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Section I:
Department of Education
DEPARTMENT OF EDUCATION FACULTY

Interim Department Chair and Professor
Renarta H. Tompkins, Ph.D., Education, Emory University

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

Assistant Professor
Elizabeth H. Brinkerhoff, Ph.D., Educational Psychology, Florida State University
Elizabeth L. Johnson, Ph.D., Elementary Education, University of South Carolina

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

Adjuncts
Judith Blahut, M.S., Human Development and Family Sciences, University of Arkansas
Emilee Brown, M.Ed., Educational Technology and Online Instruction, Liberty University
Gary S. McCulloch, M.A., Educational Leadership, University of South Florida
Joanne Smith, Ph.D., Exercise Physiology/Kinesiology, Temple University
Nicholas Smith, Ph.D., Educational Psychology, Texas A&M University-Commerce

DEPARTMENT OF EDUCATION VISION

The vision of the University of South Carolina Beaufort’s (USCB) Department of Education faculty and support personnel, supported by the general education faculty and administration, is to establish USCB as the primary resource for educators and school systems in the Lowcountry. 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 graduates who, as professionals in education, 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.
DEPARTMENT OF EDUCATION MISSION

The Department of Education 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 one program, Early Childhood Education. The Early Childhood Education Program has been 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.

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. Graduates of the program are trained to work with colleagues and teach students of varied cultural, ethnic and economic backgrounds in the global community.

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 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 teacher 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 Education Program 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 work in the classroom. In order to achieve this overall purpose, the unit has identified the following goals:

1. Provide candidates with a high quality education that prepares them to work effectively and establish positive relationships with students and their families.

2. Provide candidates with a professional and supportive learning environment that encourages them to reach their academic potential.

3. Provide candidates with a highly qualified faculty in a multicultural setting.

4. Prepare candidates to believe that all students can learn and assume responsibility for their learning.

5. Prepare candidates who are able to design and integrate technology rich experiences based on the educational needs of students and to achieve educational goals in the classroom.

6. Prepare candidates to work with colleagues, students and communities of varied cultural, ethnic and economic backgrounds.
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. They include the knowledge (K), skills (S), and a disposition (D) the unit expects candidates to demonstrate.

Key assessments and course assignments are designed to provide evidence that candidates meet the expected proficiencies and are embedded in each pre-professional and professional program course.

The following standards have been developed to prepare constructivist educators:

The *Constructivist Educator as Nurturer* effectively models positive teacher-parent relationships, creates positive relationships with families, recognizes developmental differences in students, and provides a safe environment for learners to develop intellectually and socially.

The *Constructivist Educator as Communicator* effectively models oral and written communication; identifies and responds to diverse learning styles of learners in listening, speaking, reading, and writing; integrates technology; creates a positive learning environment, and clearly identifies and communicates academic and behavioral expectations to students.

The *Constructivist Educator as Reflective Professional* uses reflection effectively to assess and improve pedagogical practice and student achievement, committed to lifelong learning, participates in professional activities, and demonstrates an understanding of the professional ethics and standards of behavior (http://ed.sc.gov/agency/ee/Educator-Services/Licensure/documents/standardsofconduct.pdf)

The *Constructivist Educator as Facilitator/Instructor* effectively demonstrates an understanding of the relationship between constructivism and other learning theories, demonstrates best practices developmentally and culturally appropriate practices in classroom management skills, applies local, state, and national standards to curriculum and assessments in the classroom, and also develops and adapts curriculum to meet the learning styles and diverse needs of all learners.

The Department of Education’s conceptual framework was developed with the input of all education faculty and members of the professional community including USCB faculty from other departments, staff, administration, candidates, education students, peer institutions, public school partners, members of the Teacher Education Advisory Council, Office of Institutional Effectiveness & Research, representatives from the private sector, non-profit organizations, and members of the community. The conceptual framework has evolved and been modified over time. The conceptual framework is used as a teaching document in the Department of Education and is emphasized in Senior Seminar.
# Conceptual Framework Standards

| The Constructivist Educator as Nurturer | **N-1.** Demonstrate positive interpersonal relationships with the learner while identifying the uniqueness of each student. (D)  
**N-2.** Demonstrate positive relationships and seek partnerships with families of learners. (D)  
**N-3.** Demonstrate knowledge of human development and support, facilitate, and nurture learning. (K) |
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<tbody>
<tr>
<td>The Constructivist Educator as Communicator</td>
<td><strong>C-1.</strong> Communicate effectively with students, parents, peers and the community using a variety of communication skills including verbal and nonverbal techniques, writing, technology, and media. (S,D)</td>
</tr>
</tbody>
</table>
| The Constructivist Educator as Reflective Professional | **R-1.** Reflect on classroom practice utilizing these reflections to improve future practice and classroom instruction. (K,S,D)  
**R-2.** Demonstrate a dedication to lifelong learning. (D)  
**R-3.** Demonstrate knowledge of educational theory as well as current trends through reading, research and attendance at professional conferences. (K)  
**R-4.** Demonstrate an understanding of professional ethics and dispositions. (K,S,D) |
| The Constructivist Educator as Facilitator/Instructor | **F/I-1.** Identify the principles of constructivism as well as other learning theories. (K)  
**F/I-2.** Demonstrate best practice in the classroom including developmentally appropriate practice, differentiated instruction, and socially and culturally appropriate pedagogical skills. (S)  
**F/I-3.** Demonstrate local, state, and national standards and their application to the curriculum. (K,S)  
**F/I-4.** Demonstrate classroom management skills that include a wide array strategies (S)  
**F/I-5.** Recognize and respond to the diverse needs and individual differences of learners and design appropriate assessments. (S) |
USCB STUDENT GRIEVANCE PROCESS

The purpose of the student grievance process is to furnish a student enrolled at USCB with a formal standardized method for seeking a resolution when the student believes s/he has been treated unjustly or improperly by a faculty or staff member. A student may seek a solution to an unresolved difference with a faculty or staff member through the student grievance process. Students seeking a redress of grievances may do so without fear of reprisal. Unfair or improper treatment may be defined as:

A. An instructor’s failure to abide by university policies or failure to abide by written or stated course requirements in such a way as to adversely influence the student’s academic standing.

B. An instructor’s inability to speak and write in English fluently, resulting in miscommunication which affects a student’s academic standing.

C. Abusive or improper conduct on the part of the instructor or staff member that clearly has an adverse effect on the student’s academic standing.

D. Prejudiced or capricious grading policies. The procedures herein shall not extend to matters of grading student work in which the substance of a complaint is based on the student’s disagreement with the mark or grade placed on his or her work in partial or complete fulfillment of the course. Such matters shall be discussed by the student and faculty member; however, the final decision regarding grade assignment(s) rests solely with the faculty member. The responsibility for the assessment of student academic performance is integral to the nature of an academic institution and to the professional competency of its professoriate. The student may appeal the procedure of the class, but may not appeal a grade.

E. Discrimination against students by faculty or staff on non-academic matters for reasons of race, color, national origin, religion, sex, age, handicap or veteran status.

F. Improper personal or professional behavior involving students, faculty or staff.

NOTICE: Grievance procedures have been established to provide students with a forum for resolution of problems not otherwise addressed by university policy and procedure. The grievance procedure may not be used to appeal disciplinary decisions, state residency classification decisions or any other type of decisions for which a clearly defined appeal process has already been established.

Grievance Procedure
The initial phase of the student grievance procedure involves the scheduling of a conference between the student and the instructor or staff member. The discussion must take place within ten class days of the incident that prompted the grievance. The purpose of this meeting is to attempt to reach a mutual understanding of the student’s situation and the instructor’s or staff member’s actions and to resolve all differences in an informal, cooperative manner. If the student is not satisfied with the results of this meeting, the student should, within ten class days, schedule a meeting with the appropriate authority—the Executive Vice Chancellor for Academic Affairs (in the case of faculty and academic support staff) or the Vice Chancellor for Student Development (in the case of other staff). If either Vice Chancellor is the party against whom the grievance is filed, the Chancellor of the campus will be the proper authority. If the
student is dissatisfied with the results of the meeting with the appropriate authority, s/he may begin the formal grievance process.

In writing and within five class days of the meeting with the appropriate authority, the student may bring a grievance before the USCB Judicial Board. The request must be filed through the appropriate Vice Chancellor’s office and must contain the names of the principal parties involved in the grievance and include copies of the available supporting evidence. In the instance that a Vice Chancellor is grieved against, the request will be filed through the Office of the Chancellor of USCB.

If a Judicial Board member is also one of the parties in a grievance action, the appropriate alternate will assume the individual’s place on the committee.

After receiving the student’s grievance, the Board shall give a copy of the grievance to the faculty or staff member and request a statement, within ten class days, from that individual. After receiving all pertinent information, the Judicial Board shall schedule a formal meeting to be held within ten class days. The Board shall send a written notice to the student, the faculty or staff member, the appropriate Vice Chancellor and the Chancellor. This notice will contain the following information:

- Specific allegations.
- Time and place of the hearing.
- Notice of the principal parties’ right to bring witnesses, present evidence and to have representation.
- Notice of the right to appeal to the Chancellor of USCB, President of USC and the USC Board of Trustees.

At the hearing, the principal parties will be present for all testimony, will be able to present witnesses, be permitted to present evidence and to make statements on the matters discussed and to have the opportunity to rebut hostile witnesses. Should attorneys be present, their participation must be limited only to counsel the principal parties.

After the hearing, the Judicial Board shall meet in private to discuss the case and reach a decision. The Board shall decide by majority vote a decision for the grievance. Within five days after the hearing, the Judicial Board will inform, in writing, the principal parties of the grievance, the appropriate Vice Chancellor and the Chancellor of the campus of its recommendations concerning the case. A record of each grievance will be kept in the office of the Vice Chancellor whose area of responsibility the case falls.

**APPEALS**

The University clearly defines unfair and improper treatment and what is a legitimate grievable offense. This process is clearly outlined in the *USCB Bulletin*. The Department of Education Appeal Process begins with the candidate filling out the Appeal form (Appendix D). From there the Professional Program Committee will review the appeal and make a decision regarding the resolution of the appeal. If the candidate disagrees with the decision of the Professional Program Committee, he/she may further appeal the decision to the USCB Admissions and Petitions Committee. A record of all appeals will be kept in the Department of Education Chair’s office.
The USCB Admissions and Petitions Committee will provide each student with an opportunity to challenge the content of university records, to ensure that the records are accurate and not misleading and to provide an opportunity for the correction or deletion of any inaccurate, misleading, or otherwise inappropriate data contained therein. Such requests should be made through the Office of the Registrar.

**STUDENT CONCERNS/COMPLAINTS**

Student complaints that require Department of Education-level decisions are ideally addressed through discussion with faculty or staff members who are directly involved. Whenever possible, faculty and staff are encouraged to resolve student complaints through informal means. In addition, unit faculty and staff document all student complaints. However, in the situation where the student takes his/her complaint beyond the faculty or staff member to the Department Chair, the Department Chair documents the conversation with the student and outcome using the *Department of Education Student Issues/Concerns Form for Faculty* form. Summaries of all documented complaints are shared with faculty in departmental meetings and reviewed for program improvement. Student complaints are filed and housed in the Department Chair’s office.

In the event that the informal process does not result in a satisfactory student outcome, the student may complete the *Student Complaint Form for Department-Level Academic Complaints* located on the DOE’s website, Forms and Resources. Formal complaints are to be submitted to the Department Chair no later than the end of the semester for which the concern in question arose. Following receipt of the formal complaint, the Department Chair will provide the student with a written decision in response to the complaint within 10 business days. The Department Chair may meet with Department of Education Professional Program Committee to reviews the student’s complaint. The student also has the option to appeal the chair’s decision and seek resolution by following the University Grievance Policies and Procedures outlined in the USCB Bulletin.
Section II: Teacher Preparation Programs

PROGRAM GOALS
Program objectives are measured by candidate performance. Faculty members facilitate candidate achievement as measured by performance indicators, by basing their actions on the central principles of the professional education program. Candidate performance indicators are measured as competencies in dispositions, content knowledge and methodologies, professionalism and classroom management skills necessary to create inviting, supportive and effective learning environments. These are organized into four standards based on the constructivist philosophy of active involvement in the learning process.

To accomplish these goals candidates are provided with pedagogical experiences designed to develop skills, knowledge, and dispositions. Program completers are expected to demonstrate excellent classroom teaching abilities, leadership in the school and community, and a desire to have a positive impact on students.

PURPOSE STATEMENT
The purpose of the Department of Education is to prepare candidates to become Constructivist Educators for the classroom. The four Conceptual Framework elements/standards of the Constructivist Educator, as nurturer, communicator, reflective professional and facilitator/instructor, form the framework for the assessment of candidate achievement and performance.

Transition Points, Key Assessments and Requirements

The Department of Education has an established plan in which candidates’ progression through the program via a series of transition points is measured.

<table>
<thead>
<tr>
<th>Candidate Progression and Proficiencies Chart*</th>
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<table>
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<tr>
<th>LEVELS</th>
<th>ASSESSMENTS</th>
<th>BENCHMARKS</th>
<th>CONSTRUCTIVIST EDUCATOR PROFICIENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level I</td>
<td></td>
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</tr>
<tr>
<td>Pre-Professional</td>
<td>1. GPA 2.75</td>
<td>1. Acceptance to the University</td>
<td>Nurturer</td>
</tr>
<tr>
<td></td>
<td>2. PRAXIS™ Core: R 157, W-162, M-150</td>
<td>2. Completion of a minimum</td>
<td>N1, N2, N3</td>
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<td>3. “C” or better in all Education</td>
<td>46 hours of required</td>
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<td>courses, English 101, 102, Speech,</td>
<td>General Education courses</td>
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<td>Math 221 &amp; 222.</td>
<td>3. Education majors must see</td>
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<td>4. Background check</td>
<td>program advisor two times</td>
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<td>5. Professional Program Disposition</td>
<td>per year.</td>
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<td>Statement &amp; Rubric</td>
<td>4. Professional Program</td>
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<td>6. Professional Program Interview</td>
<td>Application deadline:</td>
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<td>Questions</td>
<td>February 1 and October 1.</td>
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<td>7. Service Learning: 25 hours</td>
<td>5. Verification of all</td>
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<td></td>
<td>8. Observation Play Report</td>
<td>assessment data by</td>
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<td></td>
<td>10. Teacher Dispositions Evaluations</td>
<td></td>
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<td>11. Philosophy of Education Paper</td>
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<td>12. Interactive Whiteboard Lesson</td>
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<td>13. Case Study Report</td>
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<tr>
<td>Level II</td>
<td>1. GPA 2.75/3.0 (Ed)</td>
<td>1. Maintain at least 3.0 GPA</td>
<td>Nurturer</td>
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<tr>
<td></td>
<td>2. PRAXIS II:</td>
<td>in education coursework.</td>
<td>N1, N2, N3</td>
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# Professional Program

Open only to education majors who have been accepted to the professional program.

<table>
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<tr>
<th>#0021≥166</th>
<th>2. Internship Applications deadlines prior to final semester: January 15th and April 15th</th>
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<tbody>
<tr>
<td>3. Family Study</td>
<td>3. SCDE Clearance</td>
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<td>4. Diagnostic Reading Case Study</td>
<td>4. Appeals are considered when all requirements have been met.</td>
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<tr>
<td>5. Integrated Lesson Plans</td>
<td>5. Verification of all requirements by Field Experiences Coordinator</td>
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<td>6. Community Multimedia Project</td>
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<td>7. Integrated Unit (Mini-Teacher Work Sample)</td>
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<td>8. Teacher Dispositions Evaluations</td>
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<td>9. Internship Interview Questions</td>
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<td>10. SLED Background Check</td>
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<td>11. Practicum Midterm/Final Evaluations</td>
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<tr>
<th>Communicator</th>
<th>R3</th>
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<tbody>
<tr>
<td>Reflective Professional</td>
<td>F1, F2, F3, F4, F5</td>
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<tr>
<td>Facilitator/Instructor</td>
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<tr>
<th>Level III Internship</th>
<th>1. GPA 2.75/3.0 (Education courses)</th>
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<tbody>
<tr>
<td>2. ADEPT Lesson Evaluations</td>
<td>1. Approval of Internship Application by Education Committee.</td>
</tr>
<tr>
<td>3. Teacher Dispositions Evaluation</td>
<td>2. ADEPT Orientation for Interns and Cooperating Teachers</td>
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<tr>
<td>4. Teacher Work Sample</td>
<td>3. Attendance at a Professional Conference</td>
</tr>
<tr>
<td>5. ADEPT APS I</td>
<td>4. Senior Seminar</td>
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<td>6. ADEPT APS 10</td>
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<tr>
<td>7. Video analysis and Self-reflection</td>
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<tr>
<td>8. Internship Midterm/Final Evaluations</td>
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<tr>
<th>Nurturer</th>
<th>N1, N2, N3</th>
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<tbody>
<tr>
<td>Communicator</td>
<td>C1</td>
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<tr>
<td>Reflective Professional</td>
<td>R1, R2, R3</td>
</tr>
<tr>
<td>Facilitator/Instructor</td>
<td>F1, F2, F3, F4, F5</td>
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<table>
<thead>
<tr>
<th>Level IV Program Completion</th>
<th>1. GPA 2.75</th>
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<tbody>
<tr>
<td>2. Passing Score on Praxis II</td>
<td>1. Graduation Application</td>
</tr>
<tr>
<td>3. Program Completer Survey</td>
<td>2. Recommendation for certification: University Supervisor</td>
</tr>
<tr>
<td>4. To be recommended for licensure, candidate must obtain a passing score on the Principles of Learning and Teaching (PLT)</td>
<td>3. South Carolina Department of Education Application for Certification</td>
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<tr>
<th>Reflective Professional</th>
<th>R2</th>
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<tbody>
<tr>
<td>Facilitator/Instructor</td>
<td>F1, F2, F3, F4, F5</td>
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<thead>
<tr>
<th>Level V Professional Educator</th>
<th>1. Employer Survey</th>
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<tr>
<td>1. ADEPT Professional Evaluation Report: IHE Portal</td>
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<tr>
<th>Nurturer</th>
<th>N1, N2, N3</th>
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<tbody>
<tr>
<td>Communicator</td>
<td>C1</td>
</tr>
<tr>
<td>Reflective Professional</td>
<td>R1, R2, R3</td>
</tr>
<tr>
<td>Facilitator/Instructor</td>
<td>F1, F2, F3, F4, F5</td>
</tr>
</tbody>
</table>

Revised May 2014

### CANDIDATE PROGRESSION

The Department of Education teacher education program has five levels which candidates progress through as delineated in the unit assessment system, with each level acting as a transition point for program progression. The complete programs of study may be viewed at [http://www.uscb.edu/academics/academic_departments/education/forms_resources/index.html](http://www.uscb.edu/academics/academic_departments/education/forms_resources/index.html).

Candidates in the initial licensure baccalaureate program are reviewed at five specific transition points (Levels): (a) Pre-Professional Program (Level I), (b) Admission to the Professional Program (Level II), (c) Entry to Clinical Practice - Internship (Level III), and (d) Program Completion (Level IV) as described below.

#### Pre-Professional (Level I): Candidate performance measured by assessments that include GPA, Praxis™ Core scores, a disposition statement and interview, and successful completion of required course assignments.
**Admission to the Professional Program (Level II):** Admission to the Professional Program typically occurs at the end of the sophomore year. As noted in the table above, candidates must meet specific criteria that consists of completion of 46 hours of required General Education courses, achievement of a cumulative 2.75 GPA (and 3.0 GPA in all Pre-Professional education courses), completion of a 25 hours youth experience (with certification population), and successful passage of Praxis Core examinations. Each candidate submits an essay in which he/she reflects on the Conceptual Framework, The Constructivist Educator. Each faculty member reviews and scores each candidate’s essay. Candidates must score “Meets Expectations” or above on the Professional Program Essay Rubric to be accepted into the Professional Program. In the event that the candidate does not achieve a satisfactory score, he/she may rewrite the essay. Lastly, the Professional Program Committee reviews any Professional Dispositions and Skills forms in the candidate’s files that are also considered in the admissions decision. Candidates who successfully meet all expectations are recommended for admission to the Professional Program.

**Entry to Clinical Practice - Internship (Level III):** Admission to Clinical Practice occurs as candidates are completing their senior Practicum II experience. Each candidate is interviewed by two faculty members from the Professional Program Committee. Lastly, the Professional Program Committee reviews any Professional Dispositions and Skills forms in the candidate’s files that are also considered in the Program continuation decision. Candidates must achieve a passing score on the Praxis II specialty area tests prior to admission to clinical practice. Candidates who meet expectations are recommended for internship placement.

**Program Completion (Level IV):** Program Completion review occurs by the Professional Program Committee at the end of the internship, prior to graduation. At this time, the program area team convenes to review scores on the Teacher Work Sample (TWS) and the Internship Final Evaluation. Professional Dispositions and Skills forms are also reviewed at this time and considered in the program completion decision.

**Professional Educator (Level V):** Annually, unit faculty review aggregate data from employer and alumni surveys and ADEPT SAFE-T results on USCB education graduates.

**Review of Dispositions**

Because this is a clinically-based program, the primary assessment of professional dispositions occurs through the evaluations in the practicum field experiences and internship. However, there is a process in place for providing interventions for students that exhibit difficulties in the Department of Education Professional Dispositions of language skills, professional relationships, responsibilities/dispositions, and professional competency. In the event that a candidate exhibits difficulty in any of these areas, the program team convenes to discuss the situation. If appropriate, a plan is developed and initiated with the candidate. Refer to the Professional Dispositions/Student Intervention Plan Procedures for a description of this process. At this time, a Professional Dispositions and Skills Student Intervention Plan form is completed. These forms are maintained in the Department Chair’s candidate files and in the Administrative Assistant’s office in candidate files.
Candidate Records

Records of candidate transition point reviews are maintained in the Field Placement Coordinator’s office. Candidate scores on Field Experience Midterm and Final Evaluations, Internship Midterm and Final Evaluations, and the TWS are maintained in LiveText. Professional Dispositions and Skills Forms are completed in hard copy and maintained in candidate files in the Administrative Assistant’s office. Unit faculty review aggregated field and internship data annually. Aggregated data on candidate dispositions are also reviewed by unit faculty and the Institutional Effectiveness Council (IE-Council) annually. Licensure recommendation forms are also maintained in the Field Placement Coordinator’s office.

ADVICEMENT

The academic advisor is the official counselor for all matters related to the candidate’s academic program of study. The role of the academic advisor is to assist the candidate in the development of a meaningful education plan. The advisor facilitates and monitors the candidate’s progress toward career goals. Once a pre-candidate has declared his/her intended major, they are then assigned to a faculty member from the Department of Education. The advisor signs registration forms and most other forms unless s/he has given permission for someone else to do so. In the advisor’s absence, the Chair of the Department of Education may sign the (pre-) candidate’s registration form.

It is the candidate’s responsibility to know requirements, meet deadlines, and schedule and attend pre-registration sessions with an advisor each semester. The advisor is responsible for making the student aware of courses available, degree requirements, academic procedures and policies and general information about the University. The advisor must approve all course selections and changes, inform the candidate of requirements, is easily accessible for meetings and serves as an information resource. Because all courses at the university are not offered every semester, both the (pre-) candidate and the advisor must take care in selecting courses at advisement time, keeping in mind all program requirements and future course scheduling. Education major orientation meetings are conducted each semester.
Curriculum
LEVEL I
General Education Requirements and Electives.................................................. 41-55

English
ENGL B101, 101i and 102 (each with a grade of “C” or higher) 1 ............................ 6-7
English Literature, ENGL 270 or higher ................................................................. 3

Numerical and Analytical Reasoning
MATH B111/111E or placement test........................................................................... 0-4
MATH B221 and MATH B222 (each with a grade of “C” or higher) 2 ................. 6

Speech
COMM B140, or COMM B201 (with a grade of “C” or higher) ......................... 3

Liberal Arts
PSYC B101 .................................................................................................................. 3
ARTH B105, ARTH B106, MUSC B110 or THEA B200 ........................................... 3
POLI 201 .................................................................................................................... 3

History
HIST B101 or HIST B102 Western Civilization ..................................................... 3
HIST B111 or HIST B112 American History .......................................................... 3

Natural Sciences
One course and laboratory in the Biological Sciences (BIOL B120, B120L or BIOL B110) .......................................................... 4
One course and laboratory in the Physical Sciences from the following:
ASTR, PHYS, CHEM, or MSCI 210 or MSCI B215 ........................................... 3

Majors: MSCI B210 is recommended for Education majors.

Foreign Languages ................................................................................................. 0-6
requirement may be satisfied by proficiency. Students shall demonstrate in one foreign
language the ability to comprehend the topic and main ideas in written and, with the
exception of Latin and Ancient Greek, spoken texts on familiar subjects.

Global Citizenship and Multicultural Understanding ........................................... 0-3
A distribution requirement that may be satisfied by one of the above
mentioned courses or by additional coursework. The following courses have
been approved for this requirement: ANTH B102, ANTH B301, ANTH B312, ANTH
B317, ANTH B351, ANTH B352, ANTH B452, ENGL B291, GEOG B121, GLST B301,
GLST B398, HIST B109, HIST B115, HIST B116, RELG B203, SOCY B315 and SPAN
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B380. Non-equivalent transfer credits may be evaluated for approval on a case by
case basis by the Director of General Education.

Electives Courses ................................................................................................... 0-3

Pre-Professional Courses (with completion of 46-55 required general education courses)
EDCI B210, B243 .......................................................... 6
EDFO B321 ................................................................................................................. 3
PSCY B321 or PSYC B209 ......................................................................................... 3
EDPY B335 ................................................................................................................. 3
EDEC B340, B342 ...................................................................................................... 6
EDPH B231 ................................................................................................................. 3
EDRD B318* ............................................................................................................. 3
LEVEL II

Professional Program Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Description</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>EDCI B441</td>
<td>..........................................................</td>
<td>3</td>
</tr>
<tr>
<td>EDEX B300, B345</td>
<td>...........................................................</td>
<td>6</td>
</tr>
<tr>
<td>EDEC B435, B436, B440P</td>
<td>..........................................................</td>
<td>8</td>
</tr>
<tr>
<td>EDRD B425, B428, B430, B450P</td>
<td>.........................................................</td>
<td>11</td>
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LEVEL III

Clinical Internship

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC B469, B476</td>
<td>.................................................................</td>
<td>15</td>
</tr>
</tbody>
</table>

LEVEL IV

Complete Teacher Certification and Graduation Requirements

| Total hours required | 120 |

1. Students may place out of ENGL B101L with an appropriate score on the Freshman English Placement Exam.
2. Pre-requisite is MATH B111/111E or placement test
3. Physical Sciences: MSCI, ASTR, PHYS, CHEM, or MSCI B111, B 112, or B 210. MSCI is recommended for Education majors.
4. EDRD B218 is a pre-requisite.
5. The following courses have been approved for this requirement: ANTH B102, B312, B317, B 351, B 352, B 452, ENGL B291, GEOG B121, GLST B301, B398, HIST B109, B115, B116, RELG B203, SOCL B315 and SPAN B380. Non-equivalent transfer credits may be evaluated for approval on a case by case basis by the Program Director for General Education.
Curriculum
LEVEL I
General Education Requirements and Electives

English
ENGL B101, 101E and 102 (each with a grade of “C” or higher) \(^1\) .................. 6-7
English Literature, ENGL 270 or higher ......................................................... 3

Numerical and Analytical Reasoning
MATH B111/111i or placement test ................................................................. 0-4
MATH B221 and MATH B222 (each with a grade of “C” or higher) \(^2\) .......... 6

Speech
COMM B140, or COMM B201 (with a grade of “C” or higher) ...................... 3

Liberal Arts
PSYC B101 ......................................................................................................... 3
ARTH B105, ARTH B106, MUSC B110 or THEA B200 ................................ 3
POLI 201 ........................................................................................................... 3

History
HIST B101 or HIST B102 Western Civilization ........................................ 3
HIST B111 or HIST B112 American History ............................................... 3

Natural Sciences
One course and laboratory in the Biological Sciences (BIOL B120, B120L or
BIOL B110) ........................................................................................................ 4
One course and laboratory in the Physical Sciences from the following:
ASTR, PHYS, CHEM, or MSCI 210 or MSCI B215 \(^3\) .................................. 4
Majors: MSCI B210 is recommended for Education majors.

Foreign Languages .............................................................................................................. 0-6
Requirement may be satisfied by proficiency. Students shall demonstrate in one foreign
language the ability to comprehend the topic and main ideas in written and, with the
exception of Latin and Ancient Greek, spoken texts on familiar subjects.

Global Citizenship and Multicultural Understanding ........................................... 0-3
A distribution requirement that may be satisfied by one of the above
mentioned courses or by additional coursework. The following courses have
been approved for this requirement: ANTH B102, ANTH B301, ANTH B312, ANTH
B317, ANTH B351, ANTH B352, ANTH B452, ENGL B291, GEOG B121, GLST B301,
GLST B398, HIST B109, HIST B115, HIST B116, RELG B203, SOCY B315 and SPAN
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B380. Non-equivalent transfer credits may be evaluated for approval on a case by
case basis by the Director of General Education.

Electives Courses ........................................................................................................... 0-3

Pre-Professional Courses (completion of at least 30 hours general education required) ................... 27
EDCI B210, B243 ........................................................ ........................................ 6
EDEL B320, B330 ................................................................................................. 6
EDFO B321 ........................................................................................................... 3
EDPY B335 .......................................................................................................... 3
EDPH B231 .......................................................................................................... 3
PSCY B209 or B321 ............................................................................................ 3
EDRD B318* ....................................................................................................... 3
LEVEL II
Professional Program Courses (each with a grade of “C” or higher) ...................... 28
EDCI B441 .............................................................................................................. 3
EDEL B431, B432, B443, 440P .............................................................................. 11
EDEX B300 ............................................................................................................. 3
EDRD B425\(^4\), 428\(^4\), B430\(^4\), 450P\(^4\) ......................................................... 11

LEVEL III
Clinical Internship
EDEL B470, B476 .................................................................................................. 15

LEVEL IV
Complete Teacher Certification and Graduation Requirements
Total hours required ................................................................................................ 123

\(^1\)Students may place out of ENGL B101L with an appropriate score on the Freshman English Placement Exam.
\(^2\)Pre-requisite is MATH B111/111E or placement test
\(^3\)Physical Sciences: MSCl, ASTR, PHYS, CHEM, or MSCl B111, B 112, or B 210. MSCl is recommended for Education majors.
\(^4\)EDRD B218 is a pre-requisite.
\(^6\)The following courses have been approved for this requirement: ANTH B102, B312, B317, B 351, B 352, B 452, ENGL B291, GEOG B121, GLST B301, B398, HIST B109, B115, B116, RELG B203, SOCL B315 and SPAN B380. Non-equivalent transfer credits may be evaluated for approval on a case by case basis by the Program Director for General Education.
EDUCATION COURSE DESCRIPTIONS

EDCI - Educational Curriculum and Instruction

EDCI B210 - CLINICAL OBSERVATION AND ANALYSIS (3).
Clinical experience in an early childhood setting. Observation and analysis in classroom setting includes focus on the following topics: learning climate, classroom management, lesson clarity, instructional variety, task orientation, leaning process, student success, performance outcomes and higher thought processes.

EDCI B243 – TECHNOLOGY RESOURCES IN TEACHING (3).
(Prerequisite or Co-requisite: EDCI B210) Introduction to technological resources relevant to the teaching profession including computer technology, educational software, and telecommunications. This course focuses on examining how applying technology in the classroom can be used to support teaching and learning and addresses the methods and materials used for technology integration.

EDCI B399 – INDEPENDENT STUDY IN EDUCATION (1-6). ^
(Prerequisite: Contract approval is required).

EDCI B400 – SELECTED TOPICS IN EDUCATION (3).
Intensive study of selected topics, themes, and/or interdisciplinary concerns in education. Course and content varies and will be announced in the schedule of classes by topic title. Topics may include: Gifted Education; Teaching English Language Learners; Play, Music and Movement in Early Childhood Education; Classroom Management, Assessment & Approaches in Differentiating Instruction, etc.

EDCI B441 - ORGANIZATION AND MANAGEMENT IN A DIVERSE CLASSROOM (3).
(Prerequisite: Admission to the Department of Education's Teacher Education Professional Program for Elementary Education or Early Childhood Education) Structuring of the physical, social, and instructional environment to maximize learning in a supportive, diverse classroom. Development of a comprehensive understanding of practice, proactive, and reactive approaches to management with attention to motivation and culturally diverse settings will be addressed. Behaviorists and constructivist approaches, inclusive education, ESOL learner needs, conflict resolution, and the promotion of learning communities are components of this course.

EDEC - Early Childhood Education

EDEC B340 - EDUCATION OF THE YOUNG CHILD (3).
(Prerequisite or Co-requisite: EDCI B210). A study of the physical, emotional, intellectual and social components of development, birth through age eight and their relationship to the education of the young child birth - age eight. Diagnosis and assessment of development are addressed. Programs serving young children and their families will be discussed. The administration of these programs as well as advocacy efforts are included. Observation and participation in early childhood settings is required.
EDEC B342 - CURRICULUM PLANNING AND DEVELOPMENT IN EARLY CHILDHOOD EDUCATION (3).
(Prerequisite or Co-requisites: EDCI B210; EDEC B340; EDPY B335). This curriculum course is designed for prospective teachers in the nursery, kindergarten and primary schools. The course explores various issues involved in the development and education of children from the ages of four to eight. Attention is given to learning activities, materials and equipment suitable for teaching at this level. Emphasis is given to appropriate methods for assessment of children ages four through eight and to the relationship of various subject areas to the physical, social, emotional and cognitive development of the child. Philosophy, history of early childhood education, classroom management, societal influences, parental involvement and community resources are included.

EDEC B345 - FAMILY LIFE IN EARLY CHILDHOOD (3).
(Prerequisite: PSYC B209 or PSYC B321; Admission to the Professional Program in Education or consent of the Department Chair) Principles, practices and content of family life and family-school relations as related to young children’s learning and development in various settings during the early childhood years, birth through eight. This course will provide a foundation for using family life knowledge in relating to young children and families in effective ways.

EDEC B435 - MATH EXPERIENCES IN EARLY CHILDHOOD EDUCATION (3).
(Prerequisite: EDCI B210; Admission to Professional Program in Education or consent of the Department Chair; Co-requisites: EDEC B436, EDEC B444, EDEC B440P). This methods course includes the basic content of the academic area of mathematics to be presented to PreK-3rd grade children. Developmentally appropriate experiences, learning activities, materials and equipment to aid in the development of math concepts in young children are presented. Diversity-related influences and needs of exceptional learners are also addressed.

EDEC B436 – SCIENCE AND SOCIAL STUDIES EXPERIENCES IN EARLY CHILDHOOD EDUCATION (3).
(Prerequisite: EDCI B210; Admission to Professional Program in Education or consent of the Department Chair; Co-requisites: EDEC B435, EDEC B444, EDEC B440P). This methods course includes the basic content in the inquiry areas of science and social studies to be presented to PreK - 3rd grade children. Developmentally appropriate inquiry experiences, learning activities, materials and equipment are presented. Diversity-related influences and needs of exceptional learners are also addressed.

EDEC B440P - PRACTICUM II: TEACHING INTEGRATED LESSONS IN EARLY CHILDHOOD EDUCATION (2).
(Prerequisite: Admission to the Professional Program or consent of the Department Chair; Co-requisite EDEC B435, EDEC B436, and EDEC B444). Supervised clinical experience in an early childhood setting. Teacher candidates will apply principles of planning, instruction, assessment, management, and professionalism in diverse field-based settings serving students in grades P-3. Offered in Fall.
EDEC B469 - INTERNSHIP IN EARLY CHILDHOOD EDUCATION (12). *(Prerequisite: Admission to the Professional Program in Education and the Internship; Co-requisite: EDEC B476) A program of observation and teaching in the public schools under the supervision of university and public school personnel.*


**EDEL - Elementary Education**

EDEL B320 - CURRICULUM PLANNING, DEVELOPMENT AND ASSESSMENT IN THE ELEMENTARY SCHOOL (3). *(Prerequisite or Co-requisite: EDCI B210) This course explores issues involved in the development and education of children including curriculum, instruction, activities, materials, grouping, grading and appropriate methods of authentic assessment, as well as analysis of standardized test results in relation to the physical, social, emotional, and cognitive development of grade 2-6 learners for optimal learning. Parental involvement, community resources and collaborative relationships with specialists are included components of this course.*

EDEL B330 – INTERGRATING THE ARTS IN ELEMENTARY EDUCATION: ART, MUSIC AND MOVEMENT (3) *(Prerequisite or Co-requisite: EDCI B210) Provides opportunities to develop competence in selecting and using a variety of high quality instructional methods, resources, and assessment strategies for teaching art, music, and movement to elementary children.*

EDEL B431 - TEACHING MATHEMATICS IN THE ELEMENTARY SCHOOL (3). *(Prerequisite: Admission to the Department of Education's Professional Program for Elementary Education) Materials, resources, programs, and methods for teaching mathematics to diverse learners in grades 2-6. Problem solving, mathematical content and process connections, as well as assessment, diagnosis, and remediation will be addressed. Included are supervised practicum experiences that promote reflective teaching in elementary school settings.*

EDEL B432 - TEACHING SCIENCE IN THE ELEMENTARY SCHOOL (3). *(Prerequisite: Admission to the Department of Education's Professional Program for Elementary Education) Materials, resources, programs, and methods for teaching science in an inquiry format to diverse learners in grades 2-6. Included are supervised practicum experiences that promote reflective teaching in elementary school settings.*

EDEL B434 - LANGUAGE ARTS IN THE ELEMENTARY SCHOOL (3). *(Prerequisite: EDCI B210, EDRD B218 and admission to the Department of Education's Teacher Education Professional Program for Elementary Education) This course focuses on methods of teaching language arts and writing in grades 2-6. Course content includes strategies for teaching the conventions of language, the writing process, writing traits,
assessment methods, and incorporating content area reading and writing.

**EDEL B440P - PRACTICUM II: TEACHING INTEGRATED LESSONS IN THE ELEMENTARY SCHOOL (2).**
(Prerequisite: Admission to the Professional Program or permission of the Department Chair; Co-requisite EDEL B431, EDELB432, and EDEL B434) Supervised clinical experience in an elementary education setting. Teacher candidates will apply principles of planning, instruction, assessment, management, and professionalism in diverse field-based settings serving students in grades 2-6. Offered in Fall.

**EDEL B443 - TEACHING SOCIAL STUDIES IN THE ELEMENTARY SCHOOL (3).**
(Prerequisite: Admission to the Department of Education's Professional Program for Elementary Education) Materials, resources, programs, and methods for teaching social studies to grades 2-6 for learners to become well-informed citizens in a culturally diverse and democratic society. Included are supervised practicum experiences that promote reflective teaching in the elementary school setting.

**EDEL B470 - INTERNSHIP IN ELEMENTARY SCHOOL (12).**
(Prerequisite: Admission to the Professional Program in Education and the Internship; Co-requisite: EDEL B476) A program of observation and teaching in the public schools under the supervision of university and public school personnel.

**EDEL B476 - SENIOR SEMINAR (3).**
(Co-requisite: EDEL B469) The synthesis and critical evaluation of professional studies in elementary education.

**EDEX - Exceptional Learner Education**

**EDEX B300 - INTRODUCTION TO EXCEPTIONAL LEARNER (3).**
(Admission to the Professional Program or consent of Department Chair). A survey of the development of special education, the current legal guidelines with emphasis on public school mandates, the various clusters of exceptionalities: their definition, classification, identification, prevalence, causes, characteristics and educational needs, including mainstreaming in the regular classroom.

**EDFO – Educational Foundations of Administration**

**EDFO B321 - FOUNDATIONS OF AMERICAN EDUCATION (3).**
Extensive treatment of social, political, economic and philosophical influences that have shaped public education. Study of the financial, organizational and legal aspects of education. Library assignments provide a working knowledge of professional standard references and journals.

**EDPH - Health, Physical Education and Recreation**

**EDPH B231 - PERSONAL AND COMMUNITY HEALTH (3).**
EDPY - Educational Psychology
EDPY B335 - INTRODUCTION TO EDUCATIONAL PSYCHOLOGY (3).
(Prerequisite or Co-requisite: EDCI B210) This course will introduce pre-service teachers and education majors to psychological principles, theory and data upon which effective classroom practices are based, including general methods and techniques. A variety of teaching methods for classroom management will be considered with the focus on the teacher as a decision maker in planning, evaluation and control. Emphasis will be placed on student motivation, learning problems, individual differences and measurement.

EDRD - Reading and Literature Education
EDRD B318 – FOUNDATIONS OF READING (3).
(Prerequisite: EDCI B210, or EDCI B243, or special permission of the Department Chair) This course focuses on the foundations of reading, including language development, phonemic awareness, phonics, vocabulary, fluency, and comprehension. Offered in Fall.

EDRD B425 – ASSESSMENT OF LITERACY FOR EARLY CHILDHOOD AND ELEMENTARY TEACHERS (3).
(Prerequisite: Admission to the Professional Program in Education or consent of the Department Chair, and EDCI B210, EDCI B243, and EDRD B318; Co-requisite: EDRD B430, and EDRD B450P) This course instructs teacher candidates to administer and analyze a variety of formal and informal assessments for screening and diagnosis of reading problems at the early childhood and elementary level. The course utilizes both standardized and portfolio assessments. Offered in Spring.

EDRD B428 – CONTENT AREA LITERACY FOR EARLY CHILDHOOD AND ELEMENTARY TEACHERS (3).
(Prerequisite: Admission to the Professional Program or special permission of the Department Chair and EDCI B210, EDCI B243, and EDRD B318) This course is designed to instruct teacher candidates, grades pre-K through 6, in developing methods and materials that will improve their students’ literacy skills in content area reading and writing. Offered in Fall.

EDRD B430 – INSTRUCTIONAL STRATEGIES IN LITERACY FOR EARLY CHILDHOOD AND ELEMENTARY TEACHERS (3).
(Prerequisite: EDCI B210; EDCI B243; EDRD B318; Admission to the Professional Program or special permission of the Department Chair. Co-requisite: EDRD B425 & EDRD B450P) This course focuses on research-based instruction strategies for literacy in early childhood and elementary classroom. Course content includes cooperative learning, critical literacy, Reader’s and Writer’s Workshop. Specific instruction in the five elements of teaching reading: phonics, phonemic awareness, fluency, vocabulary and
comprehension and the 6+1 traits of writing. Offered in Spring.

EDRD B450P - Practicum II: Teaching Emergent and Intermediate Readers (2). (Prerequisite: Admission to the Professional Program in Education and the Internship; Co-requisite: EDRD B420 and EDRD B430). Supervised clinical experience in an early childhood or elementary setting. Teacher candidates will demonstrate proficiency in planning, assessing and teaching various methods of reading and providing individualized differentiated instruction for struggling/ELL students.
NATIONAL EXAMINATIONS

For all candidates seeking initial certification, the state of South Carolina requires a passing score on the Principles of Learning and Teaching Examination (PLT) in addition to the appropriate PRAXIS II Specialty Area Examinations. In order to be certified, clinical interns must pass these exams in order to fulfill graduation and certification requirements.

A clinical intern who successfully completes a planned program will be recommended for certification upon application. Teacher certification is granted by the South Carolina Department of Education upon the recommendation from the USCB Department of Education. Clinical interns can obtain applications for certification from the USCB Department of Education. No intern may be considered as completing the program until passing scores on the Praxis II and the Principles of Learning and Teaching examination are on record in the USCB Department of Education.

All Education Majors must take the examinations described below:

1. The Praxis™ Core Academic Skills for Educators (Core) test is comprised of three tests – Reading, Writing and Mathematics. Official passing scores must be received by USCB’s Department of Education before admission to the Professional Program.

2. The PRAXIS II – Official passing scores must be received by USCB’s Department of Education prior to the semester of the Clinical Internship.

3. The PLT – Principles of Teaching and Learning. This test must be taken in for certification. Official passing scores must be received by USCB’s Department of Education to be recommended for licensure.

Registration forms for the Praxis™ Core Academic Skills for Educators (Core), Praxis II, and PLT can be accessed online from the USCB Department of Education or Education website at http://www.uscb.edu/academics/academic_departments/education/praxis.html. Candidates wishing to take the computerized Praxis™ Core Academic Skills for Educators (Core) are directed to contact a Sylvan Learning Center that has locations in Savannah, GA, and Charleston, SC. The Praxis II and PLT are computerized exams. The candidate should confer with his/her advisor concerning preparation for the exams. Registration information and practices tests can be found by visiting http://www.ets.org/praxis or calling 1-800-772-9476.
**Praxis™ Core Academic Skills for Educators**

The *Praxis™ Core Academic Skills for Educators* (Core) test measures basic skills in reading, writing and mathematics and include multiple-choice questions and an essay question on the writing test. The tests are designed to evaluate whether pre-candidates have the academic skills needed to prepare for a career in education.

The South Carolina Department of Education requires that ALL students meet testing requirements for Admission to the Professional Program. Students may meet these requirements in any of the following ways:

Passing Scores on Praxis™ Core Academic Skills for Educators:

Praxis™ Core Academic Skills for Educators (Core) tests (computerized): Reading (5712) = 156, Writing (5722) = 162, Math (5732) = 150 *Combined Test* (5751) – includes all three content areas

Exemption of Praxis™ Core Academic Skills for Educators:

SAT I: Verbal + Math + Writing = 1650
ACT = 24

These testing requirements will also apply for recipients of the South Carolina Teachers Loan.

**PRAXIS II – EDUCATION OF YOUNG CHILD**

The *Education of Young Child* test is intended primarily for prospective teachers of young children (birth to age eight). It is based on a teaching approach that emphasizes the active involvement of young children in a variety of play and child centered activities that provide opportunities for choices, decision making, and discovery. The test is designed to assess the examinee’s knowledge about pedagogy and content, the relationship of theory to practice, and how theory can be applied to the educational setting. Also included are multicultural influences; diversity; variations in development including atypical development; and the affects they have on children’s development and learning; family, professionalism, teaching and supporting diverse children, the learning environment, assessment, curriculum, and instruction.

<table>
<thead>
<tr>
<th>Test Name</th>
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<th>South Carolina Passing Score</th>
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</thead>
<tbody>
<tr>
<td>Education of Young Children</td>
<td>5024</td>
<td>160</td>
</tr>
</tbody>
</table>

1 *Number of Questions:* 120 selected response (SR) and 3 constructed response (CR)

*Format:* SR and CR questions
### Categories that will appear on your score report

<table>
<thead>
<tr>
<th>Category</th>
<th>Approximate Percentage of Total Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Childhood Development and Learning</td>
<td>17%</td>
</tr>
<tr>
<td>II. Observation, Documentation, and Assessment</td>
<td>13%</td>
</tr>
<tr>
<td>III. Developmentally Appropriate Practices</td>
<td>13%</td>
</tr>
<tr>
<td>IV. Professionalism, Family, and Community</td>
<td>13%</td>
</tr>
<tr>
<td>V. Content Pedagogy and Knowledge</td>
<td>24%</td>
</tr>
<tr>
<td>VI. Knowledge of Teaching</td>
<td>20%</td>
</tr>
</tbody>
</table>

### PRINCIPLES OF LEARNING AND TEACHING TEST (PLT): EARLY CHILDHOOD

The *Principles of Learning and Teaching (PLT)* test is designed to assess a beginning teacher's knowledge of a variety of job-related criteria. Such knowledge is typically obtained in undergraduate preparation in areas such as educational psychology, human growth and development, classroom management, instructional design and delivery techniques, evaluation and assessment, and other professional preparation.

The test includes 70 multiple-choice questions and two case histories, each presenting a particular teaching situation. The 70 multiple-choice questions will cover all of the content areas listed under Content Categories. Questions may require the examinee to do any of the following: demonstrate understanding of the importance of an aspect of teaching, demonstrate understanding of the principles of learning and teaching underlying an aspect of teaching, or recognize when and how to apply the principles of learning and teaching underlying an aspect of teaching. Two hours are provided to complete the PLT.

### PRINCIPLES OF LEARNING AND TEACHING TEST (PLT) Early Childhood Education

In addition, the test contains 70 multiple-choice questions and 4 constructed-response questions covering an array of topics listed under Content Categories. The testing time is two hours.

<table>
<thead>
<tr>
<th>Test Name</th>
<th>Computer Test Code</th>
<th>South Carolina Passing Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Learning and Teaching: Early Childhood</td>
<td>5621</td>
<td>157</td>
</tr>
</tbody>
</table>

2 **Number of Questions:** 70 multiple-choice questions and 4 constructed-response questions

**Format:** Multiple-choice; constructed-response questions related to two case histories

1 Information obtained from the ETS website, [www.ets.org](http://www.ets.org)
<table>
<thead>
<tr>
<th>Categories that will appear on your score report</th>
<th>Approximate Percentage of Total Score²</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Students as Learners</td>
<td>22.5%</td>
</tr>
<tr>
<td>II. Instructional Process</td>
<td>22.5%</td>
</tr>
<tr>
<td>III. Assessment</td>
<td>15%</td>
</tr>
<tr>
<td>IV. Professional Development, Leadership, and Community</td>
<td>15%</td>
</tr>
<tr>
<td>V. Analysis of Instructional Scenarios</td>
<td></td>
</tr>
<tr>
<td>A. Students as Learners</td>
<td></td>
</tr>
<tr>
<td>B. Instructional Process</td>
<td></td>
</tr>
<tr>
<td>C. Assessment</td>
<td></td>
</tr>
<tr>
<td>D. Professional Development, Leadership, and Community</td>
<td></td>
</tr>
</tbody>
</table>

PRAXIS II – ELEMENTARY EDUCATION

The *Education of Young Child* test is intended primarily for prospective teachers of young children (birth to age eight). It is based on a teaching approach that emphasizes the active involvement of young children in a variety of play and child centered activities that provide opportunities for choices, decision making, and discovery. The test is designed to assess the examinee’s knowledge and understanding of curriculum planning, instructional design, and assessment of student learning; pose problems that teachers routinely face in the classroom; and may be based on authentic examples of student work. Also included are questions that focus on reading and language arts, mathematics, science and social studies.

<table>
<thead>
<tr>
<th>Test Name</th>
<th>Computer Test Code</th>
<th>South Carolina Passing Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Education: Instructional Practice and Applications</td>
<td>5019</td>
<td>155</td>
</tr>
</tbody>
</table>

¹ Number of Questions: 124 Selected-response and constructed-response questions

Format: Multiple-choice and constructed-response questions

<table>
<thead>
<tr>
<th>Categories that will appear on your score report</th>
<th>Approximate Percentage of Total Score³</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Reading and Language Arts</td>
<td>23%</td>
</tr>
<tr>
<td>II. Mathematics</td>
<td>19%</td>
</tr>
<tr>
<td>III. Science</td>
<td>12%</td>
</tr>
<tr>
<td>IV. Social Studies</td>
<td>11%</td>
</tr>
<tr>
<td>V. Art, Music, Physical Education</td>
<td>10%</td>
</tr>
<tr>
<td>VI. Applications (short content essays)</td>
<td>25%</td>
</tr>
</tbody>
</table>

² Information obtained from the ETS website, [www.ets.org](http://www.ets.org)
³ Information obtained from the ETS website, [www.ets.org](http://www.ets.org)
PRINCIPLES OF LEARNING AND TEACHING TEST (PLT):
Grades K-6

The Principles of Learning and Teaching (PLT) test is designed to assess a beginning teacher's knowledge of a variety of job-related criteria. Such knowledge is typically obtained in undergraduate preparation in areas such as educational psychology, human growth and development, classroom management, instructional design and delivery techniques, evaluation and assessment, and other professional preparation.

The test includes 70 multiple-choice questions and two case histories, each presenting a particular teaching situation. The 70 multiple-choice questions will cover all of the content areas listed under Content Categories. Questions may require the examinee to do any of the following: demonstrate understanding of the importance of an aspect of teaching, demonstrate understanding of the principles of learning and teaching underlying an aspect of teaching, or recognize when and how to apply the principles of learning and teaching underlying an aspect of teaching. Two hours are provided to complete the PLT.

PRINCIPLES OF LEARNING AND TEACHING TEST (PLT)
Early Childhood Education

In addition, the test contains 70 multiple-choice questions and 4 constructed-response questions covering an array of topics listed under Content Categories. The testing time is two hours.

<table>
<thead>
<tr>
<th>Test Name</th>
<th>Computer Test Code</th>
<th>South Carolina Passing Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Learning and Teaching: Grades K-6</td>
<td>5622</td>
<td>160</td>
</tr>
</tbody>
</table>

Number of Questions: 70 selected-response questions and 4 constructed-response questions

Format: Selected-response; constructed-response questions related to two case histories

<table>
<thead>
<tr>
<th>Categories that will appear on your score report</th>
<th>Approximate Percentage of Total Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Students as Learners</td>
<td>22.5%</td>
</tr>
<tr>
<td>II. Instructional Process</td>
<td>22.5%</td>
</tr>
<tr>
<td>III. Assessment</td>
<td>15%</td>
</tr>
<tr>
<td>IV. Professional Development, Leadership, and Community</td>
<td>15%</td>
</tr>
<tr>
<td>V. Analysis of Instructional Scenarios</td>
<td>25%</td>
</tr>
<tr>
<td>E. Students as Learners</td>
<td></td>
</tr>
<tr>
<td>F. Instructional Process</td>
<td></td>
</tr>
<tr>
<td>G. Assessment</td>
<td></td>
</tr>
<tr>
<td>H. Professional Development, Leadership, and Community</td>
<td></td>
</tr>
</tbody>
</table>

Information obtained from the ETS website, www.ets.org
PROFESSIONAL PROGRAM QUALIFICATIONS AND REQUIREMENTS

The baccalaureate curricula are divided into two years of general education and two years of professional training. Any candidate who fulfills the admission requirements of the University may enroll in the pre-professional curriculum. Curricula designated as professional education courses are limited to candidates who have been formally accepted into the USCB Early Childhood Education Program.

Application for admission into the professional program is to be submitted to the Professional Program and Internship Review Committee during the semester that the student completes 46-55 hours of undergraduate study. Transfer students with more than 56 undergraduate hours and degreed students should apply during their first semester at USCB.

**Deadline for submission is October 1.**

------------------------------------------------------------------------------------------

**Professional Program Criteria for Acceptance**

- A cumulative Grade Point Average (GPA) of at least 2.75* in all undergraduate course work.
- Completion of all Pre-Professional courses with a minimum GPA of 3.0 and a “C” or better in each course.
- Grades of “C” or better in English (ENGl) 101 and 102, Speech Communications, and MATH B221 and B222.
- Passing scores on all three subtests of Praxis™ Core Academic Skills for Educators (Core). Official scores must be submitted to and received by the Department of Education. According to South Carolina law, SAT or ACT scores may be substituted for the Praxis™ Core Academic Skills for Educators (Core), if scores are in compliance with current state standards.
- Beaufort County School District requires a yearly Tuberculosis Test and a background form/check before allowing any student to work in the public schools during Observation and Practicum classes.
- All sections of the Professional Program Application completed and submitted with appropriate signatures by the application deadline.
- Approval by the USCB Professional Program Committee.
LiveText is utilized in all Education courses. Education major students are expected to purchase LiveText for the duration of time they are attending USCB and completing their degree.

**LiveText at a Glance:**

- A convenient, priority-driven, streamlined workspace with a Dashboard - a repository providing quick access to all of your documents
- Capabilities to create extensive e-portfolios and documents with custom artifacts that you can share with professors, classmates, and employers
- Methods to track and review instructors' feedback
- A convenient Personal File Manager with labeling capabilities to make document management easy. With the File Manager feature, you can upload and manage external files, such as Word, Excel, PDF, and PowerPoint files.
- Multiple ways to submit assignments
- Quick Links to help you navigate through your account. These links direct you to your Reviews, Community, and Tools tabs where you can view your assignment reviews status, update or create groups, access group discussions and resources, and manage your Visitors Passes.
- Access to a comprehensive easy-to-navigate Help Center with completely updated menu guides containing step-by-step instructions, screen shot illustrations, flash demonstrations, and tips to help you navigate through LiveText C1 features

**Digital Notebook**

The days of misplacing loose leaf paper assignments are over. Your LiveText membership provides you with a personal online digital workspace to author just about anything for your classes, such as assignments, journals, and e-portfolios, or to create your own secure access web space. These projects can then be instantaneously shared with professors for review and other LiveText members for simple viewing or collaborative projects. With LiveText, you author and submit all your work online, so you don't have to deal with buying paper and other costly supplies and services to submit and present your work professionally. Creating and submitting work digitally makes your life much easier—imagine not having to run across campus to submit an assignment or waiting for office hours to obtain your professor's feedback. Just log in to LiveText to review and submit your work at your convenience. As long as you're a LiveText member, your work will always remain at your fingertips.

**Look Sharp**

It's been said that "actions speak louder than words". Don't just tell people what you've accomplished in your studies, show them. With LiveText, you can create Visitor's Passes, which
enable you to quickly and easily showcase your achievements and exemplary work to prospective employers and other interested parties outside of LiveText. Because all of your course work has been digitally completed in LiveText, retrieval of past work is fast and simple. Many types of portfolios can also instantly be created and customized to target various audiences' tastes or expectations. This digital environment means no more piles of papers and messy file cabinets!

Value

Your LiveText membership is probably one of the most economical and beneficial purchases compared to all of the required courses, textbooks, and supply costs you will encounter during school. Your LiveText membership is valid for the entire time you are enrolled, plus an additional year from your date of graduation (Maximum for 5 years.)

Internships & Field Experiences

LiveText's authoring tools provide you with a quick and professional way to chronicle, organize, and present your internship, job shadowing, work-based learning, or field experiences. Furthermore, LiveText provides an easy method for off-site contacts to coach and assess your performance.

Standards, Outcomes, Competencies

If you're an education student, you'll be happy to know that LiveText has a constantly growing list of over 350 standards, outcomes, and competencies sets with which you can instantly align to your coursework by a simple search, select, and click process. So, say goodbye to typing out weird codes and never-ending standards descriptions. Save time by typing less.  

5 Above information was obtained directly from LiveText website: www.livetext.com
Section III: Practicum Experiences
PRACTICUM EXPECTATIONS AND RESPONSIBILITIES

1. Create, evaluate, and select developmentally appropriate materials, equipment and environment, to enhance specified subject area.

2. Observe and participate in content lessons under supervision of a qualified professional in grade levels Pre-K-3rd grade in a public school setting (20 hours per practicum).

3. Review and incorporate effective teaching strategies into lesson plans and presentations.

4. Instruct small groups and, as appropriate, a whole class in specified subject area.

5. Design and implement assessment of student learning through various strategies including rubrics.

6. Evaluate own instructional capabilities, together with the cooperating teacher and university supervisor.

Practicum Checklist:

☐ TB Test (taken year to year)

☐ Passing Scores on test below:
  ○ Praxis™ Core Academic Skills for Educators (Core) tests (computerized): Reading (5712) = 156, Writing (5722) = 162, Math (5732) = 150; Combined Test (5751) – includes all three content areas

☐ Complete School District Observation/Practicum/Intern Application (Submit to Department of Education)

☐ Admittance to the Professional Program

☐ Maintain 2.75 cumulative GPA.
PLACEMENT OF CANDIDATE FIELD EXPERIENCE

At the beginning of each semester, the Field Experiences Coordinator contacts unit faculty who teach a course with an accompanying practicum/clinical experience in order to determine the number and nature of field experiences required and the number of candidates enrolled in each course. In all instances, schools and teachers used for practicum/clinical experiences have been recommended by the partner district office.

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours Required</th>
<th>Artifact</th>
<th>ADEPT Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDIC B 210: Observation &amp; Analysis</td>
<td>20 hours</td>
<td>Observation Notebook</td>
<td>ADEPT APS Orientation 1-10</td>
</tr>
<tr>
<td>EDEX B300: Introduction to the Exceptional Learner</td>
<td>10 hours</td>
<td>Learning Environment Study</td>
<td>4 &amp; 10</td>
</tr>
<tr>
<td>EDEC B340 Education of the Young Child</td>
<td>10 hours</td>
<td>Observation Play Report</td>
<td>4 &amp; 10</td>
</tr>
<tr>
<td>EDRD B450P Practicum I: Teaching Emergent and Intermediate Readers</td>
<td>104 hours</td>
<td>Reading Diagnostic Case Study &amp; Mini-Teacher Work Sample (MTWS)</td>
<td>4-9</td>
</tr>
<tr>
<td>EDEC B450P Practicum II: Teaching Integrated Lessons (Grades P-3)</td>
<td>143 hours</td>
<td>Lesson Plans (Math, Science, Social Studies)</td>
<td>3 &amp; 10</td>
</tr>
<tr>
<td>EDEL B450P Practicum II: Teaching Integrated Lessons (Grades 2-6)</td>
<td>143 hours</td>
<td>Lesson Plans (Math, Science, Social Studies)</td>
<td>3 &amp; 10</td>
</tr>
<tr>
<td>EDEL B470 Internship in the Elementary School</td>
<td>1 Semester Professional Responsibilities (Minimum 60 days with 10 continuous teaching days)</td>
<td>ADEPT APS 1 ADEPT APS 10 Internship Midterm/Final Evaluation (ADEPT) Teacher Work Sample</td>
<td>1-10</td>
</tr>
<tr>
<td>EDEC B469 Internship in ECE</td>
<td>1 Semester Professional Responsibilities (Minimum 60 days with 10 continuous teaching days)</td>
<td>ADEPT APS 1 ADEPT APS 10 Internship Midterm/Final Evaluation (ADEPT) Teacher Work Sample</td>
<td>1-10</td>
</tr>
</tbody>
</table>
### USC Partnership Schools

<table>
<thead>
<tr>
<th>Beaufort County Elementary Schools</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Beaufort Elementary</td>
<td>Okatie Elementary</td>
</tr>
<tr>
<td>Bluffton Elementary</td>
<td>M.C. Riley Elementary/Early Childhood Center</td>
</tr>
<tr>
<td>Broad River Elementary</td>
<td>Mossy Oaks Elementary</td>
</tr>
<tr>
<td>Coosa Elementary</td>
<td>Port Royal Elementary</td>
</tr>
<tr>
<td>Lady’s Island Elementary</td>
<td>Whale Branch Elementary</td>
</tr>
<tr>
<td>Shanklin Elementary</td>
<td>Riverview Charter School</td>
</tr>
<tr>
<td>Pritchardville Elementary</td>
<td>Hilton Head Early Childhood Center</td>
</tr>
<tr>
<td>Red Cedar Elementary</td>
<td>Hilton Head School for Creative Arts</td>
</tr>
<tr>
<td>Hilton Head IB Elementary</td>
<td>St. Helena Elementary/Early Childhood Center</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Jasper County Elementary Schools</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ridgeland Elementary</td>
<td>Hardeeville Elementary</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hampton County Elementary Schools</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ben Hazel Elementary</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Colleton County Schools</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Northside Elementary</td>
<td></td>
</tr>
<tr>
<td>Black Street Early Childhood Center</td>
<td></td>
</tr>
</tbody>
</table>
PROFESSIONAL BEHAVIOR AND DISPOSITIONS

Dispositions for Initial Candidates
One of the goals as listed in the unit mission is that candidates develop the dispositions appropriate for teaching in 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 the unit expects 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 Standards of Conduct for South Carolina Educators.

These institutional standards in our Conceptual Framework are aligned with ADEPT and NAEYC standards.

These dispositions statements have been included in the following behavioral indicators: attitude, diversity, enthusiasm, personal appearance, professionalism, rapport, reliability, and sensitivity. The USCB Disposition Rubric is used to measure the dispositions across candidate progression levels.

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

Department of Education Professional Dispositions and Skills
Education is an honorable calling that requires both challenges and responsibilities. As an educational leader you will be expected to maintain the highest standards of the profession as you relate to students, families and communities. Each teacher candidate exhibits four dispositions in their work with colleagues, faculty and staff in the University and PK-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.

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

PROFESSIONAL ATTIRE

Professional attire is expected and required. Practicum students and clinical interns 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. Polo shirts with the USCB Education logo are strongly encouraged.

- All of the placement schools have a uniform policy in place for students and teachers. At the very least, education practicum students and clinical interns should follow these policies.

The following are strictly prohibited in field experiences:

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

Early Childhood Education Majors:

In addition, keep in mind that Early Childhood 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 short skirts or dresses—above the knee—or high heels that impact one’s ability to effectively work with young children).

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

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

- The intern should welcome constructive suggestions.
• The intern should carry out all of his/her professional responsibilities with attention to detail and pride.

• Professional communication is an expectation and requirement for all Department of Education faculty members, clinical interns and practicum students. 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.

• The Intern should carefully consider the information he/she posts on social networking sites. The professional image expected of the intern should be the same on the internet as it is in person.
Section IV: Clinical Internship

CLINICAL INTERNSHIP QUALIFICATIONS AND PROCEDURES

The Clinical Internship component of the Early Childhood and Elementary Education programs is required by the South Carolina State Department of Education and is designed to serve as the culminating experience in a candidate’s preparation for a career in education. Clinical interns will be placed in school districts that have cooperative agreements with USCB. Candidates applying for admission to the clinical internship must meet the following criteria:

Deadline for submission is September 15.

The candidate must be fully admitted to the Professional Program and must have completed all pre-professional and professional courses prior to the Clinical Internship semester.

- The candidate must have at least a 2.75* overall GPA and 3.0 GPA or higher in professional education courses, with a grade of “C” or better in all pre-professional and professional education courses.
- Passing scores on the PRAXIS II.
- Successfully complete all critical activities as defined by course syllabi.
- Completion of Internship Application and acceptance into Internship, including successfully completing interview requirement with Internship Committee.
- Candidates whose applications have been rejected may appeal the decision by requesting a personal interview with the Professional Program Committee.
- Candidates must contact the Department of Education concerning the procedures for appealing the decision of the Committee.
- Application for the Clinical Internship is available from Department of Education, and is due September 15th for internship in the following spring semester.
CLINICAL INTERN EXPECTATIONS AND RESPONSIBILITIES

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

1. Contact the cooperating teacher prior to the beginning of the internship assignment.
   Visit the school, if possible and become familiar with the classroom and school schedules, routines, and procedures.
2. Report on time each day and to all activities and duties assigned to the cooperating teacher.
3. Become familiar with all rules and procedures applicable to students and teachers in the school. The intern should read over the school handbook and become very familiar with policies and procedures set forth by the school and school district.
4. Analyze and evaluate the instructional procedures and the classroom management strategies of the assigned school.
5. Prepare lesson plans, assignments, and units that reflect the constructivist standards.
   Daily lesson plans and units should be reviewed by the cooperating teacher. Rubrics for both lesson plans and units are provided to the cooperating teacher and the University supervisor. Copies of lesson plans and units must also be turned in to the University supervisor.
6. Specify instructional goals and objectives.
7. Demonstrate knowledge of appropriate subject matter content.
8. Demonstrate a variety of appropriate teaching strategies.
9. Analyze and evaluate program and pupil evaluation systems of the assigned school.
10. Create and manage a classroom environment conducive to learning.
11. Demonstrate reliable and responsible behavior in a professional setting.
12. Use technology and materials for appropriate instructional purposes.
13. Demonstrate effective written and oral communication skills.
14. Demonstrate the ability to manage the instructional environment for a full school day over an extended period of time.
15. Demonstrate respect for colleagues and parents.
16. Evaluate learner performance using a variety of formal and informal assessment tools.
17. Analyze and evaluate the roles of all school personnel in varied school settings.
18. Observe other teachers working with students.
19. Participate in settings with students of differing ability levels and cultures.
20. Learn from all of those around you, including your cooperating teacher, teachers in your school, your administrators, university supervisor, and most importantly your students.

These expectations provide an overview of the objectives for, and types of experiences desired in the courses: Internship in Early Childhood Education or Elementary Education. First and foremost, the clinical intern is a learner.
SOUTH CAROLINA LAW ENFORCEMENT DIVISION (SLED)  
CRIMINAL BACKGROUND CHECK

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

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

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

Assisting, Developing, & Evaluating Professional Teaching (ADEPT)

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

The philosophy at USCB is to infuse the components of ADEPT into an already outstanding teacher education program including the following requirements:
1. Conducting an orientation session for interns.
2. Developing and implementing a training program for University supervisors and cooperating teachers.
3. Collecting and documenting information about intern mastery in each performance standard.
4. Providing feedback and assistance throughout the internship experience.
5. Providing a formal written summary of intern performance during the internship assignment.
6. Documenting, evaluating, and improving the internship evaluation and assistance process.
ADEPT Performance Standards with Key Elements
(https://ed.sc.gov/agency/programs-services/50/documents/ADEPTStandards.pdf)

All ADEPT standards addressed.

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

Observations in the Performance Standards

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

Data from these observation forms will be used as evidence for competencies met for the midterm and final evaluation reports.

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

ADEPT Domain 1: PLANNING (APS 1-3)
- Uses contextual factors to develop long-range goals and to guide instructional planning.
- Establishes appropriate standards-based long-range learning and developmental goals for internship.
- Identifies and sequences instructional units in a manner that facilitates the accomplishment of the long-range goals for internship.
- Plans strategies for evaluating and recording students’ progress and achievement and communicating achievement results to students.
- Plans appropriate procedures for managing the classroom that promotes positive behaviors and maximizes instructional time.
- Plans developmentally appropriate standards-based lessons in accordance with the requirements of the discipline, including learning objectives that are measurable, appropriate, and align with the standards.
- Designs, selects, or modifies meaningful assessments that are aligned with lesson objectives.
- Uses student performance data to guide instructional planning.
- Plans developmentally appropriate and differentiated instruction to address diverse learning needs.
- Plans for the learner use of technology to support 21st century learning.
ADEPT Domain 2: INSTRUCTION (APS 4, 5, 7)
- Communicates, and maintains high expectations for student achievement and participation. Students are given opportunities and support to assume responsibility for their own learning.
- Helps students assume responsibility for their own learning.
- Uses appropriate instructional strategies.
- Uses a variety of instructional strategies to actively engage all students.
- Uses instructional strategies effectively.
- Continually monitors student learning during instruction by using a variety of informal and formal assessment strategies.
- Enhances student learning by using informal and formal assessments to guide instruction.
- Enhances student learning by providing appropriate instructional feedback to all students.
- Uses technology to enhance student learning.
- Implements strategies that address the needs of diverse learners.
- Uses appropriate voice tone, inflection, and nonverbal communication to manage instruction effectively.

ADEPT Domain 3: CONTENT (APS 6)
- Demonstrates a thorough command of the content taught.
- Provides appropriate content.
- Structures the content to provide meaningful learning.
- Employs literacy strategies that assist learners in accessing content in their discipline.

ADEPT Domain 4: ENVIRONMENT (APS 8, 9)
- Maintains a physically safe classroom environment that is conducive for learning.
- Maintains a positive affective climate in his or her classroom.
- Maintains a culture of learning in his or her classroom.
- Manages student behavior appropriately.
- Makes maximal use of instructional time.
- Makes maximal use of instructional time.

ADEPT Domain 5: PROFESSIONALISM (APS 10)
- Effectively co-teaches with the cooperating teacher.
- Collaborates with other professionals to enhance student learning.
- Establishes appropriate professional relationships with school personnel and students.
- Is an active participant in school initiatives and supports school-related organizations and activities.
- Demonstrates effective verbal communication that is appropriate for the intended audiences and uses Standard English.
- Demonstrates effective external written communication that is appropriate for the intended audience and uses Standard English.
- Adheres to the university and school/district rules, *Standards of Conduct for South Carolina Educators*, and FERPA requirements and acts appropriately when faced with legal issues with children.
- Is receptive to constructive criticism from cooperating teacher, university supervisor, and administrators and incorporates feedback.
- Uses self-reflection to evaluate and improve professional practice.
- Is a member of a state or national professional educator organization.
- Demonstrates professional responsibility (e.g. preparedness, responsibility, initiative, time management).

**Internship Midterm/Final Evaluations**
The *Early Education Childhood 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 *Early Education Childhood Midterm/Final Evaluation Report* to pass EDEC 469.

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

**Teacher Work Sample**

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

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

USCB GRADUATION REQUIREMENTS

In order for a degree to be granted, USCB students must follow appropriate procedures as stated in the USCB Bulletin which appears, in its entirety, on the USCB website: http://www.uscb.edu/academics/academic_departments/education/index.html. Each prospective graduate must file an Application for Degree or Certificate form along with a Degree Audit Form signed by Department of Education Chair. Both forms should be submitted to the Registrar’s Office by the due date as posted in the Academic Calendar. The due date for the Application for Degree or Certificate is early in the last semester/term in which the candidate anticipates graduation. Prospective graduates, who are unsure he/she has fulfilled all degree requirements for graduation, should contact the Chair of the Department of Education.

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

Application Deadlines for completing and filing the application are posted and should be carefully observed.

http://www.uscb.edu/registrar/graduation/index.html

TEACHER CERTIFICATION REQUIREMENTS

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

- The approved program of study must be completed and a candidate must hold a Bachelor’s Degree
- Passing scores on the required Praxis II and PLT Exams must be submitted to USCB

Prior to the internship semester, the candidate must submit application materials for teacher certification to the South Carolina Department of Education (SCDOE) and obtain fingerprint clearance. The application will include:

- Completion of finger print scan and registration fee
- A processing fee for the SCDOE
- The application form completed by the candidate for the SCDOE
- A request form for an official transcript and applicable fee(s)
- Copy of social security card
The following documentation is submitted by USCB to the SCDOE following graduation and completion of all requirements for certification:

- Verification and recommendation form completed by USCB
- Official transcript, following graduation
- Original score report for the required Praxis II and PLT tests sent from the testing service to the USCB Department of Education.

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

UNIT ASSESSMENT SYSTEM

The Unit Assessment System Summary, a living document, was created collaboratively with all unit faculty members and the Teacher Education Advisory Council (TEAC) which is comprised of school- and university-based representatives. TEAC members are given a copy of this document as well as information on the appeal process for decisions made regarding candidate status in the program. All documents related to the appeals process are also available in electronic format on the unit website (http://www.uscb.edu/academics/academic_departments/education/index.html) as well as the unit’s web-based information technology tool, LiveText.

The assessment system, illustrated in the following series of charts, clearly delineate what data are collected, from whom, when and how; where data are compiled and who is responsible for collecting them; what instruments are used for data collection (key assessments and course artifacts); how data are aggregated and disaggregated; how data are summarized and analyzed and by whom; who receives the data report and how often; and how decisions are made. The unit’s assessment system regularly and systematically collects, compiles, aggregates, summarizes, analyzes, and uses data for program modifications and unit improvement.

Currently, the unit offers two programs, early childhood (grades P-3) and elementary education (grades 2-6), leading to South Carolina certification. The elementary education program was fully approved by the South Carolina Commission on Higher Education and South Carolina Department of Education in Spring 2013 and implemented in Fall 2013. Specific key assessments for the early childhood and elementary education programs have been identified and are used to provide evidence that candidates can apply the four elements of the conceptual framework: nurture, communicate, reflect, and facilitate/instruct all students. Each key assessment is aligned with a specific standard (or standards) of the unit’s conceptual framework, such as with South Carolina state (Economic and Education Development Act—EEDA) and Assisting, Developing, Evaluating Professional Teaching—ADEPT) and professional (Specialized Program Association-National Association Education of Young Children--NAEYC and Association for Childhood Education International—ACEI).
## Early Childhood Education and Unit Artifact Alignment

<table>
<thead>
<tr>
<th>Performance Based Artifacts</th>
<th>Course Number/Title</th>
<th>Transition Point</th>
<th>CE (CF)</th>
<th>SC EEDA Safe Climate Act (SCA)</th>
<th>2010 NAEYC</th>
<th>ADEPT APS</th>
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<td>Disposition Essay*</td>
<td>EDCI B210 Clinical Observation &amp; Analysis</td>
<td>1, 2, 3, 4</td>
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<td>Philosophy of Education Paper*</td>
<td>EDOF B321 Foundations of American Education</td>
<td>1</td>
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<td>Integrated Unit (Mini-Teacher Work Sample)</td>
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<td>Classroom Management Plan</td>
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<td>Internship Midterm/Final Evaluation Report** (#4)</td>
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| Field Experiences ≥300 hours    | EDCI B210 Clinical Observation and Analysis  
EDEC B340 Education of the Young Child  
EDEX B300 Introduction to the Exceptional Learner  
EDEC B440P Practicum II: Teaching Integrated Lessons in ECE  
EDRD B450P | 1, 2 | N-1, N-3, C-1, R-1, F/I-2, F/I-3, F/I-4, F/I-5 | TEP 5-7 | 7   | 4-9  |
| Clinical Internship  
≥60 days  
≥10 days full time responsibility | EDEC B469 Internship in ECE | 3  | N-1-3, C-1, R-1, 4 F/I-1-5 | TEP 5-7 | 1-6 | 1-10 |
| Professional Conference participation | EDEC B476 Senior Seminar  
ADEPT APS 10 | 3  | R-1-4 | 4, 5, 6 | 1-3, 10 |

**Key Assessment:**  
*Unit      **ECE Program

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<td>R-1 R-4</td>
<td>SCA TEP-5</td>
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<tr>
<td>Teacher Dispositions Instrument* (Rubric or Form)</td>
<td>EDCI B210 Clinical Observation &amp; Analysis EDRD B450P Practicum in Intermediate Reading EDEL B440P Practicum II: Teaching Integrated Lessons in Grades 2-6 EDEL B470 Internship in ELEM</td>
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<td>EDEL B476</td>
<td>Senior Seminar</td>
<td>3</td>
<td>N-1-3, C-1, R-1-4, F/I-1-5</td>
<td>SCA TEP 5-7</td>
<td>3.1-5, 4.0</td>
<td>1-10</td>
</tr>
<tr>
<td>EDEL B470</td>
<td>Internship in the Elementary Grades 2-6</td>
<td>3</td>
<td>N-1, N-3, C-1, R-1, F/I-2-5</td>
<td>TEP 5-7</td>
<td>1.0, 2.1-7, 3.1-5, 4.0, 5.1-2</td>
<td>1-10</td>
</tr>
<tr>
<td>EDEP B210</td>
<td>Clinical Observation and Analysis</td>
<td>1,2</td>
<td>N-1, N-3, C-1, R-1, F/I-2-5</td>
<td>TEP 5-7</td>
<td>1.0, 3.1-5, 4.0</td>
<td>4-9</td>
</tr>
</tbody>
</table>
Clinical Internship (60 days w/ 20 days full time responsibility)

| Clinical Internship (60 days w/ 20 days full time responsibility) | EDEL B470 Internship in Elementary Grades 2-6 | 3 | N-1-3, C-1, R-1,4 F/I-1-5 | TEP 5-7 | 1.0, 2.1-7, 3.1-5, 4.0, 5.1-2 | 1-10 |

Professional Conference participation

| Professional Conference participation | EDEL B476 Senior Seminar ADEPT APS 10 | 3 | R-1-4 | | 5.1-2 | 1-10 |

Community Multimedia Project** (#8)

| Community Multimedia Project** (#8) | EDEL B443 Teaching Social Studies in the Elementary School | 2 | N-2, C-1, F/I-5, R-4 | | 5.2 | 1 |

Key Assessment:

*Unit **ELEM Program

Both formative and summative assessments are conducted. Unit faculty and candidates have access to data in LiveText, such as performance assessments. Candidate performance information is also available to the public through the publication of Title II reports. These data are also summarized and reported in various faculty meetings, committees, etc. The overall purpose of the assessment system is to examine the quality of programs, courses, and field experiences in order to make appropriate program modifications and unit improvements. In addition, the unit maintains a record of candidate concerns and complaints.
The early childhood and elementary education program artifacts are aligned with the four elements of the conceptual framework (nurture, communicate, reflect, and facilitate/instruct). Data is aggregated and aligned allowing the unit to summarize and analyze the program in relationship to the unit, state, and Specialized Professional Associations (SPA) standards. LiveText is an electronic tool used to compile disaggregated data, aggregate data by aligned standards, and summarize aggregated data in reports. This information is also used to assist the administration and unit faculty when making decisions regarding candidate performance and unit modifications and improvements. Other information technologies used in compiling and summarizing data include: Survey Monkey, Survey Tracker, Class Climate, Excel spreadsheets, Banner, summary reports, and data downloaded from ETS for Praxis scores.

The system is dynamic so that upon further review of the data, artifacts may be modified, added, or eliminated depending on what the data indicate. These reports are then analyzed by unit and program faculty and TEAC, and used to make data driven improvements to the unit and program. Over the past two years, many artifacts have been eliminated from the system and others have been added to replace them.
The Assessment System Inventory below identifies the assessment name, the type of assessment instrument used (rubric or form), the progression level assessments are collected, and what courses in which assessment data were collected.

### Assessment System Inventory*

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Progression Levels(s)</th>
<th>Course(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADEPT Evaluations (Practicum, Clinical Internship, Professional)</td>
<td>2, 3, 5</td>
<td>Practica (EDEC B440P, EDEL B440P, EDRD B450P) &amp; Internship (EDEC B469 and EDEL B470)</td>
</tr>
<tr>
<td>Alumni Survey</td>
<td>5</td>
<td></td>
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<tr>
<td>Application for Clinical Internship</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Application to Professional Program</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Candidate Profile Form</td>
<td>1, 2, 3</td>
<td></td>
</tr>
<tr>
<td>Reading Diagnostic Case Study</td>
<td>2</td>
<td>EDRD B425 Assessment of Literacy for Early Childhood and Elementary Teachers</td>
</tr>
<tr>
<td>Observation Play Report</td>
<td>1</td>
<td>EDEC B340: Education of the Young Child</td>
</tr>
<tr>
<td>Community Multimedia Project</td>
<td>2</td>
<td>EDEL B443: Teaching Social Studies in the Elementary School</td>
</tr>
<tr>
<td>Career Awareness Multimedia Project</td>
<td>1</td>
<td>EDEC B342 Curriculum Planning and Development in ECED EDEL B320: Curriculum Planning, Development, and Assessment</td>
</tr>
<tr>
<td>Teacher Work Sample</td>
<td>3</td>
<td>EDEC B476: Senior Seminar</td>
</tr>
<tr>
<td>Criminal Background Check (SLED)</td>
<td>1, 2, 3</td>
<td></td>
</tr>
<tr>
<td>Disposition Statement &amp; Rubric</td>
<td>1, 2, 3, 4</td>
<td>Admission to Professional Program Application</td>
</tr>
<tr>
<td>Educational Philosophy Paper</td>
<td>1</td>
<td>EDFO B321: Foundations of American Education</td>
</tr>
<tr>
<td>Family Study (ECE)</td>
<td>2</td>
<td>EDEC B345: Family Life in ECE</td>
</tr>
<tr>
<td>GPA</td>
<td>1, 2, 3, 4</td>
<td></td>
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<tr>
<td>Graduation Audit</td>
<td>4</td>
<td></td>
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<tr>
<td>Interactive White Board Lesson</td>
<td>1</td>
<td>EDCI B243: Technology Resources for Teaching</td>
</tr>
<tr>
<td>Interview (Professional Program, Internship)</td>
<td>1, 2</td>
<td></td>
</tr>
<tr>
<td>Letters of Recommendations</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>License Application</td>
<td>4</td>
<td></td>
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<tr>
<td>Lesson Plans</td>
<td>1, 2, 3</td>
<td>Practica &amp; Internship</td>
</tr>
<tr>
<td>PRAXIS Core (R,M,W)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>PRAXIS II (EYC, PLT ELED,</td>
<td>2, 4</td>
<td></td>
</tr>
<tr>
<td>ECE Program Evaluation Measure</td>
<td>Administration Date</td>
<td>Education Unit Review</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>------------------------------------</td>
<td>------------------------------------</td>
</tr>
<tr>
<td>Program Key Assessment Rubrics</td>
<td>Continually as scheduled</td>
<td>Bi-Annually: Data Day</td>
</tr>
<tr>
<td>ECE: Observation Play Report</td>
<td>Fall semester</td>
<td>Bi-Annually: Data Day</td>
</tr>
<tr>
<td>ECE: Learning Environment Study</td>
<td>Each semester</td>
<td>Bi-Annually: Data Day</td>
</tr>
<tr>
<td>ECE: Family Study</td>
<td>Spring semester</td>
<td>Bi-Annually: Data Day</td>
</tr>
<tr>
<td>ECE: Reading Diagnostic Case Study</td>
<td>Spring semester</td>
<td>Bi-Annually: Data Day</td>
</tr>
<tr>
<td>ECE: Integrated Lesson Plans</td>
<td>Each semester</td>
<td>Bi-Annually: Data Day</td>
</tr>
<tr>
<td>ECE: Teacher Work Sample</td>
<td>Each semester</td>
<td>Bi-Annually: Data Day</td>
</tr>
<tr>
<td>ECE: Internship Midterm/Final Evaluation (ADEPT)</td>
<td>Each semester</td>
<td>Bi-Annually: Data Day</td>
</tr>
<tr>
<td>Praxis Data (Praxis II, PLT)</td>
<td>Continually</td>
<td>Semi-annually, October and February</td>
</tr>
<tr>
<td>GPA</td>
<td>End of each semester and advisement</td>
<td>Semi-annually, October and February</td>
</tr>
<tr>
<td>Disposition Data</td>
<td>Progression Levels (Prof. Application, Internship Application, Internship Completion)</td>
<td>Progression Levels 1, 2, 3, 4</td>
</tr>
<tr>
<td>ADEPT Data (LiveText Forms)</td>
<td>End of each practicum and internship</td>
<td>Bi-Annually: Data Day</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELEM Program Evaluation Measure</th>
<th>Administration Date</th>
<th>Education Unit Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Key Assessment Rubrics</td>
<td>Continually as scheduled</td>
<td>Bi-Annually: Data Day</td>
</tr>
<tr>
<td>ELEM: Mini-Teacher Work Sample</td>
<td>Fall semester</td>
<td>Bi-Annually: Data Day</td>
</tr>
<tr>
<td>ELEM: Community Multimedia Project</td>
<td>Each semester</td>
<td>Bi-Annually: Data Day</td>
</tr>
<tr>
<td>General Education Coursework GPA</td>
<td>Spring semester</td>
<td>Bi-Annually: Data Day</td>
</tr>
<tr>
<td>ELEM: Reading Diagnostic Case Study</td>
<td>Spring semester</td>
<td>Bi-Annually: Data Day</td>
</tr>
<tr>
<td>ELEM: Integrated Lesson Plans</td>
<td>Each semester</td>
<td>Bi-Annually: Data Day</td>
</tr>
<tr>
<td>ELEM: Teacher Work Sample</td>
<td>Each semester</td>
<td>Bi-Annually: Data Day</td>
</tr>
<tr>
<td>ELEM: Internship Midterm/Final Evaluation (ADEPT)</td>
<td>Each semester</td>
<td>Bi-Annually: Data Day</td>
</tr>
<tr>
<td>Praxis Data (Praxis II, PLT)</td>
<td>Continually</td>
<td>Semi-annually, October and February</td>
</tr>
<tr>
<td>GPA</td>
<td>End of each semester and advisement</td>
<td>Semi-annually, October and February</td>
</tr>
<tr>
<td>Disposition Data</td>
<td>Progression Levels (Prof. Application, Internship Application, Internship Completion)</td>
<td>Progression Levels 1, 2, 3, 4</td>
</tr>
</tbody>
</table>

An Assessment Calendar is used as a guide in the systematic collection and analysis of candidate and unit data.

**Assessment Calendar** (*Revised May 2054*)

<table>
<thead>
<tr>
<th>ECE Program Evaluation Measure</th>
<th>Administration Date</th>
<th>Education Unit Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Key Assessment Rubrics</td>
<td>Continually as scheduled</td>
<td>Bi-Annually: Data Day</td>
</tr>
<tr>
<td>ECE: Observation Play Report</td>
<td>Fall semester</td>
<td>Bi-Annually: Data Day</td>
</tr>
<tr>
<td>ECE: Learning Environment Study</td>
<td>Each semester</td>
<td>Bi-Annually: Data Day</td>
</tr>
<tr>
<td>ECE: Family Study</td>
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<td>GPA</td>
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</tr>
<tr>
<td>Disposition Data</td>
<td>Progression Levels (Prof. Application, Internship Application, Internship Completion)</td>
<td>Progression Levels 1, 2, 3, 4</td>
</tr>
</tbody>
</table>

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### Unit Evaluation Measure | Administration Date | Review
--- | --- | ---
Unit Key Assessment Rubrics | Continually as scheduled | Bi-Annually: Data Day
Dispositions Essay | Each semester | Bi-Annually: Data Day
Philosophy of Education Paper | Each semester | Bi-Annually: Data Day
Interactive Whiteboard Lesson | Each semester | Bi-Annually: Data Day
Survey Instruments | Continually as scheduled | Bi-Annually: Data Day
**USCB Student Evaluation of Teaching** | Fall, Spring and Summer Semesters | Department Chair reviews results at the end of each term and during annual reviews
Faculty Evaluations | Annually: Spring Semester | Department Chair conducts reviews at the end of each term and during annual reviews
Cooperating Teachers Survey | Fall and Spring Semester | Bi-Annually: Data Day
University Supervisors Survey | Fall and Spring Semester | Bi-Annually: Data Day
Intern Survey (clinical practice) | Fall and Spring Semester | Bi-Annually: Data Day
**USCB Graduating Student Survey** | Annually: Spring Semester | August Department meeting and Fall Advisory Council meeting
Budget Review | Fall and Spring Semester | February and November (or when budget set by University)
Pre-registration Reports | Fall and Spring Semester | Advisement and registration periods, and during course scheduling
Syllabi Review/Alignment | Bi-Annually: Summer/winter | August and December Department meetings
**Candidate Advisement File Audit** | Annually: Summer | August Department meeting
**ADEPT SAFE-T Formal Evaluation** | Post-Graduation: 2-5 years IHE Portal | May or August Department meeting
**TEAC Advisory Survey** | Annually: Spring Semester | May or August Department meeting
Candidate Exit Survey | Fall and Spring Semester | January and May Department meeting
**Principal (Employer) Survey** | Every odd year (Fall Semester) | January Department meeting and Spring TEAC Advisory Council meeting

The review and summarization of the data is reported in a variety of ways at the institutional, state and national levels including: NCATE, South Carolina Department of Education, SPA (NAEYC), ACEI (SPA), Title II, AACTE, Institutional Effectiveness Council (IE-OA), TEAC, Department of Education, and ECE and ELEM Program Faculty. The flow chart below demonstrates these levels.

The current assessment calendar is a broad synopsis of the assessment schedule. At the end of the reporting cycle, corresponding assessment reports are submitted in the LiveText DOE Unit Assessment Report site. Assessment LiveText Form Links are generated by the LiveText Coordinator to communicate expectations to stakeholders and instrument completers regarding availability and due dates, and a link to the actual form or rubric required.

The diagram below displays the design of the system for collection and use of student performance data.
Flow Chart for Collection and Use of Candidate Performance Data

Conceptual Framework, SPA, State, and National Standards

Drive

Expected Competencies

Demonstrated by

Selected Artifacts

Collected at

Transition Points

Evaluated by

Agreed Upon Rubrics

Scores Sent

Unit Data Base

Aggregated and Used For

Program Review and Improvement

Candidate Admission and Retention

Aggregated and Used For

Candidate Admission and Retention

Admission to Professional Program

Admission to Key Transition Points

Exit from Program

Post Graduation

Candidate Admission and Retention Program Review and Improvement Unit Data Base Aggregated and Used For Agreed Upon Rubrics Scores Sent Evaluated by Selected Artifacts Collected at Transition Points Demonstrate by Evaluated by Expected Competencies Drive by Conceptual Framework, SPA, State, and National Standards
The review and summarization of the data is reported in a variety of ways at the institutional, state and national levels including: NCATE, South Carolina Department of Education, SPA (NAEYC), ACEI (SPA), Title II, AACTE, Institutional Effectiveness Council (IE-OA), TEAC, Department of Education, and ECE and ELEM Program Faculty. The flow chart below demonstrates these levels.
A. Program Review and Evaluation

In order to engage in continual program improvement, the Department of Education and both education programs continually monitor and assess its curriculum, procedures, and pedagogical base of its candidates. To accomplish this, candidate representatives serve with faculty members, program graduates, and professional community members to serve on the Teacher Education Advisory Council. Candidates, TEAC members, or faculty who would like to recommend curriculum revisions or program/unit changes should contact the appropriate representative to this committee.

The curriculum development and revision process is described below:

1. A desired change, program revision, or new program can be submitted by candidates, TEAC members, or faculty of the Department of Education to the Chair when deemed appropriate.
2. The Chair will review the submitted proposal and consult with appropriate parties (i.e. State Department of Education, public school administrators/teachers, professional organizations, USCB faculty and/or candidates).
3. The chair will distribute a copy of the proposal to all Department of Education faculty and USCB administrators as appropriate.
4. The proposal is read and discussed at the next regular Department of Education faculty meeting. No final vote is taken at this meeting; however, amendments may be proposed and voted upon.
5. Amended copies of the proposal will be distributed to the faculty immediately following the initial reading.
6. The Department of Education Professional Program Committee considers the proposal at the next Department of Education meeting and other appropriate parties are informed of the proposed changes and their comments are solicited for inclusion in the minutes of the Department of Education meeting.
7. If the Professional Program Committee approves the proposal, it is forwarded to the Chair for a signature. The proposal is then sent to the USCB Courses and Curricula Committee (C3) as described in the by-laws of USCB.
8. If the proposal is approved by the C&C Committee, then it is presented to the Faculty Senate for final approval. The Faculty Senate considers all curriculum revisions resulting in programmatic changes to the USCB Bulletins. After final approvals, the curriculum revisions become part of the USCB Bulletin.

The Department of Education collects data from a number of sources including students’ academic performance, Teacher Work Sample, and observation/evaluation of teaching using ADEPT criteria. In addition the Department of Education conducts a number of surveys in order to provide for continuous review determining strengths, growth areas, and needed revisions.

B. Institutional Effectiveness Council (IE Council) Review of Unit-Level Data

Annually, the unit completes Institutional Effectiveness Outcomes Assessment (IE-OA) Plans and Reports which details the unit’s objectives, key assessments, annual data, and use of data for program improvement. At the university level, each spring, the Institutional Effectiveness Council (IE Council) reviews annual assessment data on candidate performance, faculty and staff productivity, and budget and resources. The IE Council prepares an Annual Report for the Chancellor and Budget Committee. This information is also reported in accreditation reports for SACSCOC. In addition, the Office of Institutional Effectiveness and Research (IER) conduct course surveys on each program, course and advisor. Both the unit and individual faculty members use the results of these evaluations to improve instruction and academic advisement.
The Surveys include:
- Course Evaluations: completed each semester immediately following courses to improve instruction.
- Advisement Surveys: conducted online each year to improve advisement given by IER
- Candidate Exit Survey: completed at the end of clinical internship to improve program and internship experience
- USCB Graduate Survey – completed when degree is obtained to improve program and unit operations
- Alumni survey: conducted every 3 years on-line to improve program
- Principal (employer) Survey: conducted on-line every other year on program completers employed in schools to improve curriculum and field experiences
- Cooperating Teacher Survey: completed each semester after internship to improve collaboration with University Supervisor, field experience, and program (LiveText)
- University Supervisor Survey: completed each semester after internship to improve collaboration with Cooperating Teacher, field experience, and program (LiveText)

The unit’s Assessment Coordinator emails (or mails), collects, tabulates, interprets, and summarizes the information which is then reviewed by the Department of Education faculty and TEAC. At this point, a plan including goals and objectives is submitted for unit and program improvement and included in the IE-OA Report.

C. Development of NCATE Standing Committees

In 2013, three standing NCATE committees were constituted and charged with evaluating the educator preparation programs overseen by the unit. The Assessment Committee oversees assessment within the unit, coordinates assessment practices among programs, and reviews aggregated unit-level data such as follow-up and employer surveys. The Diversity Committee reviews candidate, faculty, and P-12 diversity data along with candidate performance and progress on diversity proficiencies. The Field Experiences and Clinical Practice Committee reviews candidate performance on field/internship assessments and supervisor/cooperating teacher evaluations. Comprehensive information from the work of these committees is documented on the LiveText DOE Unit Assessment site. Current membership of these standing committees consists of unit faculty; however the unit plans to extend membership on these committees to include school-based administrators and faculty, graduates of the program, university administrators and faculty from across the university, and representatives from community agencies.

The flowchart below illustrates how data these committees are used for program and unit improvement.
Institutional Effectiveness Council (IE Council) Program Review

Diversity Committee
Annually: Reviews aggregated unit-level data in faculty, candidate, and P-12 diversity and completes Data Review Forms which are posted on the LiveText Diversity Committee website.

Unit Assessment Committee
Annually: Reviews updates on IE-OA Close-Out Report and Unit Assessment Plan Report; reviews aggregated unit – level data; and completes Data Review Forms which are posted on the LiveText Unit Assessment Committee website.

Field Experience and Clinical Practice Committee
Annually: Reviews aggregated data on field (practicum) and clinical experiences and completes Data Review Forms which are posted on the LiveText Field Experiences and Clinical Practice Committee website.

Department of Education Committee
Annually: Reviews unit operations, enrollment, student performance aggregated data, and department annual reports and provides recommendations for program and unit improvements. Presents Assessment Summary Report to TEAC and provides recommendations for program/unit improvements.

Teacher Education Advisory Council
Annually: Reviews unit operations, enrollment, student performance aggregated data, and department annual reports and provides recommendations for program and unit improvements.
Section VII: Student Resources

EDUCATION RESOURCES

Libraries

Both campuses, Historical Beaufort and Hilton Head Gateway, 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 Hilton Head Gateway campus library. Candidates are able to check out the curricular materials for use in field experiences or clinical practice.

Teacher Education Advisory Council (TEAC)

Two candidates are 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 is to review 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 verbally as well as in writing. The committee will issue a written report of its meeting through minutes and any special reports the committee deems necessary to communicate with the faculty and support personnel of the Department of Education for the improvement of the program. The committee shall meet twice a year, once during the fall semester and once during the spring semester. The committee membership will be as follows.

- All USCB Education faculty
- The principal (or designee) and two faculty members from each partnership school (hosted Interns within the past 3 years or currently host practica courses)
- The Beaufort and Jasper County School District Superintendent(s) (or designee)
- Four community members from the USCB service region (4)
- Two students from the USCB Department of Education Degree Program(s) (2)
- Chairs from English, Social Sciences, and Math & Sciences Departments (3)

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, support personnel, and peers in a round-table format on a monthly basis. Topics to be discussed are fielded by the Education Club President and President Elect, with all final approval of agendas by the faculty advisor. Guest speakers, vendors and educators in the field are invited to speak, and fund-raisers are planned and implemented.
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 Hilton Head Gateway 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. Visit the USCB Writing Center at the Hilton Head Gateway campus library or call 208-8034.

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. USCB is 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:** Any student requesting 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 he or she 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.
PROFESSIONAL ORGANIZATIONS

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

NAEYC
www.naeyc.org
National Association for the Education of Young Children
1313 L Street, NW, Suite 500
Washington, DC 20005
The National Association for the Education of Young Children (NAEYC) is dedicated to improving the well-being of all young children, with particular focus on the quality of educational and developmental services for all children from birth through age 8. NAEYC is committed to becoming an increasingly high performing and inclusive organization.

Founded in 1926, NAEYC is the world's largest organization working on behalf of young children with nearly 90,000 members, a national network of over 300 local, state, and regional Affiliates, and a growing global alliance of like-minded organizations. Membership is open to all individuals who share a desire to serve and act on behalf of the needs and rights of all young children.
SCAEYC
www.scaeyc.org
South Carolina Association for the Education of Young Children

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

SCECA
www.sceca.org
South Carolina Early Childhood Association
The purpose of SCECA is to work on behalf of young children and their families. In particular SCECA will: 1. Increase awareness of the needs of children birth through eight by providing opportunities for better coordination among parents, teachers, health workers, religious and social workers, and others concerned with the childbirth through eight. 2. Aid teachers by promoting workshops and conferences; and establish health and educational standards for nursery schools, kindergartens and other child care centers.

CEC
www.cec.sped.org
The Council for Exceptional Children
1110 North Glebe Road, Suite 300, Arlington, VA 22201
The Council for Exceptional Children (CEC) is the largest international professional organization dedicated to improving the educational success of individuals with disabilities and/or gifts and talents. CEC advocates for appropriate governmental policies, sets professional standards, provides professional development, advocates for individuals with exceptionalities, and helps professionals obtain conditions and resources necessary for effective professional practice.

IRA
www.reading.org
International Reading Association
800 Barksdale Rd.
PO Box 8139
Newark, DE 19714-8139
Since 1956, IRA has been a nonprofit, global network of individuals and institutions committed to worldwide literacy. More than 70,000 members strong, the Association supports literacy professionals through a wide range of resources, advocacy efforts, volunteerism, and professional development activities. Our members promote high levels of literacy for all by:

- Improving the quality of reading instruction
- Disseminating research and information about reading
- Encouraging the lifetime reading habit
SCIRA
www.scira.org
The South Carolina State Council of the International Reading Association provides a forum for individuals who are concerned with the teaching and improvement of reading in South Carolina. Our primary commitment is to promote literacy through the improvement of reading instruction, to encourage reading as a lifetime tool for learning, and to foster the formation of the reading habit.

SCIRA was chartered in 1973. It has grown steadily to a membership of over 6,800 which is served by 19 active local reading councils. Members are offered professional growth opportunities through local, state, regional, and national meetings, and are kept informed of reading activities through local council, SCIRA, and IRA publications.

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

ISTE
www.iste.org
The International Society for Technology in Education
1710 Rhode Island Ave NW, Suite 900
Washington, DC 20036
The International Society for Technology in Education (ISTE) is the trusted source for professional development, knowledge generation, advocacy, and leadership for innovation. A nonprofit membership organization, ISTE provides leadership and service to improve teaching, learning, and school leadership by advancing the effective use of technology in PK–12 and teacher education. Home of the National Educational Technology Standards (NETS), the Center for Applied Research in Educational Technology (CARET), and the National Educational Computing Conference (NECC), ISTE represents more than 85,000 professionals worldwide. We support our members with information, networking opportunities, and guidance as they face the challenge of transforming education.

ASCD
www.ascd.org
Association for Supervision and Curriculum Development
1703 N. Beauregard St.
Alexandria, VA 22311-1714
Founded in 1943, ASCD (formerly the Association for Supervision and Curriculum Development) is an educational leadership organization dedicated to advancing best practices and policies for the success of each learner. Our 175,000 members in 119 countries are
professional educators from all levels and subject areas—superintendents, supervisors, principals, teachers, professors of education, and school board members. Our nonprofit, nonpartisan membership association provides expert and innovative solutions in professional development, capacity building, and educational leadership essential to the way educators learn, teach, and lead.

NCSS
www.socialstudies.org
National Council for the Social Studies
8555 Sixteenth Street, Suite 500
Silver Spring, Maryland 20910
Founded in 1921, National Council for the Social Studies has grown to be the largest association in the country devoted solely to social studies education. NCSS engages and supports educators in strengthening and advocating social studies. With members in all the 50 states, the District of Columbia, and 69 foreign countries, NCSS serves as an umbrella organization for elementary, secondary, and college teachers of history, geography, economics, political science, sociology, psychology, anthropology, and law-related education. Organized into a network of more than 110 affiliated state, local, and regional councils and associated groups, the NCSS membership represents K-12 classroom teachers, college and university faculty members, curriculum designers and specialists, social studies supervisors, and leaders in the various disciplines that constitute the social studies.

NCSS defines social studies as “the integrated study of the social sciences and humanities to promote civic competence.” Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. In essence, social studies promotes knowledge of and involvement in civic affairs. Because civic issues—such as health care, crime, and foreign policy—are multidisciplinary in nature, understanding these issues and developing resolutions to them require multidisciplinary education. These characteristics are the key defining aspects of social studies.

ACEI
http://acei.org/
ACEI is a global community of educators and advocates who unite knowledge, experience, and perspectives in order to exchange information, explore innovation and advocate for children.

- ACEI acts as a knowledge broker, sharing innovative ideas and practices from a diverse community of individuals and institutions.
- ACEI members take action as advocates for social change and education reform to uphold the child’s right to achieve his or her full human potential.

Their mission is to promote and support in the global community the optimal education and development of children, from birth through early adolescence, and to influence the professional growth of educators and the efforts of others who are committed to the needs of children in a changing society. Every child in every nation will have access to a quality education. This
education will prepare children to become responsible and engaged citizens and ready them for life in a changing world.

**NCTM**  

NCTM is the National Council of Teachers of Mathematics, a public voice of mathematics education supporting teachers to ensure equitable mathematics learning of the highest quality for all students through vision, leadership, professional development and research. It calls for and presents a common foundation of mathematics to be learned by all students. The *Standards* are a guide for focused, sustained efforts to improve students’ school mathematics and were developed to do the following:

- **Set forth a comprehensive and coherent set of learning goals** in mathematics for all students from pre-K through grade 12 that will orient curricular, teaching, and assessment efforts during the next decades.
- **Serve as a resource for teachers**, education leaders, and policymakers to use in improving mathematics instruction.
- **Guide the development of curriculum** frameworks, assessments, and instructional materials.

**NSTA**  

The National Science Teachers Association (NSTA), founded in 1944 and headquartered in Arlington, Virginia, is the largest organization in the world committed to promoting excellence and innovation in science teaching and learning for all. NSTA's current [membership](http://www.nsta.org/) of 60,000 includes science teachers, science supervisors, administrators, scientists, business and industry representatives, and others involved in and committed to science education. In the summer of 2010, NSTA unveiled its new strategic plan, *NSTA Strategic Goals 2010*. NSTA Strategic Goals 2010 identifies four critical goals that will guide and inform the association's efforts over the next five years:

1. Promote active participation of all teachers of science in improving science education
2. Advocate for the central role of science education to benefit students and society
3. Support high-quality science teaching to improve student learning for the 21st century
4. Influence research in science education and promote its wide application to improve science teaching and student learning
Appendices
Observation/Practicum/Intern Application

Instructions

Student: Please type or print using black ink. This form will be forwarded to school district officials to assist in your student teaching placement. Please note that birth date must be provided to complete a SLED check.

University: Please provide all documentation relative to the applicant including a cleared TB test.

Student’s Personal Information

First Name ___________________________ Middle _______ Last Name ___________________________

Maiden Name ___________________________ Social Security # ___________________________

Address __________________________________ Phone # ___________________________

City ___________________________ State _______ Zip Code ___________________________ Cell # ___________________________

Circle your program: Observation   Practicum   Intern

Birth date ___/___/____ Sex: M F Email: ___________________________

Requested Level:

☐ Early Childhood- PK-3    ☐ Early Childhood Special Education

☐ Elementary Education. Preference: ☐ 2-3    ☐ 4-5

☐ Secondary Education. Preference: ☐ 6-8    ☐ 9-12. Subject ___________________________

☐ K-12 (PE, Art, Music, Modern Language).

Elementary Preference: ☐ PK-3    ☐ 4-6;

Secondary Preference: ☐ 6-8    ☐ 9-12

☐ Learning Disabilities    ☐ Emotional/Behavioral Disorders

☐ Guidance Counselor    ☐ Social Worker

☐ Media Specialists    ☐ Other ___________________________

All forms should be sent to the BCSD Department of Human Resources,
P.O. Drawer 309, 1300 King Street, Beaufort, SC 29901-0309
Have you ever been convicted of a felony, misdemeanor, or a crime involving moral turpitude (including but not limited to theft, attempted theft, rape, murder, swindling, shop lifting, sale or possession of an illegal drug, assault and indecency with a minor) and/or received probation or deferred adjudication?

☐ Yes  ☐ No  If yes, please explain. If more space is needed, attach an additional sheet.

My signature below certifies that I understand that if I misrepresent or omit any information as requested on this application and/or during the application process, such misconduct is cause for forfeiture of consideration and/or dismissal. I herewith authorize Beaufort County School District to request and receive confidential release of documentary materials relating to me, regardless of physical form or characteristics, prepared, owned, used, in the possession of, or retained by (1) educational institutions I have attended (2) previous employers of mine and (3) city, county, state and federal law enforcement authorities. Conviction of a felony is not an automatic bar. The district will consider the nature, date, and relationship between the offense and the position for which the candidate applies. If you are not sure if your police problem fits the above definition, you are encouraged to inform the school district of your problem.

Printed Name ___________________________ Signature ___________________________ Date ___________________________

CONFIDENTIALITY AGREEMENT

My signature below certifies that I understand that while I am working as an intern and am under the supervision of a Beaufort County School District employee, I will have access to records and files that contain confidential information. Furthermore, I understand that it is the employer’s obligation to protect the rights of these individuals and that I will follow the operating practices and procedures required while handling these records. I agree that I will not inappropriately access or disclose this information. Furthermore, I acknowledge that if I violate this agreement, then I have jeopardized the continuance of my internship with Beaufort County School District.

Printed Name ___________________________ Signature ___________________________ Date ___________________________

All forms should be sent to the BCSD Department of Human Resources,
P.O. Drawer 309, 1300 King Street, Beaufort, SC 29901-0309
## Teacher Dispositions Rubric

<table>
<thead>
<tr>
<th>STANDARDS</th>
<th>Exceeds (3 pts)</th>
<th>Meets (2 pts)</th>
<th>Developing (1 pt.)</th>
<th>Does Not Meet Expectations (0 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitude (1, 11%)</td>
<td>Demonstrates through words and actions that all students can learn and be</td>
<td>Demonstrates through words and actions that all students can learn and be</td>
<td>Does not always demonstrate through words and actions that all children can be</td>
<td>Does not demonstrate through words and actions that all children can learn. Uncooperative;</td>
</tr>
<tr>
<td>NAEYC 2010.1c</td>
<td>successful in the academic environment. Helps others without being asked;</td>
<td>successful in the academic environment. Cooperative; accepts constructive</td>
<td>successful or can learn. Attitude changes at times; can accept constructive</td>
<td>does not accept constructive criticism.</td>
</tr>
<tr>
<td>NCAEPT-06.APS.10 SC-ADEPT-06.10.A SC-ADEPT-06.10.B SC-</td>
<td>asks for feedback and uses it constructively.</td>
<td>criticism.</td>
<td>criticism from some evaluators but not all.</td>
<td></td>
</tr>
<tr>
<td>ADEPT-06.10.D SC-ADEPT-06.APS.4 SC-ADEPT-06.APS.8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiative</td>
<td>Always eager to assist students and the cooperating teacher with educational</td>
<td>Eager and willing to assist students and the cooperating teacher with</td>
<td>Hesitant to assist students and/or the cooperating teacher with educational</td>
<td>Does not assist students and the cooperating teacher with educational tasks.</td>
</tr>
<tr>
<td>NAEYC 2010.4a</td>
<td>tasks. Finds additional ways to effectively work in the learning environment</td>
<td>tasks.</td>
<td>tasks.</td>
<td></td>
</tr>
<tr>
<td>ADEPT-06 APS.10.A-SC-</td>
<td>without being asked.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diversity (1, 11%)</td>
<td>Treats all students, teachers, and parents with respect; acknowledges and</td>
<td>Demonstrates respect for cultural, racial and religious differences by</td>
<td>Shows limited respect for cultural, racial, and religious differences by not</td>
<td>Demonstrates no respect for cultural, racial, gender, and/or religious differences,</td>
</tr>
<tr>
<td>NAEYC 2010.2b</td>
<td>celebrates various cultures, races, and religions by openly discussing, reading,</td>
<td>openly discussing, reading, and displaying materials that represent the</td>
<td>including materials that represent different cultures, races, genders, and/or</td>
<td>demonstrates partiality toward certain groups.</td>
</tr>
<tr>
<td>NCAEPT-06.10.4 SC-ADEPT-06.10.4.A SC-ADEPT-06.10.4.B SC-</td>
<td>and displaying pictures that represent different cultures, genders, and/or</td>
<td>different cultures, races, genders, and/or religions periodically; shows no</td>
<td>religions; show some partiality to certain groups of students.</td>
<td></td>
</tr>
<tr>
<td>ADEPT-06.10.4.C SC-ADEPT-06.APS.4 SC-USCB-CE-CF.C.4 SC-</td>
<td>religions through the clinical experience.</td>
<td>impartiality toward certain groups of students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>USCB-CE-CF.N.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enthusiasm (1, 11%)</td>
<td>Always positive, helps students outside of class time; searches for</td>
<td>Positive most of the time, displays interest in students, content, and</td>
<td>Somewhat apathetic at times, does not always have interest in students, content,</td>
<td>Negative attitude, displays little interest in students, content, and teaching.</td>
</tr>
<tr>
<td>SC-ADEPT-06.10.E SC-ADEPT-06.4.A SC-ADEPT-06.4.B SC-</td>
<td>innovative methods, shares ideas.</td>
<td>and teaching.</td>
<td>and teaching.</td>
<td></td>
</tr>
<tr>
<td>ADEPT-06.8.B SC-ADEPT-06.8.C SC-ADEPT-06.APS.4 SC-USCB-</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>USCB-CE-CF.N.2 SC-USCB-CE-CF.R.6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Appearance (1, 11%)</td>
<td>Always dresses professionally at school and at extracurricular events;</td>
<td>Generally dresses professionally and observes school dress code; exhibits</td>
<td>Questionable professional dress and appearance, does not always follow school</td>
<td>Dresses unprofessionally, does not observe school dress code, and displays no care in</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

80
<table>
<thead>
<tr>
<th>Professionalism (1, 11%)</th>
<th>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).</th>
<th>Treats all students fairly and without bias. Observes confidentiality; demonstrates honesty and integrity.</th>
<th>Does not consistently treat students fairly. Sometimes fails to observe confidentiality, some questions about honesty and integrity.</th>
<th>Gossips; does not keep information confidential; dishonest.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Punctuality (1, 11%)</td>
<td>Arrives early and stays late as necessary.</td>
<td>Arrives and leaves at assigned times.</td>
<td>Sometimes late or leaves before scheduled work times.</td>
<td>Arrives late to school or class and/or leaves early.</td>
</tr>
<tr>
<td>Rapport (1, 11%)</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, staff.</td>
<td>Does not interact well with students, parents, faculty, and/or staff.</td>
</tr>
<tr>
<td>Reliability (1, 11%)</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>
</tr>
<tr>
<td>Sensitivity (1, 11%)</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>
</tr>
</tbody>
</table>
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 by Department of Education faculty 8/13/13
Adapted from Winthrop University’s Teacher Education Professional Dispositions and Skills Criteria (2010).
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).
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
   II. Professional Relationships
   III. Responsibilities/Dispositions
   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__________________

Approved by Department of Education faculty 8/13/13

Adapted from Winthrop University’s Teacher Education Professional Dispositions Skills Intervention Form (2013).
CLINICAL INTERNSHIP APPLICATION INSTRUCTIONS

Step 1 Obtain a Clinical Internship Application from the USCB Department of Education.

Step 2 Complete Part I- Applicant Information. All information must be legible.

Step 3 Complete Part II- Academic Information. Be sure that you have the appropriate “course work verification” sheet (s). Complete this section with your advisor.

Step 4 Complete Part III- Special Information

Step 5 Submit the fully completed application to the Department of Education, Administrative Assistant in person or before the deadline.

Step 6 Apply for an Internship Interview on LiveText. Logon to LiveText and choose the Documents tab. Click on +New. Choose the folder “Interviews,” choose the template “Internship Interview.” Title the document with Your Name: Internship Interview Request. Save as New Document.

To complete the application process and be considered for an interview slot, please fill in the necessary information under Candidate Information including name, GPA, and field experience placements. Once you have completed the necessary information and saved your changes, click on "Send for Review." A box will appear asking who to send for review, type in "USCBECE," click on Educational Administrator “USCBECE”. You can now click on the green arrow, "Submit for Review."

Deadline for submission is September 15.
During Clinical Internship, the USCB teacher candidate is engaged in the final, and perhaps most important, stage of the teacher preparation process. It is an opportunity for the candidate to put into action the skills, knowledge and dispositions that have been acquired during previous semesters in the Early Childhood Education Program. This culminating experience serves as the basis for the University of South Carolina Beaufort’s recommendation of the candidate for Teacher Certification to the South Carolina Department of Education.

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

Professional conduct 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 should contact the teacher ahead of time, as well as inform the University Supervisor.
- Familiarity and compliance of the candidate with all applicable requirements and deadlines of the USCB Department of Education.
- Demonstration of sound judgment as well as knowledge of, and adherence to, school site policies; the ability to be flexible and adaptable; evidence of professional growth and self-assessment.
- Supervision: Field Placement Coordinator assigns a University Supervisor to each candidate early in the semester. Once supervision assignments are made, the candidate is responsible for contacting the supervisor and working out a schedule of site visits for the semester.

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

- Over the course of Internship placement, it is assumed that candidates will take on/complete teaching responsibilities. This means that candidates will organize their time, just as a full-time paid teacher would, to be sure that lessons meet curriculum standards and requirements and are adequately planned and taught within each school day and week. The USCB requirement for candidates is that they keep the same hours as those expected of their Cooperating Teachers. Additional time may be required to cover the amount of planning and preparation needed to assume teaching responsibilities. Candidates should be available for attendance at faculty meetings, parent conferences, and other school-related activities.

- Attendance and punctuality at seminars and field placement sites are essential. Absences should be for major illness or family emergencies only. Documentation must be provided.

- For both Senior Seminar and Clinical Internship, arriving late three times (tardiness) constitutes the equivalent of one day of absence.

The following constitute grounds for withdrawal or termination of a candidate from the Clinical Internship Program at the University of South Carolina Beaufort:

- False reporting of attendance and activities at the school site (e.g., Clinical Log) or plagiarism in required written assignments.
- Change of status of the candidate with SLED or FBI; specifically, the suspension or revocation of the candidates’ clearance status.
- Use of profanity or demeaning language with colleagues, staff, students, or parents at the assigned school site.
- Sexual harassment or misconduct at the assigned school site.
- Conduct at the assigned school site that would warrant suspension or termination of an employee by the school district where the candidate is placed.
- Request by the school site administration/cooperating teacher to terminate the candidate’s internship assignment, prior to the scheduled end of the placement.
- Exceeding the allowed number of absences for internship or senior seminar.
- Attempts to change an assigned school/teacher placement without prior consultation/approval by the USCB’s Field Placement Coordinator.

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

_________________________________________     ____________________
Signature                  Date

This agreement must be signed and returned to the USCB’s Department of Education Office before a potential clinical intern can be authorized to register for EDE 469: Internship in Early Childhood Education and BEDE 476: Senior Seminar.
Pursuant to State Board of Regulation 43-58, the State Board of Education has the legal authority to deny, revoke, or suspend a certificate, or issues a public reprimand, for the following causes:

- incompetence
- willful neglect of duty
- willful violation of the rules and regulation of the State Board of Education
- unprofessional conduct
- drunkenness
- cruelty
- crime against the law of this state or the United States
- immorality
- any conduct involving moral turpitude
- dishonesty
- evident unfitness for the position for which one is employed
- sale or possession of narcotics
- obtaining or attempting to obtain a certificate by fraudulent means or through misrepresentation of material facts
- failure to comply with the provisions of a contract without the written consent of the local school board
- test security violation
- failure to comply with a court order for child support
- failure for a second time to complete successfully the formal evaluation process as an annual contract teacher

The State Board of Education may impose any one of the following disciplinary actions on an educator certificate:

- permanent revocation
- revocation with the right to reapply after three years
- suspension for a specified period of time
- suspension for a specified period of time, upon satisfaction of certain conditions such as drug or alcohol testing, counseling, or treatment; psychiatric testing, counseling, or treatment; or other conditions appropriate to the facts of the case
- public reprimand
STANDARDS OF CONDUCT FOR SOUTH CAROLINA EDUCATORS

The process for taking disciplinary action on an educator certificate:

1. The South Carolina Department of Education (SCDOE) may learn of possible grounds for disciplinary action on an educator certificate from a school district superintendent pursuant to State Board of Education Regulation 43-58.1, other states, the media, and individual complaints.

2. Once the SCDOE learns of conduct that may constitute just cause for disciplinary action, the SCDOE will notify the educator of pending disciplinary action and of the educator’s right to a hearing. The educator has fifteen days from the receipt of the notice to make a written request for a hearing.

3. If the educator fails to request a hearing within this time frame, he or she will waive the right to a hearing and the State Board may impose disciplinary action based on the information presented by the SCDOE.

4. If the educator requests a hearing, a hearing will be conducted before the Board or a hearing officer, pursuant to State Board of Education Rule BCAF, Procedures for Educator Certification Hearings. South Carolina educators have had disciplinary action taken on their certificates for:
   - pursuing a personal inappropriate relationship with a student
   - touching a student inappropriately
   - engaging in a physical altercation with a student
   - supplying alcohol or drugs to a student
   - using a school computer to view or download pornography
   - sending or receiving prurient e-mails
   - violating test security
   - violating state or federal laws involving drugs or alcohol or other illegal behavior
   - embezzling public funds
   - committing breach of trust
   - breaching a teaching contract

Applicants for certification in South Carolina have had their applications for certification denied because they have serious criminal records and, in some cases, failed to fully disclose their criminal records.

Notice of the denial, suspension or revocation of an educator’s certificate is sent to all districts in South Carolina and to the National Association of State Directors of Teacher Education and Certification (NASDTEC) Clearinghouse. Notice of a public reprimand is sent only to the school districts.
## GLOSSARY OF TERMS

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<thead>
<tr>
<th>TERM</th>
<th>DEFINITION / EXPLANATION</th>
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<tbody>
<tr>
<td>AACTE</td>
<td>Association of American Colleges of Teacher Education</td>
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<tr>
<td>ADEPT</td>
<td>Assisting, Developing &amp; Evaluating Professional Teaching</td>
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<td>APS</td>
<td>ADEPT Professional Standards</td>
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<td>ASCD</td>
<td>Association of Supervision of Curriculum Development</td>
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<tr>
<td>BCRC</td>
<td>Beaufort County Reading Council</td>
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<td>CECL</td>
<td>Center for Excellence in Collaborative Learning</td>
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<tr>
<td>CERRA</td>
<td>Center for Educator Recruitment, Retention &amp; Advancement</td>
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<td>ISTE</td>
<td>International Society of Technology Education</td>
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<td>NAECYC</td>
<td>National Association for the Education of Young Children</td>
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<td>ACEI</td>
<td>Association for Childhood Education International</td>
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<td>NCATE</td>
<td>National Council for the Accreditation of Teacher Education</td>
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<td>NCTM</td>
<td>National Council of Teachers of Mathematics</td>
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<td>NSTA</td>
<td>National Science Teachers Association</td>
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<tr>
<td>PLT</td>
<td>Principles of Learning and Teaching Examination</td>
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<td>SCDOE</td>
<td>South Carolina Department of Education</td>
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<tr>
<td>SCEA</td>
<td>South Carolina Education Association</td>
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<td>SCIRA</td>
<td>South Carolina International Reading Association</td>
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<tr>
<td>SDE</td>
<td>State Department of Education</td>
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