Signature: ________________________________

Date: ________________________________
ECED Lesson 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) (Science and Social Studies) that directly connect to the lesson (NAEYC 5a).

Vocabulary: Vocabulary should include language specific to the content area(s) taught in this lesson (NAEYC 5a-c).

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 (Specific, Measurable, Attainable, Relevant, and Timely) (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, 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.

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 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 (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 and exceptionalities 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.

**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 curricular structures and/or instructional strategies used in the lesson? Would another curricular structure and/or 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 (Specific, Measurable, Attainable, Relevant, and Timely) (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

<table>
<thead>
<tr>
<th>Name:</th>
<th>School Name:</th>
<th>Grade Level:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject/Content:</th>
<th>Date Lesson is Taught:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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]

<table>
<thead>
<tr>
<th>Objectives(s)</th>
<th>Assessment Tool</th>
<th>Mastery Level, Performance Level, or Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) The student will</td>
<td>1)</td>
<td>1)</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard(s)</strong></td>
<td>2 points</td>
<td>1 point</td>
<td>0 points</td>
</tr>
<tr>
<td>Standards show an accurate and in-depth knowledge of and direct connection to 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).</td>
<td>Standards reflect knowledge of and connection to 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).</td>
<td>Standards do not show an understanding of and connection to 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).</td>
<td></td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>2 points</td>
<td>1 point</td>
<td>0 points</td>
</tr>
<tr>
<td>Vocabulary related to content of lesson is clearly presented.</td>
<td>Vocabulary related to content of lesson is adequately presented.</td>
<td>Vocabulary is not included and/or it is unclear how it relates to content of lesson.</td>
<td></td>
</tr>
<tr>
<td><strong>Objective(s)</strong></td>
<td>2 points</td>
<td>1 point</td>
<td>0 points</td>
</tr>
<tr>
<td>Well written objective(s) meet all aspects of SMART criteria and clearly reflect developmentally appropriate outcomes for children.</td>
<td>Objective(s) meet SMART criteria and reflect developmentally appropriate outcomes for children.</td>
<td>Objective(s) do not meet all aspects of SMART criteria or do not reflect developmentally appropriate outcomes for children.</td>
<td></td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>3 points</td>
<td>1-2 points</td>
<td>0 points</td>
</tr>
<tr>
<td>Assessment tools and approaches are developmentally, culturally, and linguistically appropriate.</td>
<td>Assessment tools and approaches are developmentally appropriate.</td>
<td>Assessment tools and approaches are not developmentally appropriate.</td>
<td></td>
</tr>
<tr>
<td>Assessment tools and approaches reflect complex understanding of responsible assessment practices. Each objective was fully assessed.</td>
<td>Assessment tools and approaches reflect understanding of responsible assessment practices. Objective(s) was/were adequately assessed.</td>
<td>Assessment tools which reflect limited application of principles of responsible assessment practices. One or more objective(s) was/were not assessed.</td>
<td></td>
</tr>
<tr>
<td><strong>Materials/ Resources/ Equipment/ References</strong></td>
<td>2 points</td>
<td>1 point</td>
<td>0 points</td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td><strong>Effective Instructional Approaches Strategies, or Tools</strong></td>
<td>8 points</td>
<td>1-7 points</td>
<td>0 points</td>
</tr>
<tr>
<td>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).</td>
<td>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).</td>
<td>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).</td>
<td></td>
</tr>
<tr>
<td>All components of the lesson provide meaningful and clear detail.</td>
<td>All components of the lesson are included but may require additional detail.</td>
<td>Lesson components are incomplete or lack sufficient detail.</td>
<td></td>
</tr>
</tbody>
</table>

<p>| Date:___________ | Name______________________________________________________ | Your Score____/25/35 |</p>
<table>
<thead>
<tr>
<th>Category</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Differentiation of Instruction</td>
<td>3 points Lesson development reflects complex attention to children’s developmental, individual, and cultural characteristics.</td>
<td>1-2 points Lesson development takes into account children’s developmental, individual, and cultural characteristics of children.</td>
<td>0 points Lesson development takes insufficient account of children’s developmental, individual, and cultural characteristics.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Extensive modifications/accommodations and extensions are appropriate for individual learners [NAEYC 3d].</td>
<td>Modifications/accommodations and/or extensions are inappropriate or not included for individual learner.</td>
</tr>
<tr>
<td>Writing Conventions Apply to All Lesson Plan Components and/or Analysis/Reflections</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing Conventions</td>
<td>3 points High quality writing demonstrates excellent organization and sentence structure. Paper contains no spelling or grammatical errors.</td>
<td>1-2 points Writing demonstrates proper organization and sentence structure. Paper contains fewer than four (4) spelling or grammatical errors.</td>
<td>0 points Significant improvement in organization and/or sentence structure is needed. Paper contains many spelling or grammatical error that interfere with readability.</td>
</tr>
<tr>
<td>These Sections are Required After the Lesson is Taught in the Field</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analysis of Student Learning</td>
<td>5 points Analysis of student learning reflects in-depth knowledge of responsible assessment for diverse learners.</td>
<td>1-4 points Analysis of student learning reflects knowledge of responsible assessment regarding diverse learners.</td>
<td>0 points Analysis of student learning reflects limited knowledge of responsible assessment regarding diverse learners.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assessment results are interpreted and used to inform practice (NAEYC 3c).</td>
<td>Assessment results are not adequately interpreted and/or not used to inform practice.</td>
</tr>
<tr>
<td>Reflection on Teaching the Lesson</td>
<td>5 points Reflection clearly describes how challenging behaviors are addressed; demonstrates an in-depth knowledge of children’s characteristics, needs, interests and positive interactions.</td>
<td>1-4 points Reflection describes how challenging behaviors were addressed; demonstrates knowledge of children’s characteristics, needs, interests and positive interactions.</td>
<td>0 points Reflection inadequately describes how challenging behaviors were addressed; demonstrates limited knowledge of children’s characteristics, needs, interests and positive interactions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>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.</td>
<td>Evaluation of the lesson in terms of planning and teaching to have impact on student learning is inadequate.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reflection includes an analysis of practice with notable insight and sophisticated level of critical thinking to improve work with young children.</td>
<td>Reflection shows limited use of critical thinking.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reflection clearly identifies specific areas for growth and extensive resources needed to gain deeper understandings.</td>
<td>Areas for growth and resources needed to gain understanding are identified.</td>
</tr>
</tbody>
</table>

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:

____________________________________________________________________________

Adapted from Winthrop University’s Lesson Plan and Reflection Rubric (2012).
# USCB Formative Observation Form (Practicum)
## Department of Education

<table>
<thead>
<tr>
<th>Teacher Candidate:</th>
<th>Cooperating Teacher:</th>
<th>Observation date:</th>
<th>□ Announced</th>
<th>□ Unannounced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observer:</td>
<td>Content/Topic:</td>
<td>Lesson:</td>
<td>□ Co-Teaching</td>
<td>□ Solo Teaching</td>
</tr>
</tbody>
</table>

### Performance Levels:
- **Satisfactory** = 2 points
- **Developing** = 1 point
- **Unsatisfactory** = 0 points

### ADEPT Domain (competencies below are **required** to Meet Expectations of Practicum)

<table>
<thead>
<tr>
<th>Planning (APS 2, 3)</th>
<th></th>
<th>Evaluative Comments (evaluate the candidate’s performance based upon the criteria of each ADEPT domain for the observation period <strong>AND</strong> the overall experience thus far)</th>
<th>This Observation</th>
<th>Overall performance in Practicum thus far</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Has measurable objectives, aligned with standards objectives</td>
<td>□ satisfactory</td>
<td>□ satisfactory</td>
<td>□ satisfactory</td>
<td></td>
</tr>
<tr>
<td>□ Shows logical progression that addresses objectives</td>
<td>□ developing</td>
<td>□ developing</td>
<td>□ developing</td>
<td></td>
</tr>
<tr>
<td>□ Plans for differences in individual needs, abilities, and interests</td>
<td>□ unsatisfactory</td>
<td>□ unsatisfactory</td>
<td>□ unsatisfactory</td>
<td></td>
</tr>
<tr>
<td>□ Plans for assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Plans instructional and non-instructional routines</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Incorporates cooperating teacher and supervisor feedback</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

### Instruction (APS 4, 5, 7)

| □ Communicates clear expectations for learning experiences | □ satisfactory | □ satisfactory |
| □ Promotes meaningful learning through engaging experiences | □ developing | □ developing |
| □ Maintains an appropriate pace and flow | □ unsatisfactory | □ unsatisfactory |
| □ Presents lesson procedures and instructional tasks in a clear and logical manner | | |
| □ Integrates technology | | |
| □ Attempts to monitor student progress and adjusts instruction as needed | | |
| □ Engages in co-teaching with cooperating teacher | | |
| □ Projects voice appropriately | | |

### Content (APS 6)

| □ Presents content without error in both verbal and written format | □ satisfactory | □ satisfactory |
| □ Provides meaningful, content-based feedback | □ developing | □ developing |
| □ Attempts connections with prior learning and/or other content areas | □ unsatisfactory | □ unsatisfactory |

### Environment (APS 8, 9)

| □ Holds students accountable for following rules and procedures | □ satisfactory | □ satisfactory |
| □ Provides timely and respectful verbal and non-verbal feedback | □ developing | □ developing |
| □ Ensures student safety | □ unsatisfactory | □ unsatisfactory |
| □ Creates a conducive learning environment | | |
| □ Demonstrates confidence and poise when managing the classroom environment | | |
| □ Exhibits enthusiasm to actively engage students and generate their interest in subject matter | | |

### Professionalism (APS 10)

<p>| □ Open to receiving and using constructive feedback | □ satisfactory | □ satisfactory |
| □ Presents verbal and written communication with minimal error | □ developing | □ developing |
| □ Meets professional responsibilities (timely arrival and lesson plan submission, material preparation, etc.) | □ unsatisfactory | □ unsatisfactory |
| □ Conforms to school/district rules, USCB policies, SC Standards of Conduct, and FERPA regulations | | |
| □ Uses data-based reflection for improvement | | |</p>
<table>
<thead>
<tr>
<th>Specific strengths:</th>
<th>Required actions for improvement:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Suggested actions for improvement:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

**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

_______________________________ | ________________________________

Adapted from Winthrop University’s Observation Record – Internship I (2013)
# GLOSSARY OF TERMS

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADEPT</td>
<td>Assisting, Developing &amp; Evaluating Professional Teaching</td>
</tr>
<tr>
<td>APS</td>
<td>ADEPT Professional Standards</td>
</tr>
<tr>
<td>NAEYC</td>
<td>National Association of the Education of Young Children</td>
</tr>
<tr>
<td>NCATE</td>
<td>National Council for the Accreditation of Teacher Education</td>
</tr>
</tbody>
</table>

**USCB gratefully acknowledges material from Winthrop University in preparing this handbook.**