



UNIVERSITY OF SOUTH CAROLINA BEAUFORT

University of South Carolina Beaufort
Educator Preparation Program

HANDBOOK

2024-2025

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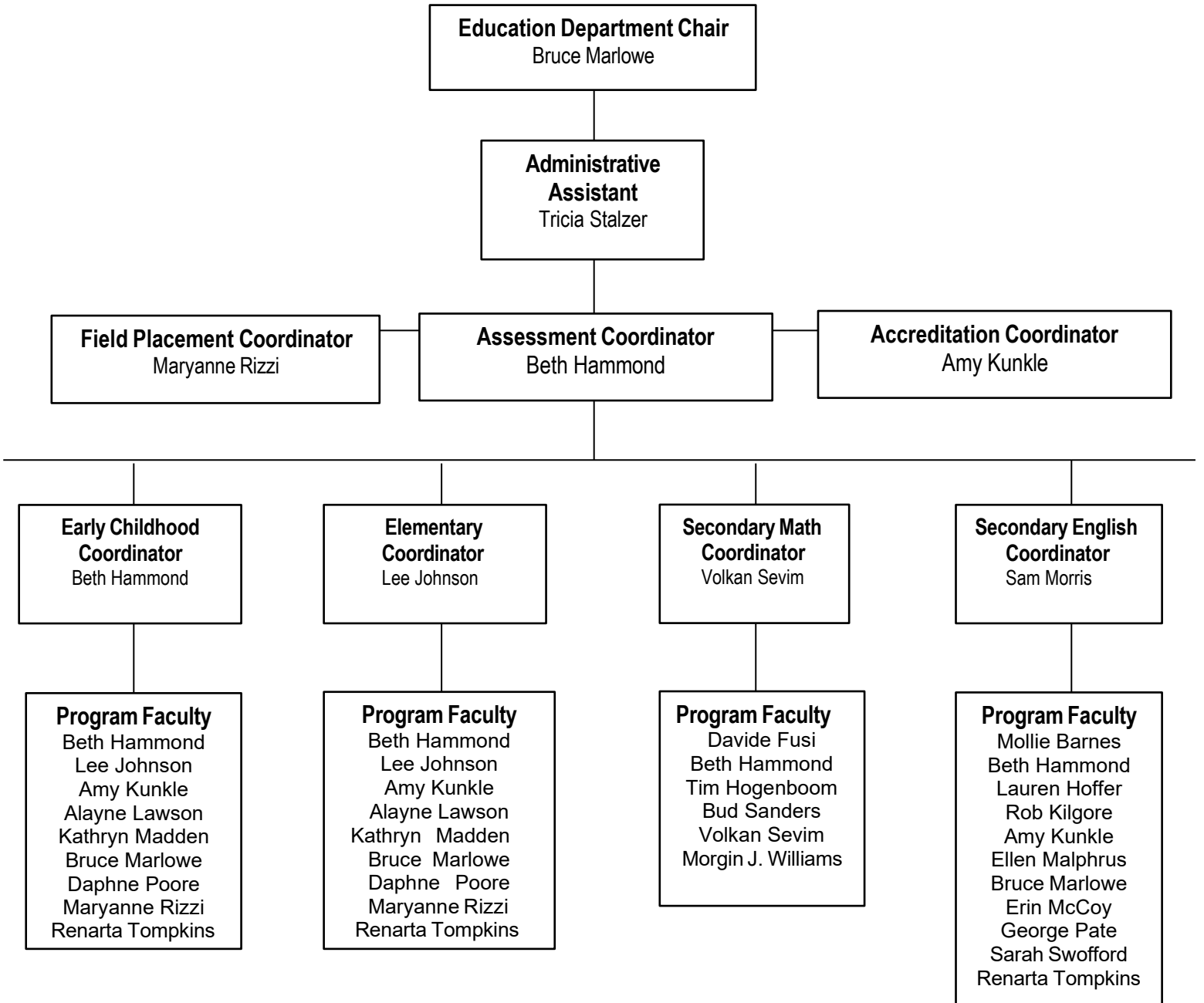
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2024-2025 USCB EDUCATOR PREPARATION PROGRAM

Organizational Chart



EDUCATOR PREPARATION PROGRAM FACULTY AND STAFF

Program Administration

Chair, Department of Education

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

Accreditation Coordinator

Amy Kunkle, Ed.D., Carson-Newman University

Assessment Coordinator

Elizabeth Hammond, Ph.D., Florida State University

Coordinator, Early Childhood Education

Elizabeth Hammond, Ph.D., Florida State University

Coordinator, Elementary Education

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

Coordinator, Secondary English Certification

Sam Morris, Ph.D., University of Arkansas

Coordinator, Secondary Math Certification

Volkan Sevim, Ph.D., University of North Carolina Charlotte

Field Placement Coordinator

Maryanne Rizzi, M.Ed., Kent State University

MASTERY Grant

Bruce Marlowe, Ph.D., Principal Investigator

Melissa Baker, Ph.D., Project Director

Kattia Chaves-Herrera M.Ed., Alumni Coaching and Support Coordinator

Tom Bonerbo, Recruiter

Kathi Maxwell, Recruitment Coordinator

Administrative Assistant

Tricia Stalzer

Program Faculty

Professors

P. Ellen Malphrus, Ph.D., M.F.A., University of South Carolina
Professor of English and Writer-in-Residence

Bruce Marlowe, Ph.D., The Catholic University of America
Professor of Educational Psychology and Special Education

Bud Sanders, Ph.D., University of Tennessee
Professor of Mathematics

Associate Professors

Mollie Barnes, Ph.D., University of Georgia
Associate Professor of English

Elizabeth J. Hammond Ph.D., Florida State University
Associate Professor of Educational Psychology

Lauren Hoffer, Ph.D., Vanderbilt University
Associate Professor of Victorian Literature; Chair, Department of English

Elizabeth Lee Johnson, Ph.D., University of South Carolina
Associate Professor of Elementary and Early Childhood Mathematics Methods

Robert Kilgore, Ph.D., University of South Carolina
Associate Professor of English

Erin McCoy, Ph.D., University of Louisville
Associate Professor of English and Interdisciplinary Studies

George Pate, Ph.D., University of Georgia
Associate Professor of English and Theater

Volkan Sevim, Ph.D., University of North Carolina Charlotte
Associate Professor of Mathematics

Sarah Swofford, Ph.D., University of Michigan
Associate Professor of English

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

Assistant Professors

Davide Fusi, Ph.D., University of Utah
Assistant Professor of Mathematics

Amy Kunkle, Ed.D., Carson-Newman University
Assistant Professor of Education

Morgin Jones Williams, Ph.D., Georgia State University
Assistant Professor of Mathematics

Instructors

Tim Hogenboom, M.A., Binghamton University
Department of Mathematics

Alayne Lawson, M.Ed., Grand Canyon University
Department of Education

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English, Theater, and Interdisciplinary Studies

Kathryn Madden, M.S., Montana State University, M.S., Clemson
Department of Education

Jeffrey McQuillen, M.A., Clemson University
English, Theater, and Interdisciplinary Studies

Daphne Poore, Ed.D., Walden University
Department of Education

Adjunct Faculty

Alison Barton, M.SpEd, Central Connecticut State University

Jill Caldwell, M.S., C.W. Post

Barbara Cifaldi, Ed.D., University of South Carolina

Gloria Holmes, Ph.D., State University of New York Stonybrook

Carole Ingram, M.A., University of South Carolina

McClure, Ellen, M.Ed., Kent State University

Sarah Owen, Ed.D., University of South Carolina

Virginia Pratt, Ed.D., University of South Carolina

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VISION, MISSION, AND PHILOSOPHY

Vision

The vision of the University of South Carolina Beaufort's Educator Preparation Program is to serve as the primary resource for both aspiring educators and in-service teachers in the Lowcountry and beyond.

Mission

Our mission is to create a legacy of engaged citizen-educators, well-equipped to respond adaptively to a broad range of student needs and primed to serve as advocates for children and young people. We focus on the acquisition of deep content knowledge, strong pedagogical skills, and professional teacher dispositions.

Philosophy

Everything we do as an educator preparation provider—in our course and fieldwork, our assessments, and our system of candidate progression—is informed by our core beliefs about learning and the important role teachers play in the learning process.

Specifically, we believe that:

- learning is constructed by learners in social contexts—not received passively by them;
- learning is more enduring, more in-depth, and more powerful when students are engaged in inquiry and discovery than when they are asked simply to accumulate and memorize information;
- learning requires nurturing, supportive, and safe classroom spaces;
- learning is developmental, and continues throughout the lifespan;
- teachers must embrace the richness of student diversity;
- teachers must possess deep content knowledge, strong pedagogical skills, and proficiency with educational technology;
- teachers must model the pursuit of learning in their own personal life.

PURPOSE AND GOALS

University of South Carolina Beaufort is committed to preparing educators who are learner-ready on day one of their professional teaching careers. To achieve this end, our program is committed to:

- Developing candidates who demonstrate subject matter knowledge, understanding of learning and teaching, and instructional proficiency as identified by relevant professional standards;
- Individualizing learning experiences, encouraging reflection, and providing mentoring to support the variety of ways in which our candidates learn;
- Requiring candidates to demonstrate their acquired knowledge and skills in the classroom;
- Assisting candidates in their transition from the University to a professional environment;
- Collaborating with a range of community partners, including public school teachers and administrators, university colleagues, and program alumni;
- Providing quality outreach and development programs that benefit the communities the university serves;
- Collecting and analyzing data to inform decisions that support candidate and alumni growth;
- Preparing candidates to believe that all students can learn and assume responsibility for their learning;
- Preparing candidates who are able to design and integrate technologically rich experiences based on the educational needs of students;
- Preparing candidates to work with colleagues, students and communities of varied cultural, ethnic and economic backgrounds.

BASIC PROGRAM REQUIREMENTS

USCB offers four teacher certification programs: **Early Childhood Education** (grades pre-K-3rd); **Elementary Education** (grades 2-6); **Secondary English** (grades 9-12); and **Secondary Mathematics** (grades 9-12). Program Advisement sheets for each of these programs can be found in the Appendix.

Confidential Information

Teachers and other education professionals regularly work with confidential information in the context of schools, including student academic and health records, Individualized Education Plans (IEPs), and family histories. Teacher candidates are held to the same legal and professional standards as full-time teachers with regard to confidential information. In accordance with the Family Educational Rights and Privacy Act (FERPA), candidates must refrain from discussing information related to the students with whom they are working. FERPA training is provided to candidates prior to their field experiences.

Criminal Background Check Requirements

All students enrolled in USCB's educator preparation program are required to have a criminal background check on file with the South Carolina Department of Education, and they must have an "all-clear" report on the criminal records review (or, if an arrest record is documented, be cleared by the State Board of Education).

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

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. Candidates who are arrested at any time while a student at USCB by any law enforcement agency are required to inform Ms. Stalzer in the Department of Education within 72 hours of the arrest. Any criminal record that has not been sealed or expunged by written court order must be reported. Field-based practicum assignments may be undertaken only after candidates obtain a satisfactory South Carolina Law Enforcement Division (SLED) report. The Department of Education advises candidates of their alternatives when they are denied clearance for practicum assignment. Candidates with questions should consult with their academic advisors.

Professional Dispositions

As a teacher candidate, you will be expected to maintain the highest standards of the profession both while you are engaged in on-campus coursework and as you relate to students, families, classroom teachers and the broader community. While in the school setting, candidates should perceive themselves as pre-service teachers and conduct themselves in a professional manner. The clinical dispositions of each candidate will be evaluated using the Professionalism/Dispositional Domain based on the SCTS 4.0 Teaching Standards Rubric, located in the Appendix, during Practicum and Internship. Teacher Candidates are expected to score Proficient or Exemplary on all indicators of the Professionalism/Dispositional Domain based on the SCTS 4.0 Rubric during the Final Conference to graduate from the program and receive a recommendation for certification. Failure to score Proficient or Exemplary on all indicators will result in the necessity to repeat Internship.

CANDIDATE PROGRESSION

Each of USCB’s four teacher certification tracks has four levels through which candidates must progress in order to successfully complete the educator preparation program. These levels are outlined in the table below, with each level acting as a transition point for program progression to the next benchmark.

Program Benchmark	Requirements for Entry
Pre-Professional	<ul style="list-style-type: none"> • Attend the Pre-Professional Orientation • Students must attempt the Praxis Core exam (this includes ALL 3 subtests: reading, writing, & math) <i>during their first year on campus as an education major.</i> • Students must complete EDCI B110 if they do not pass the writing subtest of the Praxis Core. • Students must complete EDCI B111 if they do not pass the math subtest of the Praxis Core.
Professional	<ul style="list-style-type: none"> • Maintain a cumulative 2.75 GPA in all undergraduate coursework. • Complete all pre-professional and all required content area courses with a “C” or better in each course. • Attain an overall GPA of 3.0 in all Department of Education courses. • Complete all general education and content area requirements. • Achieve passing scores on all three sections of the Praxis Core exam or earn a 22 on the ACT or 1100 on the SAT (score of 550 on the Evidence-based Reading and Writing portion may exempt the Reading and Writing subtests of Praxis Core; score of 550 on Math portion may exempt Mathematics subtest of Praxis Core) (See Appendix for additional details.) • Read and sign the Model Code of Ethics for Educators (MCEE) • Complete 25 hours working with children or adolescents (or the Teacher Cadet Program) (See Appendix for additional details).
Internship	<ul style="list-style-type: none"> • Pass all Practicum experiences. • Pass the Praxis II exam for area of certification. • Pass the Presentation for Internship Eligibility(PIE).
Program Completion	<ul style="list-style-type: none"> • Pass the Clinical Internship • Pass the Senior Seminar • Pass the PLT exam for grade-span of certification • Receive a college recommendation for educator certification to teach in South Carolina.

ADMISSION INTO THE PROFESSIONAL PROGRAM

Teacher candidates seeking to enter the Professional Program must complete the [Professional Program Admission Checklist](#) (Appendix). Admission into the Professional Program requires that every item on the Checklist is completed. Once the Checklist is completed, candidates must present it, along with appropriate documentation to their academic advisor for review and signature. After obtaining the advisor's signature, candidates should present the signed checklist and documentation to the Chair of the Department of Education for approval.

Teacher candidates who wish to enter the Professional Program during the spring semester must present the signed checklist and documentation to the Chair of the Department of Education by **October 1st** of the previous fall semester. Teacher candidates who seek to enter the Professional Program during the fall semester must present the signed checklist and documentation to the Chair of the Department of Education by **February 1st** of the previous spring semester.

Praxis Core/ACT/SAT Requirement

Teacher candidates must successfully complete the Praxis Core exam series (Reading, Writing, and Mathematics subtests) or achieve an acceptable exemption score on the ACT or SAT prior to being admitted into the Professional Program*. Passing scores on the Praxis Core exams include: Reading: 156, Writing: 158, and Mathematics: 150. A score of 22 on the ACT or 1100 on the SAT can be used to exempt the Praxis Core Exam. Additionally, a score of at least 550 on the Evidence-based Reading and Writing or Mathematics portion of the SAT can be used to exempt some or all sections of the Praxis Core exam. Additional information related to the Praxis Core examination can be found in the Appendix and online [here](#).

*** Students must attempt the Praxis Core exam (this includes ALL 3 subtests: reading, writing, & math) during their *first year on campus as an education major*.**

- Students must complete EDCI B110 if they do not pass the writing subtest of the Praxis Core exam.
- Students must complete EDCI B111 if they do not pass the math subtest of the Praxis Core exam.

Be sure to send exam results to USCB code 5841 and SC Department of Education code 8108.

Ethics Training Module

Per South Carolina Department of Education policy, all candidates prepared for certification must have instruction in educators' ethics throughout coursework, field experiences, and internships. Candidates must take part in a State approved educator ethics awareness training program. USCB students must read and attest to the Model Code of Ethics for Educators which can be found in the Appendix. The signed cover page must be submitted with the student's Professional Program Admission Checklist. Ethics will be addressed throughout the Professional Program and Internship.

Working with Children

Admission into the Professional Program requires a minimum of twenty-five hours working with school-aged children. These hours must be documented and verified by a supervisor, teacher, and/or employer. If a teacher candidate has completed Teacher Cadet while in high school that experience can be used in place of the required twenty-five hours. Specific details about appropriate experiences can be found in the Appendix.

Worker's Compensation

Students in the field (Observation, Practicum and Internship) are covered by USCB for Worker's Compensation. If an incident should occur while in a school setting, the student must follow the steps outlined [here](#). Incidents must be reported to the 24/7 Worker's Comp provider line immediately so they can direct the individual to the appropriate care plan. Students must also notify the Cooperating Teacher, School Administration, USCB Department of Education, [USCB HR](#) and workerscomp@email.sc.edu as soon as possible.

PROFESSIONAL PROGRAM BENCHMARKS

Transition to Internship

Candidates seeking to enter Internship must first pass all of their practicum experiences (see the Field Manual for how these are assessed), their required Praxis II exams, and the Presentation for Internship Eligibility (PIE). Candidates must also complete the Student Teaching and Clinical Experience Clearance checklist for the South Carolina Department of Education.

Praxis II Exams

The specific teacher education program in which the candidate is enrolled determines which Praxis exam they must pass in order to enter Internship. Candidates can find the required tests they need to take in the Appendix and online [here](#). **Be sure to send exam results to USCB code 5841 and SC Department of Education code 8108.**

Presentation for Internship Eligibility

Teacher candidates who have passed all practicum experiences will schedule an appointment with Ms. Stalzer for a 30-minute presentation during finals week. Using artifacts (e.g., lesson plans, case studies, etc.), data analysis where appropriate, and videotape of their own instruction as evidence, teacher candidates will have 20 minutes to reflect on their growth towards becoming proficient with the South Carolina Teaching Standards 4.0 rubric. A 10-minute question and answer period will follow the presentation.

Immediately following the question-and-answer period, the candidate will leave the room and the presentation will be assessed by the evaluators using the scoring rubric (Appendix). When the evaluators reach consensus, the candidate will be invited to return to the room for feedback.

The Presentation for Internship Eligibility is evaluated on a pass/fail basis. Teacher candidates will be provided with a synopsis of the strengths of their presentation as well as the areas the evaluators believe warrant improvement. Teacher candidates will be informed of their evaluation at the conclusion of the session.

SCDE Student Teaching and Clinical Experience Clearance Checklist

The South Carolina Department of Education requires all students seeking to enter Internship to complete the Student Teaching and Clinical Experience Clearance Checklist. There are **strict timelines** for completing the Checklist. Students seeking to enter Internship in the Spring semester, must have the Checklist completed by June 15th *of the prior year*. Students seeking to enter Internship in the Fall semester, must have the Checklist completed by February 15th *of the same calendar year*. The Checklist can be found in the Appendix and online [here](#).

Internship and Senior Seminar

Detailed requirements for the Internship can be found in the Field Manual. Candidates will be assessed using the South Carolina Teaching Standards 4.0. While Candidates will receive either Satisfactory or Unsatisfactory (S/U) in Internship, they will earn a letter grade in the Senior Seminar course. Candidates will be assessed on their attendance, class participation, dispositions, and assignments, including the Student Learning Objectives (SLO) project, which is described in the Senior Seminar syllabus. Unexplained or excessive absences in this class could result in candidates receiving a failing grade.

Program Completion

Successful completion of the certification program requires earning a passing grade in both Internship (see the Field Manual for how this is assessed) and Senior Seminar. Teacher Candidates must also pass the Praxis PLT exam for grade-span of certification and receive a college recommendation for educator certification to teach in South Carolina.

Commencement Participation Policy

It is the policy of the University of South Carolina Beaufort that students participating (i.e., “walking”) in the commencement ceremony have completed, or can reasonably complete, outstanding degree requirements in a timely manner.

Students with 13 or more credits to complete after finishing their current coursework will be denied permission to participate in commencement. This means that Teacher Candidates who have not successfully passed Internship and Senior Seminar cannot participate in the commencement exercises. Students have the option to appeal for permission to participate in commencement, utilizing the USCB Commencement Participation Appeal form, which can be found on the USCB website [here](#).

SOUTH CAROLINA EDUCATOR CERTIFICATION REQUIREMENTS

In order to earn South Carolina teacher certification, candidates must:

- Obtain fingerprint clearance, *prior to Internship* (which occurs in the last semester of the program) through IndentoGo: <https://sc.ibtfingerprint.com/> .
- Submit an [application](#) to the South Carolina Department of Education prior to Internship:
- The application includes:
 - A processing fee for the South Carolina Department of Education
 - The application form completed by the candidate for the South Carolina Department of Education, Educator Application.
 - A request form for an official transcript and applicable fee(s)
 - Copy of social security card
- Complete the approved program of study and hold a Bachelor’s Degree.
- Receive passing scores on the required PLT Exams and submit these scores to both USCB (code 5841) and the South Carolina Department of Education (code 8108).

Following graduation and completion of all the bulleted items above, USCB faculty will submit a Verification and Recommendation form to the South Carolina Department of Education.

Teacher candidates are responsible for ensuring that all parts of their application have been received by the USCB Department of Education.

APPENDIX

South Carolina Teaching Standards 4.0 Rubric	pg. 14
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SCTS 4.0 EVALUATION RUBRIC WITH PROFESSIONALISM DOMAIN

INSTRUCTION				
	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
Standards and Objectives	<ul style="list-style-type: none"> All learning objectives and state content standards are explicitly communicated. Sub-objectives are aligned and logically sequenced to the lesson's major objective. Learning objectives are: (a) consistently connected to what students have previously learned, (b) know from life experiences and (c) integrated with other disciplines Expectations for each student's performance are clear, demanding, and high. State standards are displayed, referenced throughout the lesson with explanations. There is evidence that most students demonstrate mastery of the objective. 	<ul style="list-style-type: none"> Most learning objectives and state content standards are communicated. Sub-objectives are mostly aligned to the lesson's major objective. Learning objectives are connected to what students have previously learned. Expectations for student performance are clear, demanding, and high. State standards are displayed and referenced in the lesson. There is evidence that most students demonstrate mastery of the objective. 	<ul style="list-style-type: none"> Some learning objectives and state content standards are communicated. Sub-objectives are sometimes aligned to the lesson's major objective. Learning objectives are not clearly connected to what students have previously learned. Expectations for student performance are clear. State standards are appropriately displayed. There is evidence that some students demonstrate mastery of the objective. 	<ul style="list-style-type: none"> Some learning objectives and state content standards are not communicated. Sub-objectives are rarely aligned to the lesson's major objective. Learning objectives are rarely connected to what students have previously learned. Expectations for student performance are vague. State standards are not appropriately displayed. There is evidence that few students demonstrate mastery of the objective.
Motivating Students	<ul style="list-style-type: none"> The teacher consistently and explicitly organizes the content so that it is personally meaningful, relevant, and intellectually engaging to all students. The teacher consistently develops learning experiences where inquiry, curiosity and exploration are valued. The teacher consistently reinforces and rewards effort. 	<ul style="list-style-type: none"> The teacher often organizes the content so that it is personally meaningful, relevant, and intellectually engaging to all students. The teacher often develops learning experiences where inquiry, curiosity and exploration are valued. The teacher regularly reinforces and rewards effort. 	<ul style="list-style-type: none"> The teacher sometimes organizes the content so that it is personally meaningful, relevant, and engaging to some students. The teacher sometimes develops learning experiences where inquiry, curiosity and exploration are valued. The teacher sometimes reinforces and rewards effort. 	<ul style="list-style-type: none"> The teacher rarely organizes the content so that it is personally meaningful, relevant, and engaging to students. The teacher rarely develops learning experiences where inquiry, curiosity and exploration are valued. The teacher rarely reinforces and rewards effort.
Presenting Instructional Content	<p>Presentation of content always includes:</p> <ul style="list-style-type: none"> visuals that establish the purpose of the lesson, preview the organization of the lesson and include reflective internal summaries of the lesson. explicit examples, illustrations, analogies and labels for new concepts and ideas. modeling by the teacher to demonstrate his or her performance expectations throughout the lesson. concise communication. logical sequencing and segmenting. all essential information. no irrelevant, confusing, or non-essential information. 	<p>Presentation of content most of the time includes:</p> <ul style="list-style-type: none"> visuals that establish the purpose of the lesson, preview the organization of the lesson and include reflective internal summaries of the lesson. examples, illustrations, analogies and labels for new concepts and ideas. modeling by the teacher to demonstrate his or her performance expectations. concise communication. logical sequencing and segmenting. all essential information. no irrelevant, confusing, or non-essential information. 	<p>Presentation of content sometimes includes:</p> <ul style="list-style-type: none"> visuals that establish the purpose of the lesson, preview the organization of the lesson and include reflective internal summaries of the lesson. examples, illustrations, analogies and labels for new concepts and ideas. modeling by the teacher to demonstrate his or her performance expectations. concise communication. logical sequencing and segmenting. all essential information. no irrelevant, confusing, or non-essential information. 	<p>Presentation of content rarely includes:</p> <ul style="list-style-type: none"> visuals that establish the purpose of the lesson, preview the organization of the lesson and include reflective internal summaries of the lesson. examples, illustrations, analogies and labels for new concepts and ideas. modeling by the teacher to demonstrate his or her performance expectations. concise communication. logical sequencing and segmenting. all essential information. no irrelevant, confusing, or non-essential information.

INSTRUCTION (Continued)

	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
Lesson Structure and Pacing	<ul style="list-style-type: none"> The lesson starts promptly. The lesson's structure is coherent, with a significant beginning, middle, end, and extended time for reflection. Pacing is brisk and provides many opportunities for individual students who progress at different learning rates. Routines for distributing materials are seamless. No instructional time is lost during transitions. 	<ul style="list-style-type: none"> The lesson starts promptly. The lesson's structure is coherent, with a beginning, middle, end and reflection. Pacing is appropriate and sometimes provides opportunities for students who progress at different learning rates. Routines for distributing materials are efficient. Little instructional time is lost during transitions. 	<ul style="list-style-type: none"> The lesson starts somewhat promptly. The lesson's structure is coherent, with a beginning, middle and end. Pacing is appropriate, for some students and rarely provides opportunities for students who progress at different learning rates. Routines for distributing materials are efficient. Instructional time is lost during transitions. 	<ul style="list-style-type: none"> The lesson does not start promptly. The lesson has a structure but may be missing closure or introductory elements. Pacing is appropriate, for few students and does not provide opportunities for students who progress at different learning rates. Routines for distributing materials are inefficient. Considerable time is lost during transitions.
Activities and Materials	<p>Activities and materials include all of the following:</p> <ul style="list-style-type: none"> Support the lesson objectives Challenging Sustain students' attention Elicit a variety of thinking Provide time for reflection Relevant to student's lives Provide opportunities for student-to-student interaction Induce student curiosity and suspense Provide students with choices Incorporate multimedia and technology which enhances student learning and thinking Incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from cultural centers, etc.) In addition, sometimes activities are game-like, involve simulations, require creating products and demand self-direction and self-monitoring. 	<p>Activities and materials include most of the following:</p> <ul style="list-style-type: none"> Support the lesson objectives Challenging Sustain students' attention Elicit a variety of thinking Provide time for reflection Relevant to student's lives Provide opportunities for student-to-student interaction Induce student curiosity and suspense Provide students with choices Incorporate multimedia and technology Incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from cultural centers, etc.). 	<p>Activities and materials include some of the following:</p> <ul style="list-style-type: none"> Support the lesson objectives Challenging Sustain students' attention Elicit a variety of thinking Provide time for reflection Relevant to student's lives Provide opportunities for student-to-student interaction Induce student curiosity and suspense Provide students with choices Incorporate multimedia and technology Incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from cultural centers, etc.). 	<p>Activities and materials include few of the following:</p> <ul style="list-style-type: none"> Support the lesson objectives Challenging Sustain students' attention Elicit a variety of thinking Provide time for reflection Relevant to student's lives Provide opportunities for student-to-student interaction Induce student curiosity and suspense Provide students with choices Incorporate multimedia and technology Incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from cultural centers, etc.).

INSTRUCTION (Continued)

	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
Questioning	<p>Teacher questions are varied and high quality, providing a consistently balanced mix of question types:</p> <ul style="list-style-type: none"> ○ Knowledge and comprehension ○ Application and analysis ○ Creation and evaluation <ul style="list-style-type: none"> • Questions are consistently purposeful and coherent • A high frequency of questions is asked • Questions are consistently sequenced with attention to the instructional goals • Questions regularly require active responses (e.g., whole class signaling, choral responses, written and shared responses, or group and individual answers) • Wait time (three-five seconds) is consistently provided • The teacher calls on volunteers and non-volunteers and a balance of students based on ability and gender • Students generate higher-order questions that lead to further inquiry and self-directed learning. 	<p>Teacher questions are varied and high quality, providing a balanced mix of question types:</p> <ul style="list-style-type: none"> ○ Knowledge and comprehension ○ Application and analysis ○ Creation and evaluation <ul style="list-style-type: none"> • Questions are usually purposeful and coherent • A moderate frequency of questions is asked • Questions are often sequenced with attention to the instructional goals • Questions sometimes require active responses (e.g., whole class signaling, choral responses, written and shared responses, or group and individual answers) • Wait time is often provided • The teacher calls on volunteers and non-volunteers and a balance of students based on ability and gender • Students generate questions that lead to further inquiry and self-directed learning. 	<p>Teacher questions are varied and high quality, providing some, but not all, question types:</p> <ul style="list-style-type: none"> ○ Knowledge and comprehension ○ Application and analysis ○ Creation and evaluation <ul style="list-style-type: none"> • Questions are sometimes purposeful and coherent • A moderate frequency of questions is asked • Questions are sometimes sequenced with attention to the instructional goals • Questions sometimes require active responses (e.g., whole class signaling, choral responses, written and shared responses, or group and individual answers) • Wait time is sometimes provided • The teacher calls on volunteers and non-volunteers and a balance of students based on ability and gender • Students generate questions that lead to further inquiry and self-directed learning. 	<p>Teacher questions are inconsistent in quality and include few question types:</p> <ul style="list-style-type: none"> ○ Knowledge and comprehension ○ Application and analysis ○ Creation and evaluation <ul style="list-style-type: none"> • Questions are random and lack coherence • A moderate frequency of questions is asked • Questions are rarely sequenced with attention to the instructional goals • Questions rarely require active responses (e.g., whole class signaling, choral responses, written and shared responses, or group and individual answers) • Wait time is inconsistently provided • The teacher mostly calls on volunteers and high-ability students.
Academic Feedback	<ul style="list-style-type: none"> • Oral and written feedback is consistently academically focused, frequent and high quality. • Feedback is frequently given during guided practice and homework review. • The teacher circulates to prompt student thinking, assess each student's progress, and provide individual feedback. • Feedback from students is consistently used to monitor and adjust instruction. • Teacher engages students in giving specific and high-quality feedback to one another. 	<ul style="list-style-type: none"> • Oral and written feedback is mostly academically focused and mostly high quality. • Feedback is often given during guided practice and homework review. • The teacher circulates regularly during instructional activities to support engagement and monitor student work. • Feedback from students is regularly used to monitor and adjust instruction. • Teacher engages students in giving feedback to one another. 	<ul style="list-style-type: none"> • Oral and written feedback is sometimes academically focused and mostly high quality. • Feedback is sometimes given during guided practice and homework review. • The teacher circulates sometimes during instructional activities to support engagement and monitor student work. • Feedback from students is sometimes used to monitor and adjust instruction. 	<ul style="list-style-type: none"> • The quality and timeliness of feedback is inconsistent. • Feedback is rarely given during guided practice and homework review. • The teacher circulates during instructional activities, but monitors mostly behavior. • Feedback from students is rarely used to monitor or adjust instruction.

INSTRUCTION (Continued)

	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
Grouping Students	<ul style="list-style-type: none"> The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero- or homogenous ability) consistently maximize student understanding and learning efficiency. All students in groups know their roles, responsibilities, and group- work expectations. All students participating in groups are held accountable for group work and individual work. Instructional group composition is varied (e.g., race, gender, ability, and age) to best accomplish the goals of the lesson. Instructional groups facilitate opportunities for students to set goals, reflect on and evaluate their learning. 	<ul style="list-style-type: none"> The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero- or homogenous ability) adequately enhance student understanding and learning efficiency. Most students in groups know their roles, responsibilities, and group- work expectations. Most students participating in groups are held accountable for group work and individual work. Instructional group composition is varied (e.g., race, gender, ability, and age) to most of the time, accomplish the goals of the lesson. 	<ul style="list-style-type: none"> The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero- or homogenous ability) sometimes enhance student understanding and learning efficiency. Some students in groups know their roles, responsibilities and group- work expectations. Some students participating in groups are held accountable for group work and individual work. Instructional group composition is varied (e.g., race, gender, ability, and age) to sometimes accomplish the goals of the lesson. 	<ul style="list-style-type: none"> The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero- or homogenous ability) inhibit student understanding and learning efficiency. Few students in groups know their roles, responsibilities, and group- work expectations. Few students participating in groups are held accountable for group work and individual work. Instructional group composition remains unchanged, irrespective of the learning and instructional goals of a lesson.
Teacher Content Knowledge	<ul style="list-style-type: none"> Teacher displays extensive content knowledge of all the subjects she or he teaches. Teacher consistently implements a variety of subject-specific instructional strategies to enhance student-content knowledge.² The teacher consistently highlights key concepts and ideas and uses them as bases to connect other powerful ideas. Limited content is taught in sufficient depth to allow for the development of understanding. 	<ul style="list-style-type: none"> Teacher displays accurate content knowledge of all the subjects she or he teaches. Teacher regularly implements a variety of subject-specific instructional strategies to enhance student-content knowledge. The teacher regularly highlights key concepts and ideas and uses them as bases to connect other powerful ideas. 	<ul style="list-style-type: none"> Teacher displays adequate content knowledge of all the subjects she or he teaches. Teacher sometimes implements a variety of subject-specific instructional strategies to enhance student-content knowledge. The teacher sometimes highlights key concepts and ideas and uses them as bases to connect other powerful ideas. 	<ul style="list-style-type: none"> Teacher displays under- developed content knowledge in several subject areas. Teacher rarely implements a variety of subject- specific instructional strategies to enhance student-content knowledge. The teacher does not understand key concepts and ideas in the discipline and therefore presents content in an unconnected way.
Teacher Knowledge of Students ³	<ul style="list-style-type: none"> Teacher practices display understanding of each student’s anticipated learning difficulties. Teacher practices consistently incorporate student interests and cultural heritage. Teacher consistently provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught. 	<ul style="list-style-type: none"> Teacher practices display understanding of most student’s anticipated learning difficulties. Teacher practices regularly incorporate student interests and cultural heritage. Teacher regularly provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught. 	<ul style="list-style-type: none"> Teacher practices display understanding of some student’s anticipated learning difficulties. Teacher practices sometimes incorporate student interests and cultural heritage. Teacher sometimes provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught. 	<ul style="list-style-type: none"> Teacher practices demonstrate minimal knowledge of student’s anticipated learning difficulties. Teacher practices rarely incorporate student interests or cultural heritage. Teacher practices demonstrate little differentiation of instructional methods or content.

INSTRUCTION (Continued)

	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
Thinking	<p>The teacher thoroughly teaches three of the following types of thinking:</p> <ul style="list-style-type: none"> Analytical thinking in which students analyze, compare, and contrast and evaluate and explain information⁴ Practical thinking in which students use, apply, and implement what they learn in real-life scenarios⁵ Creative thinking, in which students create, design, imagine and suppose⁶ Research-based thinking in which students explore and review a variety of ideas, models, and solutions to problems⁷ Instructional groups facilitate opportunities for students to set goals, reflect on and evaluate their learning. <p>The teacher consistently provides opportunities in which students:</p> <ul style="list-style-type: none"> Generate a variety of ideas and alternatives Analyze problems from multiple perspectives and viewpoints Monitor their thinking to insure that they understand what they are learning, are attending to critical information and are aware of the learning strategies that they are using and why. 	<p>The teacher thoroughly teaches two of the following types of thinking:</p> <ul style="list-style-type: none"> Analytical thinking in which students analyze, compare, and contrast and evaluate and explain information Practical thinking in which students use, apply, and implement what they learn in real-life scenarios Creative thinking, in which students create, design, imagine and suppose Research-based thinking in which students explore and review a variety of ideas, models, and solutions to problems Instructional groups facilitate opportunities for students to set goals, reflect on and evaluate their learning. <p>The teacher regularly provides opportunities in which students:</p> <ul style="list-style-type: none"> Generate a variety of ideas and alternatives Analyze problems from multiple perspectives and viewpoints 	<p>The teacher attempts to thoroughly teach one of the following types of thinking:</p> <ul style="list-style-type: none"> Analytical thinking in which students analyze, compare, and contrast and evaluate and explain information Practical thinking in which students use, apply, and implement what they learn in real-life scenarios Creative thinking, in which students create, design, imagine and suppose Research-based thinking in which students explore and review a variety of ideas, models, and solutions to problems Instructional groups facilitate opportunities for students to set goals, reflect on and evaluate their learning. <p>The teacher sometimes provides opportunities in which students:</p> <ul style="list-style-type: none"> Generate a variety of ideas and alternatives Analyze problems from multiple perspectives and viewpoints 	<p>The teacher implements no learning experiences that thoroughly teach any type of thinking.</p> <p>The teacher provides few opportunities where students:</p> <ul style="list-style-type: none"> Generate a variety of ideas and alternatives Analyze problems from multiple perspectives and viewpoints
Problem Solving	<p>The teacher implements activities that teach and reinforce three or more of the following problem-solving types:</p> <ul style="list-style-type: none"> Abstraction Categorization Drawing Conclusions/ Justifying Solutions Predicting Outcomes Observing and Experimenting Improving Solutions Identifying Relevant/ Irrelevant Information Generating Ideas Creating and Designing <p>Consistent Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher Facilitates the Learning</p>	<p>The teacher implements activities that teach and reinforce two or more of the following problem- solving types:</p> <ul style="list-style-type: none"> Abstraction Categorization Drawing Conclusions/ Justifying Solutions Predicting Outcomes Observing and Experimenting Improving Solutions Identifying Relevant/ Irrelevant Information Generating Ideas Creating and Designing <p>Some Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher Facilitates the Learning</p>	<p>The teacher implements activities that teach and reinforce one of the following problem-solving types:</p> <ul style="list-style-type: none"> Abstraction Categorization Drawing Conclusions/ Justifying Solutions Predicting Outcomes Observing and Experimenting Improving Solutions Identifying Relevant/ Irrelevant Information Generating Ideas Creating and Designing <p>Moving Towards Student-Centered Learning/ Student Ownership of Learning – Consistent Reliance on Teacher Direction</p>	<p>The teacher implements no activities that teach and reinforce the following problem-solving types:</p> <ul style="list-style-type: none"> Abstraction Categorization Drawing Conclusions/ Justifying Solutions Predicting Outcomes Observing and Experimenting Improving Solutions Identifying Relevant/ Irrelevant Information Generating Ideas Creating and Designing <p>Heavy Emphasis on Teacher Direction – Minimal Evidence of Student Ownership of Learning</p>

PLANNING

	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
Instructional Plans	<p>Instructional plans include:</p> <ul style="list-style-type: none"> • Measurable and explicit goals aligned to state content standards • Activities, materials, and assessments that: <ul style="list-style-type: none"> ○ Align to state standards ○ Sequence from basic to complex ○ Build on prior student knowledge, are relevant to students' lives and integrate other disciplines ○ Provide appropriate time for student work, student reflection and lesson and unit closure. • Evidence that plan is appropriate for the age, knowledge, and interests of all learners • Evidence that the plan provides regular opportunities to accommodate individual student needs 	<p>Instructional plans include:</p> <ul style="list-style-type: none"> • Goals aligned to state content standards • Activities, materials, and assessments that: <ul style="list-style-type: none"> ○ Align to state standards ○ Sequence from basic to complex ○ Build on prior student knowledge ○ Provide appropriate time for student work and lesson and unit closure • Evidence that plan is appropriate for the age, knowledge, and interests of most learners • Evidence that the plan provides some opportunities to accommodate individual student needs 	<p>Instructional plans include:</p> <ul style="list-style-type: none"> • Some goals aligned to state content standards • Activities, materials, and assessments that: <ul style="list-style-type: none"> ○ Sometimes align to state standards ○ Sometimes sequenced from basic to complex ○ Sometimes build on prior student knowledge ○ Sometimes provide appropriate time for student work and lesson and unit closure • Some evidence that plan is appropriate for the age, knowledge, and interests of most learners • Evidence that the plan provides some opportunities to accommodate individual student needs 	<p>Instructional plans include:</p> <ul style="list-style-type: none"> • Few goals aligned to state content standards • Activities, materials, and assessments that: <ul style="list-style-type: none"> ○ Rarely align to state standards ○ Rarely sequenced in logical order ○ Rarely build on prior student knowledge ○ Inconsistently provide time for student work and lesson and unit closure • Little evidence that plan is appropriate for the age, knowledge, and interests of most learners • Little evidence that the plan provides some opportunities to accommodate individual student needs
Student Work ¹	<p>Assignments require students to:</p> <ul style="list-style-type: none"> • Organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it • Draw conclusions, make generalizations and produce arguments that are supported through extended writing • Connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives both inside and outside of school 	<p>Assignments require students to:</p> <ul style="list-style-type: none"> • Interpret and analyze information rather than reproduce it • Draw conclusions and support them through writing • Connect what they are learning to experiences, observations, feelings or situations significant in their daily lives both inside and outside of school 	<p>Assignments require students to:</p> <ul style="list-style-type: none"> • Interpret information rather than reproduce it • Sometimes draw conclusions and support them through writing • Sometimes connect what they are learning to prior learning 	<p>Assignments require students to:</p> <ul style="list-style-type: none"> • Mostly reproduce information • Rarely draw conclusions and support them through writing • Rarely connect what they are learning to prior learning or life experiences
Assessment	<p>Assessment Plans:</p> <ul style="list-style-type: none"> • Are consistently aligned with state content standards. • Have clear appropriate measurement criteria. • Measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple-choice test. • Require extended written tasks. • Are portfolio-based with clear illustrations of student progress toward state content standards. • Include descriptions of how assessment results will be used to inform future instruction. 	<p>Assessment Plans:</p> <ul style="list-style-type: none"> • Are aligned with state content standards. • Have clear measurement criteria. • Measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple-choice test. • Require written tasks. • Include performance checks throughout the school year. 	<p>Assessment Plans:</p> <ul style="list-style-type: none"> • Are sometimes aligned with state content standards. • Have measurement criteria. • Measure student performance in more than one way (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple-choice test. • Require limited written tasks. • Include performance checks but may not be monitored consistently. 	<p>Assessment Plans:</p> <ul style="list-style-type: none"> • Are rarely aligned with state content standards. • Have ambiguous measurement criteria. • Measure student performance in less than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple-choice test. • Require limited written tasks. • Include performance checks although the purpose of these checks is not clear.

THE ENVIRONMENT

	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
Expectations	<p>Consistent Evidence of Student-Centered Learning/Student Ownership of Learning – Teacher and Students Facilitate the Learning</p> <ul style="list-style-type: none"> Teacher engages students in learning with clear and rigorous academic expectations for every student and actively uses aligned and differentiated materials and resources to ensure equitable access to learning. Students regularly learn from their mistakes and can describe their thinking on what they learned. Teacher creates learning opportunities where all students consistently experience success. Students lead opportunities that support learning. Students take initiative to meet or exceed teacher expectations. Teacher optimizes instructional time to ensure each student meets their learning goals. 	<p>Some Evidence of Student-Centered Learning/Student Ownership of Learning – Teacher Facilitates the Learning</p> <ul style="list-style-type: none"> Teacher engages students in learning with clear and rigorous academic expectations for every student with aligned materials and resources for students to access. Teacher encourages students to learn from mistakes. Teacher creates learning opportunities all students can experience success. Students complete their work according to teacher expectations. 	<p>Moving Toward Student-Centered Learning/Student Ownership of Learning Consistent Reliance on Teacher Direction</p> <ul style="list-style-type: none"> Teacher engages students in learning with clear and rigorous academic expectations for most students. Teacher encourages students to learn from mistakes. Teacher creates learning opportunities where some students can experience success. Teacher expectations for student work are not clear for all students. 	<p>Heavy Emphasis on Teacher Direction – Minimal Evidence of Student Ownership of Learning</p> <ul style="list-style-type: none"> Teacher expectations are not rigorous for every student. Teacher creates an environment where mistakes and failure are not viewed as learning experiences. Teacher does not create learning opportunities where students can experience success. Student work is rarely completed to meet teacher expectations.
	Engaging Students and Managing Student Behavior	<ul style="list-style-type: none"> Students are consistently well-behaved and on task. Teacher and students establish clear rules and expectations for learning and behavior. The teacher consistently uses techniques such as intrinsic motivation, social approval, contingent activities, and consequences to maintain appropriate student behavior. The teacher overlooks inconsequential behavior. The teacher deals with students who have caused disruptions rather than the entire class. The teacher attends to disruptions quickly, firmly and consistently with no interruption to instruction. 	<ul style="list-style-type: none"> Students are mostly well-behaved and on task, some minor learning disruptions may occur. Teacher establishes rules for learning and behavior. The teacher uses several techniques such as intrinsic motivation, social approval, contingent activities and consequences to maintain appropriate student behavior. The teacher overlooks most inconsequential behavior, but other times addresses it, stopping the lesson. The teacher attends to disruptions firmly and consistently with minimal interruption to instruction. 	<ul style="list-style-type: none"> Student behavior is inconsistent with several students off task, minor learning disruptions are frequent. Teacher establishes rules for learning and behavior. The teacher uses some techniques such as intrinsic motivation, social approval, contingent activities and consequences to maintain appropriate student behavior. The teacher overlooks some inconsequential behavior, but other times addresses it, stopping the lesson. The teacher inconsistently deals with students who have caused disruptions, and frequently addresses the entire class.

THE ENVIRONMENT (Continued)

	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
	<i>Consistent Evidence of Student-Centered Learning/Student Ownership of Learning – Teacher and Students Facilitate the Learning</i>	<i>Some Evidence of Student-Centered Learning/Student Ownership of Learning – Teacher Facilitates the Learning</i>	<i>Moving Toward Student-Centered Learning/Student Ownership of Learning – Consistent Reliance on Teacher Direction</i>	<i>Heavy Emphasis on Teacher Direction – Minimal Evidence of Student Ownership of Learning</i>
Environment	<p>The classroom</p> <ul style="list-style-type: none"> welcomes all students and guests and provides a safe space for all students to take risks and interact with peers. is clearly organized and designed for and with students to promote learning for all. has supplies, equipment, and resources easily and readily accessible to provide equitable opportunities for all students. displays current student work that promotes a positive and inclusive classroom environment. Is consistently arranged to maximize individual and group learning and to reinforce a positive classroom culture. 	<p>The classroom</p> <ul style="list-style-type: none"> welcomes all students and guests. is organized to promote learning for all students. has supplies, equipment, and resources accessible to provide equitable opportunities for students. displays current student work. is arranged to promote individual and group learning. 	<p>The classroom</p> <ul style="list-style-type: none"> welcomes most students and guests. is somewhat organized to promote learning for all students. has supplies, equipment, and resources accessible. displayed student work is not updated regularly. is sometimes arranged to promote individual and group learning. 	<p>The classroom</p> <ul style="list-style-type: none"> is somewhat uninviting. is not organized to promote student learning. supplies, equipment, and resources are difficult to access. does not display student work. is not arranged to promote group learning.
Respectful Culture	<ul style="list-style-type: none"> Teacher-student and student-student interactions demonstrate caring and respect for one another and celebrate and acknowledge all students' background and culture. Teacher fosters positive teacher-to-student and student-to-student interactions that demonstrate overall care, kindness, and respect for one another. Teacher seeks out and is receptive to the interests and opinions of all students. Positive relationships and interdependence characterize the classroom. 	<ul style="list-style-type: none"> Teacher-student interactions are generally positive and reflect awareness and consideration of all students' background and culture. Teacher and students exhibit respect and kindness for the teacher and each other; classroom is free of unhealthy conflict, sarcasm, and put-downs. Teacher is receptive to the interests and opinions of students. 	<ul style="list-style-type: none"> Teacher-student interactions are sometimes positive but may reflect occasional inconsistencies. Students exhibit respect and kindness for the teacher and each other. Teacher is sometimes receptive to the interests and opinions of students. 	<ul style="list-style-type: none"> Teacher does not establish a safe and positive classroom culture for students. Students do not exhibit respect for the teacher or each other. Teacher and/or student interaction is characterized by unhealthy conflict, sarcasm, or put-downs. Teacher is not receptive to interests and opinions of students.

Professionalism Rubric

PROFESSIONALISM					
	Performance Standard	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
Growing and Developing Professionally¹⁶	1. The educator is prompt, prepared, and participates in professional development meetings, bringing student artifacts (student work) when requested.	Always	Often	Sometimes	Rarely
	2. The educator appropriately attempts to implement new learning in the classroom following presentation in professional development meetings.	Always	Often	Sometimes	Rarely
	3. The educator develops and works on a yearly plan for new learning based on analyses of school improvement plans and new goals, self-assessment, and input from the teacher leader and principal observations.	Always	Often	Sometimes	Rarely
	4. The educator selects specific activities, content knowledge, or pedagogical skills to enhance and improve his/her proficiency.	Always	Often	Sometimes	Rarely
Reflecting on Teaching¹⁷	5. The educator makes thoughtful and accurate assessments of his/her lessons' effectiveness as evidenced by the self-reflection after each observation.	Always	Often	Sometimes	Rarely
	6. The educator offers specific actions to improve his/her teaching.	Always	Often	Sometimes	Rarely
	7. The educator accepts responsibilities contributing to school improvement.	Always	Often	Sometimes	Rarely
	8. The educator utilizes student achievement data to address strengths and weaknesses of students and guide instructional decisions.	Always	Often	Sometimes	Rarely
Community Involvement¹⁸	9. The educator actively supports school activities and events.	Always	Often	Sometimes	Rarely
School Responsibilities¹⁹	10. The educator accepts leadership responsibilities and/or assists in peers contributing to a safe and orderly school environment.	Always	Often	Sometimes	Rarely

¹⁶ Waitoller, F. R., & Artiles, A. J. (2013). A decade of professional development research for inclusive education: A critical review and notes for a research program. *Review of Educational Research, 83*(3), 319-356. doi:10.3102/0034654313483905

¹⁷ Nesmith, S. M. (2011). Powerful reflections result from quality questions: The influence of posed questions on elementary preservice teachers' field-based reflections. *Research in the Schools, 18*(2), 26-39.

¹⁸ Epstein, J. L., Galindo, C. L., & Sheldon, S. B. (2011). Levels of leadership: Effects of district and school leaders on the quality of school programs of family and community involvement. *Educational Administration Quarterly, 47*(3), 462-495. doi: 10.1177/0013161X10396929

¹⁹ Zepeda, S. J., Mayers, R. S., Benson, B. N. (2013). *The call to teacher leadership*. New York, NY: Routledge.



Student Intervention Plan: Professional Dispositions and Skills Contract

This contract is to be initiated when a teacher-candidate is not making adequate progress during a clinical experience. Completed copies of this form must be reviewed and signed by the university supervisor, cooperating teacher, candidate, field placement supervisor, program coordinator, and department chair.

Student Name:	Student ID:	Major:
Course:	Semester:	Year:

Description of the Concern(s):

Please cite evidence to support your concerns and attach any documentation you feel is important.

Plan to Address and Improve Performance:

Please describe specific steps, suggestions, recommendations, expectations, and consequences for noncompliance to be implemented during a specified time frame. Please include dates when concerns will be reviewed during the duration of the contract.

Verification of Professional Dispositions and Skills Contract Outcomes

Please review the candidate’s performance to determine if adequate progress has been made or if consequences must be initiated at the end of the specified time period.

Committee Signatures:

University Supervisor _____ Date _____
 Cooperating Teacher _____ Date _____
 Field Placement Supervisor _____ Date _____
 Program Coordinator _____ Date _____
 Teacher Candidate _____ Date _____
 Department of Education Chair _____ Date _____

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

PRAXIS REQUIREMENTS

Students must attempt the Praxis Core exam (this includes ALL 3 subtests: reading, writing, & math) **during their first year on campus as an education major.**

- Students must complete EDCI B110 if they do not pass the writing subtest of the Praxis Core exam.
- Students must complete EDCI B111 if they do not pass the math subtest of the Praxis Core exam.

Be sure to send exam results to USCB code 5841 and SC Department of Education code 8108.

For entrance into the Professional Program, candidates must pass the Praxis Core Academic Skills for Educators. More information on this test can be found here: [The Praxis Tests](#)

To progress to Internship, Teacher Candidates must pass the appropriate Praxis II exam.

To be Certified in	You Need to Take	Test Code	Qualifying Score
Early Childhood Education	Education of Young Children	5024	160
	OR		
Early Childhood Education	Early Childhood Education	5025	156
Elementary Education*	Elementary Education: Multiple Subjects	5001	*
	→ Reading and Language Arts Subtest	5002	157
	→ Mathematics Subtest (On-screen scientific calculator provided)	5003	157
	→ Social Studies Subtest	5004	155
	→ Science Subtest (On-screen scientific calculator provided)	5005	159
	OR		
Elementary Education* Exam 7811 may be taken in lieu of Praxis 5001	Elementary Education: Content Knowledge for Teaching	7811	*
	→ Reading/Language Arts CKT Subtest	7812	161
	→ Mathematics CKT Subtest	7813	150
	→ Science CKT Subtest	7814	154
	→ Social Studies CKT Subtest	7815	162
English	English Language Arts: Content and Analysis	5039	168
	OR		
English	English Language Arts: Content Knowledge	5038	167
Mathematics	Mathematics: Content Knowledge (On-screen graphing calculator provided)	5165	150

***To pass Elementary Education Multiple Subjects test**, teacher candidates must receive a passing score on each subtest. To take all four subtests (5002, 5003, 5004, 5005 or 7812, 7813, 7814, 7815) at the same time, select Elementary Education: Multiple Subjects (5001) or Elementary Education: Content Knowledge for Teaching (7811) when registering. To take or retake an individual subtest, register to take just that subtest. For certification purposes, the South Carolina Department of Education will accept subtests from either approved Elementary Education assessment so long as the test-taker has earned a qualifying score in all four core content areas.

Program completers must pass the appropriate Principles of Learning and Teaching (PLT) exam to be recommended for certification.

To be Certified in	You Need to Take	Test Code	Qualifying Score
Early Childhood Education	Principles of Learning and Teaching: Early Childhood	5621	157
Elementary Education	Principles of Learning and Teaching: Grades K-6	5622	160
Secondary Education	Principles of Learning and Teaching: Grades 7-12	5624	157

Presentation for Internship Eligibility Cover Sheet

Directions: Reviewers should add together their scores from each of the 4 categories from the rubric (Instruction, Planning, Environment, & Delivery) and then divide this sum by 4 in order to obtain an average. Once each reviewer obtains a mean score, these 3 averages should be added together and divided by 3 to obtain the **Candidate's Final Score**. In order to make a positive recommendation for Professional Program eligibility, candidates must earn a final score of 2.5 or higher.

Name of Candidate: _____ Certification Program: _____ Date: _____

Name of Reviewer 1: _____ Reviewer 1 Average = _____

Name of Reviewer 2: _____ Reviewer 2 Average = _____

Name of Reviewer 3: _____ Reviewer 3 Average = _____

CANDIDATE'S FINAL SCORE (SUM OF EACH REVIEWERS' AVERAGE SCORE DIVIDED BY 3): _____

Recommendation (circle one): Eligible for Internship Not Eligible for Internship

Summary of Candidate's Strengths

Summary of Concerns and/or Recommendations:

Directions: Each reviewer completes this rubric for the candidate. You may record notes as needed, and you must choose **ONE** level for each indicator. Check the box for the level you choose for each indicator. Average the levels to obtain one final average based on the scoring guide at the end of this document.

PRESENTATION FOR INTERNSHIP ELIGIBILITY SCORING RUBRIC

INDICATOR	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
<u>INSTRUCTION</u>	<input type="checkbox"/> Exemplary (4) <ul style="list-style-type: none"> • Establishes high learning expectations and clear outcomes for student learning • Engages all students in learning experiences that are personally meaningful, relevant, and engaging • Effectively incorporates appropriate, varied questioning, thinking, and problem solving • Employs a variety of instructional activities that allow for differentiated instruction and provides academic feedback to monitor and adjust instruction 	<input type="checkbox"/> Proficient (3) <ul style="list-style-type: none"> • Establishes outcomes for student learning • Engages students in learning experiences that are relevant • Incorporates varied questioning, thinking, or problem solving • Employs a variety of instructional activities and provides academic feedback to students 	<input type="checkbox"/> Needs Improvement (2) <ul style="list-style-type: none"> • Establishes learning outcomes that are not in-line with the standards selected for the lesson • Engages students in learning experiences • Incorporates questioning, thinking, or problem-solving strategies • Employs some instructional variety or academic feedback 	<input type="checkbox"/> Unsatisfactory (1) <ul style="list-style-type: none"> • Does not establish clear learning expectations • Is unable to engage students in learning experiences • Does not incorporate questions, thinking, or problem solving • Does not employ instructional variety or academic feedback
<u>PLANNING</u>	<input type="checkbox"/> Exemplary (4) <ul style="list-style-type: none"> • Prepares lesson plans with measurable and explicit goals tied to state content standards • Prepares lessons that are developmentally appropriate for all learners • Assesses student learning in a variety of ways aligned with the established outcomes of the lesson 	<input type="checkbox"/> Proficient (3) <ul style="list-style-type: none"> • Prepares lesson plans aligned with state content standards • Plans lessons that are age appropriate for most learners • Assesses student learning aligned with the established outcomes of the lesson 	<input type="checkbox"/> Needs Improvement (2) <ul style="list-style-type: none"> • Prepares lessons with standards • Prepares lessons that are appropriate for some learners • Assesses student learning 	<input type="checkbox"/> Unsatisfactory (1) <ul style="list-style-type: none"> • Does not prepare standards-based lessons • Does not plan developmentally appropriate lessons • Does not assess student learning

INDICATOR	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
<u>ENVIRONMENT</u>	<input type="checkbox"/> Exemplary (4) <ul style="list-style-type: none"> Establishes high and demanding academic expectations for every student Establishes clear rules and expectations for learning and behavior Creates a welcoming environment that is organized and understandable to all students and encourages student collaboration 	<input type="checkbox"/> Proficient (3) <ul style="list-style-type: none"> Sets academic expectations for every student Establishes rules for learning and behavior Creates an environment that is organized to most students 	<input type="checkbox"/> Needs Improvement (2) <ul style="list-style-type: none"> Sets expectations for the class Establishes rules for learning or behavior Creates an organized environment 	<input type="checkbox"/> Unsatisfactory (1) <ul style="list-style-type: none"> Does not set expectations for the class Does not establish rules for learning or behavior Does not create a welcoming, organized environment
<u>DELIVERY</u>	<input type="checkbox"/> Exemplary (4) <ul style="list-style-type: none"> Well-prepared with examples & artifacts to support responses Poised and confident: uses clear, correct speech, makes direct eye contact Thoughtful, accurate, and reflective self-assessment of teaching with specific actions suggested to improve 	<input type="checkbox"/> Proficient (3) <ul style="list-style-type: none"> Prepared with examples or artifacts to support responses Poised, but relies on some notes to communicate material Thoughtful, accurate, and reflective self-assessment of teaching 	<input type="checkbox"/> Needs Improvement (2) <ul style="list-style-type: none"> Prepared, but lacks examples or artifacts Uses filler language during the presentation, does not maintain direct eye contact, and uses notes throughout the entire presentation Inaccurate assessment of or lacks self-reflection about teaching 	<input type="checkbox"/> Unsatisfactory (1) <ul style="list-style-type: none"> Presentation is unclear and does not include examples or artifacts Nervous, fails to make direct eye contact, does not communicate clearly, and relies primarily on notes to present the material Fails to self-assess

Scoring guide:

16/16 points = 4	12/16 points = 3	8/16 points = 2	4/16 points = 1
15/16 points = 3.75	11/16 points = 2.75	7/16 points = 1.75	3/16 points = .75
14/16 points = 3.5	10/16 points = 2.5	6/16 points = 1.5	2/16 points = .5
13/16 points = 3.25	9/16 points = 2.25	5/16 points = 1.25	1/16 points = .25

Reviewer: _____ **Total points:** _____ **Average score:** _____

Internship Candidate's Response to Questions and Comments:



Educator Preparation Program PROFESSIONAL PROGRAM ADMISSION CHECKLIST

Student Name _____ Advisor _____

Phone # _____ E-Mail _____

Teacher Certification Program _____

- _____ Attended the Pre-Professional Orientation.
- _____ Passed the Praxis Core exam (or earned needed ACT/SAT scores).
- _____ Cumulative 2.75 GPA in all undergraduate coursework.
- _____ Completed all Pre-Professional & required content area courses with a “C” or higher.
- _____ Overall GPA of 3.0 in all Department of Education courses.
- _____ Completed all general education and content area requirements.
- _____ Completed 25 hours of working with children or adolescents (or Teacher Cadet Program).
- _____ Completed the Ethics Training Module (email Dr. Hammond for login info: ejh49@uscb.edu)
- _____ Read the Model Code of Ethics for Educators (MCEE) and signed the attestation.
- _____ Current TB test result will be required prior to the first day of class.
- _____ Purchase LiveText student membership prior to first day in the Professional Program.
(livetext.com/purchase_membership)

_____ Date _____
 Advisor

_____ Date _____
 Program Coordinator

_____ Date _____
 Chair of Department

Submission dates:
February 1 and October 1

25-HOUR YOUTH EXPERIENCE REQUIREMENT FOR ADMISSION TO THE PROFESSIONAL PROGRAM

When applying for admission to the Department of Education’s Professional Program, all applicants must complete 25 hours of successful experiences working with children.

Successful completion of the Teacher Cadet Program in high school allows teacher candidates to have this requirement waived.

The youth experience requirement:

-may **not** be connected to any university course work.

-must include active involvement / interaction with more than one child/adolescent at a time (i.e., babysitting cannot be used to meet this requirement).

-should be completed in the time between entrance into the freshman class and application for admission into the Professional Program.

-can be a paid experience.

APPROPRIATE	INAPPROPRIATE
Activities completed at the University of South Carolina Beaufort (USCB) not connected to coursework.	Observations, program development, or monitoring behavior; babysitting, serving as a nanny, or taking care of your own, friend’s, or relative’s children.
Supervised day care work.	Experience supervised by a relative.
Camp counselor/worker, YMCA, Vacation Bible School, Sunday School, or Volunteer work (e.g., Special Olympics, Heritage).	Observations in schools that do not involve actually working with students or is/was associated with coursework.
Supervised tutoring.	Tutoring associated with USCB coursework.
Work as a substitute teacher in K-12 schools, coaching sports teams, directing band, chorus, choir, dance troupe, or theatre productions in K-12 school setting.	Experience with post-secondary youth, such as Residential Hall Assistant, tutor at the Writing Center, or lab assistant.



The Model Code of Ethics for Educators (MCEE) serves as a guide for future and current educators as they encounter the complexities of P-12 education. The Code establishes principles for ethical best practice, mindfulness, self-reflection and decision-making. The establishment of this professional code of ethics for educators honors the public trust and upholds the dignity of the profession.

WELCOME

There is a movement growing within the greater P-12 and educator preparation educational communities to ensure educators and prospective educators understand how professional decision-making can impact all aspects of the schooling community. This increased focus on examining and understanding our profession’s norms and values is a critical part of the mission of the National Association of State Directors of Teacher Education and Certification (NASDTEC). A professional code of ethics establishes a higher threshold of responsibility than policy, statutes or law. Adhering to the regulations that govern one’s employment and licensure – as well as aligning one’s professional practice to the Model Code of Ethics for Educators – will mitigate the risks and vulnerabilities inherent in our profession.

Attestation: I have read, reviewed and understand the Model Code of Ethics for Educators (MCEE). I agree to follow the principles presented herein.

Print Name: _____

Signature: _____

Date: _____



Principle I: Responsibility to the Profession

The professional educator knows that trust in the profession depends upon a level of professional responsibility that may be higher than the minimal standard of policy and law. This responsibility entails holding oneself and other educators to the same ethical standards.

A. The professional educator demonstrates responsibility to oneself and the profession by:

1. Holding oneself responsible to Model Code of Ethics for Educators (MCEE) and other recognized professional ethics standards;
2. Knowing and upholding the procedures, policies and laws relevant to professional practice regardless of personal views;
3. Monitoring and maintaining sound mental, physical and emotional health necessary to perform duties and services of any professional assignment and taking appropriate measures when personal or health-related issues may interfere with work-related duties;
4. Refraining from professional or personal activity that may lead to reducing one's effectiveness within the school community;
5. Refraining from using one's position for personal gain and avoiding the appearance of impropriety;
6. Taking responsibility and credit only for work actually performed or produced, and acknowledging the work and contributions made by others; and
7. Recognizing a lack of knowledge or understanding of the MCEE is not, in itself, a defense of unprofessional conduct.

B. The professional educator fulfills the obligation to address and attempt to resolve ethical issues by:

1. Identifying and taking reasonable steps to resolve conflicts between the MCEE and the implicit or explicit demands of a person or organization;
2. Maintaining fidelity to the MCEE by taking proactive steps when having reason to believe that another educator may be approaching or involved in an ethically compromising situation;
3. Refraining from discriminating or retaliating against a person on the basis of having made an ethics complaint;

4. Refraining from filing or encouraging frivolous ethics complaints solely to harm or retaliate; and
5. Cooperating fully and honestly during investigations and proceedings.

C. The professional educator promotes and advances the profession within and beyond the school community by:

1. Engaging in respectful discourse regarding issues that impact the profession;
2. Influencing and supporting decisions and actions that positively impact teaching and learning, educational leadership and student services;
3. Staying current with ethics guidelines and decisions from professional organizations and other relevant sources;
4. Engaging with the greater educational community through professional organizations and associations; and
5. Advocating for adequate resources and facilities to ensure equitable opportunities for all members within the learning community.

Principle II: Responsibility for Professional Competence

The professional educator is committed to the highest levels of professional and ethical practice.

A. The professional educator demonstrates commitment to high standards of practice through:

1. Using the MCEE and other ethics codes unique to one's discipline to guide and frame educational decision-making;
2. Incorporating into one's practice state and national standards, including those specific to one's discipline;
3. Advocating for equitable educational opportunities for all students;
4. Accepting the responsibilities, performing duties and providing services corresponding to the area of certification, licensure and/or training of one's position;
5. Reflecting upon and assessing one's professional skills, knowledge and competency on an ongoing basis; and
6. Committing to ongoing professional learning.

B. The professional educator demonstrates responsible use of data, materials, research, and assessment by:

1. Recognizing others' work by appropriately citing data or materials from published, unpublished or electronic sources when disseminating information;
2. Using appropriate assessments for the purposes for which they are intended and for which they have been validated to guide educational decisions;

3. Conducting research in an ethical and responsible manner with appropriate permission and supervision;
4. Seeking and using evidence, instructional data, research and professional knowledge to inform practice;
5. Creating, maintaining, disseminating, storing, retaining and disposing of records and data relating to one's research and practice, in accordance with, but not limited to, official guidance, policy and laws; and
6. Using data, data sources, or findings accurately, reliably and ethically.

C. The professional educator demonstrates competence by acting in the best interest of all students by:

1. Increasing students' access to the curriculum, activities and resources in order to provide a quality and equitable educational experience;
2. Working to engage the school community to close achievement, opportunity and attainment gaps; and
3. Protecting students from any practice that harms or has the reasonable potential to harm.

Principle III: Responsibility to Students

The professional educator has a primary obligation to promote the health, safety and wellbeing of all students. The professional educator treats students with dignity and respect, and establishes and maintains appropriate verbal, physical, emotional and social boundaries.

A. The professional educator respects the rights and dignity of all students by:

1. Respecting students by taking into account their individual characteristics, including but not limited to age, gender, culture, setting, ability and socioeconomic context.
2. Interacting with students with transparency and in appropriate settings;
3. Communicating with students in a clear, respectful and culturally sensitive manner;
4. Taking into account how appearance and dress can affect one's interactions and relationships with students;
5. Considering the implications of accepting gifts from or giving gifts to students;
6. Engaging in physical contact with students only when there is a clearly defined purpose that benefits students and continually keeps their health, safety and well-being in mind;
7. Avoiding multiple relationships with students that might impair objectivity and increase the risk of harm to their well-being or decrease educator effectiveness;
8. Acknowledging there are no circumstances that allow for educators to engage in romantic or sexual relationships with students; and

9. Considering the ramifications of entering into an adult relationship of any kind with a former student, including but not limited to, any potential harm to the former student, public perception and the possible impact on the educator's career. The professional educator ensures the adult relationship was not started while the former student was in school.

B. The professional educator demonstrates an ethic of care through:

1. Seeking to understand students' educational, academic, personal and social needs as well as their values, beliefs and cultural background;
2. Respecting the dignity, worth and uniqueness of each individual student including, but not limited to, actual and perceived gender, gender expression, gender identity, sexual orientation, civil status, family status, religion, age, disability, race, ethnicity, socioeconomic context and culture; and
3. Establishing and maintaining an environment that promotes the emotional, intellectual, physical and sexual safety of all students.

C. The professional educator maintains student trust and confidentiality when interacting with students in a developmentally appropriate manner and within appropriate limits by:

1. Respecting the privacy of students and the need to hold in confidence certain forms of student communication, documents or information obtained in the course of professional practice;
2. Upholding parents'/guardians' legal rights, as well as any legal requirements, to reveal information related to legitimate concerns for the well-being of a student; and
3. Protecting the confidentiality of student records and releasing personal data in accordance with prescribed state and federal laws and local policies.

Principle IV: Responsibility to the School Community

The professional educator promotes appropriate relationships and effective interactions with members of the school community.

A. The professional educator promotes appropriate and effective relationships with parents/guardians by:

1. Communicating with parents/guardians in a timely, respectful and culturally sensitive manner that represents the students' best interests;
2. Demonstrating a commitment to equality, equity, diversity and inclusion with parents/guardians;
3. Considering the implication of accepting gifts from or giving gifts to parents/guardians; and

4. Maintaining appropriate confidentiality with respect to student information disclosed by or to parents/guardians unless required by law.

B. The professional educator promotes appropriate and effective relationships with colleagues by:

1. Respecting colleagues as fellow professionals and maintaining civility when differences arise;
2. Resolving conflicts, whenever possible, privately and respectfully and in accordance with policy;
3. Working to ensure a workplace environment that is free from harassment;
4. Collaborating with colleagues in a manner that supports academic achievement and related goals that promote the best interests of students;
5. Keeping student safety, education, and health paramount by maintaining and sharing educational records appropriately and objectively in accordance with local policies and state and federal laws;
6. Enhancing the professional growth and development of new educators by supporting effective field experiences, mentoring or induction activities across the career continuum;
7. Ensuring educators who participate as mentors for new educators, cooperating teachers and leadership positions are prepared and supervised to assume these roles; and
8. Demonstrating a commitment that educators are assigned to positions in accordance with their educational credentials, preparation and/or training to maximize students' opportunities and achievement.

C. The professional educator promotes appropriate and effective relationships with the community and other stakeholders by:

1. Maintaining the highest professional standards of accuracy, honesty and appropriate disclosure of information when representing the school or district within the community and in public communications;
2. Advocating for policies and laws benefiting students and families within the school community; and
3. Collaborating with community agencies, organizations and individuals in order to advance students' best interests.

D. The professional educator promotes appropriate and effective relationships with employers by:

1. Exhibiting personal and professional conduct that is in the best interest of the organization, learning community, school community and profession;

2. Using property, facilities, materials and resources in accordance with local policies and state and federal laws;
3. Respecting intellectual property rights (e.g., original lesson plans, district level curricula, syllabi, gradebooks) when sharing materials; and
4. Considering the implications of offering or accepting gifts and/or preferential treatment by vendors or an individual in a position of professional influence or power.

E. The professional educator recognizes the problematic nature of multiple relationships by:

1. Considering the risks that multiple relationships might impair objectivity, increase the likelihood of harm to students' learning and well-being, or diminish educator effectiveness;
2. Considering the risks and benefits of a professional relationship with someone with whom the educator has a current or past personal relationship;
3. Considering the implications and possible ramifications of engaging in a personal relationship with parents/guardians, student teachers, colleagues and supervisors; and
4. Ensuring professional responsibilities to paraprofessionals, student teachers or interns do not interfere with responsibilities to students, their learning and well-being.

Principle V: Responsible and Ethical Use of Technology

The professional educator considers the impact of consuming, creating, distributing and communicating information through all technologies. The ethical educator is vigilant to ensure appropriate boundaries associated with role, time and place are maintained when using electronic communication.

A. The professional educator uses technology in a responsible manner by:

1. Using social media transparently and primarily for purposes of teaching and learning per school and district policy. The professional educator considers the ramifications of using social media and direct communication via technology with one's interactions with students, colleagues and the general public;
2. Staying current with trends and uses of school technology;
3. Evaluating information obtained electronically for reliability and bias;
4. Respecting intellectual property rights, copyright and fair use when accessing, using and documenting proprietary materials;
5. Understanding and abiding by policy and procedures on the use of technology and communication;
6. Recognizing that some electronic communications are records under the Freedom of Information Act (FOIA) and state public access laws;

7. Considering the implications of sharing legally protected or other sensitive information electronically either via professional or personal devices/accounts; and
8. Exercising vigilance in maintaining separate and professional virtual profiles and keeping personal and professional lives distinct.

B. The professional educator ensures students' safety and well-being when using technology by:

1. Being vigilant in identifying, addressing and reporting (when appropriate and in accordance with local school, district, state and federal policy) inappropriate and illegal materials/images in electronic or other forms;
2. Respecting the privacy of students' presence on social media unless there is possible risk of harm to the student or others; and
3. Being attentive to (and appropriately reporting) information concerning possible cyber bullying incidents and their potential impact on the student learning environment.

C. The professional educator maintains confidentiality with the use of technology by:

1. Taking appropriate and reasonable measures to maintain confidentiality of privileged information and stored or transmitted educational records;
2. Understanding the intent of Family Educational Rights to Privacy Act (FERPA) and how it applies to sharing student records electronically;
3. Ensuring the rights of third parties, including the right of privacy, are not violated via the use of technology; and
4. Protecting information from being shared with unintended third parties through technology.

D. The professional educator promotes the appropriate use of technology in educational settings by:

1. Advocating for equal and equitable access to technology for all students;
2. Promoting the benefits and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personnel, parents and community members;
3. Promoting technological applications that assist and enhance the teaching and learning process; and
4. Practicing and advocating for cybersecurity to protect oneself, others and the integrity of the network.

Operational Definitions

Boundaries:

The verbal, physical, emotional and social distances that an educator should consider to provide structure, security and predictability. Challenges with boundaries often relate to role, time and place. Appropriate boundaries are established for the school community by respecting contracted roles, working hours and the location of the learning environment.¹

Culture:

The customary beliefs, social forms, and material traits of a racial, religious or social group, including the characteristic features of everyday existence shared by people in a place or time.²

Implicit or Explicit Demands of an Organization:

Implicit demands are often subjective or implied and reflect the culture of the schooling environment. Explicit demands are clearly articulated through directives, policies, regulations or statutes.

Harm:

Any potential action that may impair physical, emotional, psychological, sexual or intellectual safety and well-being of a student or a member of the school community.

Learning Community:

Educators working together to achieve the shared goals of strengthening professional practice and student growth.

Multiple Relationships:

Multiple relationships occur when an educator is having both a professional and personal affiliation with a member(s) of the school community.

New Educators:

Pre-service educators and recently employed in-service educators.

Professional Educators:

Licensed educators and other professionals employed by a school entity who demonstrate the highest standards of ethical and professionally competent practice and are committed to

¹ Stone, Carolyn (2013). *School counseling principles: ethics and law* (3rd ed.). Alexandria, VA: American School Counseling Association, 58

² <http://www.merriam-webster.com/dictionary/culture>

advancing the interests, achievements, and well-being of students. Professional educators are also committed to supporting the school community and the education profession. They include, but are not limited to, licensed educators, paraprofessionals, teachers, teacher leaders, student support personnel, administrators, coaches, administrative assistants, custodians and other school staff.

Proprietary materials:

Materials that are protected from unauthorized use by copyright or other forms of intellectual property rights.

Risk:

A non-desirable consequence that may occur as a result of the situation (e.g., risk to student(s), educator, colleagues, school, profession).

School Community:

Stakeholders invested in the welfare of a school and its community. A school community includes school employees, students, their parents and families, school board members and other community members.³

Sensitive Information:

Information gathered through one's professional practice that, if shared, could cause harm.

Student:

A learner enrolled in or receiving services from a P-12 school unless otherwise defined by state statute.

Technology:

Current and future tools, systems, applications and processes that can include, but are not limited to, electronic communications networks such as the internet and electronic devices (e.g., computers, laptops, phones and other hardware/software) that deliver text, audio, images, animation and streaming video.

Third Party:

Third party refers to a person or a group besides those primarily involved in a situation.

Transparency:

An educator's openness with respect to one's behaviors, actions and communications.

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³ <http://edglossary.org/school-community/>

South Carolina Department of Education

Application Checklist: Student Teaching and Clinical Experience Clearance

To apply for clearance, please complete the following steps.

- Read the webpage [Applying for Student Teaching or Clinical Experience Clearance](#), including the application procedures before and after student teaching.
- Review the required timelines for the application process and ensure that all required application materials for student teaching or clinical experience clearance are on file with the SCDE no later than:
 - **February 15** for student teaching and clinical experiences beginning in the fall semester of that calendar year, or
 - **June 15** for student teaching and clinical experiences beginning in the spring semester of the next calendar year.
- Create a user account in the [My SC Educator Portal](#) using a personal email address which you will then use to complete the Application for Student Teaching Clearance prior to all other steps below.
 - In creating the user account and submitting the application, you must designate a personal email address which you will check on a regular basis and maintain access to after graduation.
- Submit the non-refundable application processing fee of \$105 online through the [My SC Educator Portal](#).
- Complete the [fingerprinting process and criminal records review](#).
 - Specific instructions for completing the fingerprinting process through the state-approved vendor will be available in the Educator Portal only after you submit the online application.
 - If you are located in South Carolina, schedule an appointment for digital fingerprinting through the state-approved vendor.
 - If you are located outside of South Carolina, request a fingerprint card by submitting a Request for a Fingerprint Card in the [My SC Educator Portal](#). Be sure to include the address where you would like the card mailed.
- If enrolled in an online program through an out-of-state college or university, submit a pre-approval request in the [My SC Educator Portal](#) so that the program can be evaluated for certification eligibility and pre-approval. Program descriptions must include the following:
 - Pre-Approval Purpose
 - Course/Program Name (e.g., Bachelor of Arts in Elementary Education)
 - Institution Name
 - Institution State and,
 - Program of study with course descriptions.

- Monitor the [My SC Educator Portal](#) for your clearance status. The evaluation process may take six to eight weeks depending on the time of year.
- Read the webpage for [Certification Assessments](#) so that you are prepared to complete testing requirements for initial certification in South Carolina. Passing scores on required assessments for your certification field must be on file to be issued an educator certificate after student teaching; however, your college or university may have earlier timelines for meeting exam requirement. Please consult your advisor for program requirements.
- Keep your mailing address current through your user account in the Educator Portal and submit an updated application if your student teaching semester changes.
- After completing the student teaching or clinical experience, complete the following steps for initial certification:
 - Submit an [Standard Application](#) for initial certification through the Educator Portal.
 - Ensure that the SCDE receives official score reports for the subject area and pedagogy assessments required for your certification field. When registering for a Praxis assessment through ETS, you **must** provide your complete Social Security Number and designate the SCDE (State Code 8108) as a score recipient. Please review the [Certification Assessments](#) webpage for additional information on testing requirements.
 - Request that the college or university submit the following documentation to the SCDE:
 - an [official transcript](#) showing the date of any degree conferred and
 - the [Certification Recommendation Form](#) for Classroom Teaching Fields or for Service & Leadership Fields, as appropriate.
 - Please note the following timelines regarding criminal history reports and application fees:
 - Fingerprint-based criminal history reports are valid for up to eighteen months from the date of completion. If you do not complete and submit documentation of all requirements for certification during the validity period of the background reports on file, you will be required to repeat the fingerprinting process before being issued an educator certificate.
 - The application fee payment for student teaching clearance is valid for initial certification purposes for a three-year period. So long as you submit all required documentation for initial certification within that three-year validity period, you do not need to submit an additional fee. Please note that an application fee, once submitted, is non-refundable. Do not submit an additional application fee unless you are notified by the SCDE that the fee on file has expired.

If you need assistance with the clearance or certification process, please contact the [Office of Educator Services](#).

PROGRAM ADVISEMENT TRACKS

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Early Childhood Education Program Advisement Track (Pre-K-3rd Grade)

UNOFFICIAL TRANSCRIPT EVALUATION

ADVISOR _____

Student Name _____ SS# _____

Phone # _____ E-Mail _____

Address _____

LEVEL I:

General Education Courses

Course Number	Description	Grade	Hours	Semester Completed
ENGL B101	Composition	_____	3	_____
ENGL B102	Composition/Lit.	_____	3	_____
Foreign Language I	_____	_____	3	_____
Foreign Language II	_____	_____	3	_____
COMM B140 or 201, 230	Public Comm.	_____	3	_____
Mathematics B111/111L	College Algebra	_____	3-4	_____
Mathematics B221	Elementary Math I	_____	3	_____
Mathematics B222	Elementary Math II	_____	3	_____
HIST B111 (satisfies REACH ACT)	American History	_____	3	_____
Liberal Arts Elective	_____	_____	3	_____
Liberal Arts Elective	_____	_____	3	_____
1 Fine Arts Elective	_____	_____	3	_____
1 Social/Behavioral Sci Elective	_____	_____	3	_____
Science w/lab BIOL B220	Intro to Life Sci. Edu	_____	4	_____
1 Science without lab	_____	_____	3	_____

Pre-Professional Program Courses

EDCI	B100	Observation & Analysis	_____	3	_____
EDCI	B322	Cultural Diversity in Education	_____	3	_____
EDCI	B243	Technology Resources for Teaching	_____	3	_____
EDEC	B340-F	Education of the Young Child	_____	3	_____
EDEC	B342-S	Curriculum Plan. & Dev. in ECE	_____	3	_____
EDFO	B321	Foundations of Am. Education	_____	3	_____
PSYC	B209 or	Human Growth & Development	_____	3	_____
EDPY	B333	Intro Child Growth & Development	_____	3	_____
EDPY	B335	Intro to Educational Psychology	_____	3	_____
EDRD	B318	Foundations of Reading	_____	3	_____

73-74 Hours

Requirements for Entry into the Professional Program:

Attended Orientation _____ (Date)

GPA \geq 2.75

Praxis Core Test R _____/156 W _____/158 M _____/150

Praxis Core

Exemption of Praxis Core Test SAT _____/1100 ACT _____/22

25 hours of teaching or working with children

MCEE Ethics for Educators Attestation

LEVEL II: Professional Program Courses

Spring

EDEC	B438	Teaching Social Studies in ECE	_____	3	_____
EDCI	B441	Organ. & Man. in Div. Classroom	_____	3	_____
EDRD	B425	Assess of Literacy for ECE & ELEM	_____	3	_____
EDRD	B430	Instructional Strategies in Lit for ECE	_____	3	_____
EDRD	B450P	Literacy/Social Studies Practicum	_____	3	_____

Fall

EDEX	B300	Intro to Exceptional Learner	_____	3	_____
EDEC	B435	Math Experiences in ECE	_____	3	_____
EDEC	B437	Science Experiences in ECE	_____	3	_____
EDRD	B428	Content Literacy ECE & ELEM	_____	3	_____
EDEC	B440P	Teaching Integrated Lessons in ECE	_____	3	_____

30 Hours

Requirements to Progress to Internship:

Passing Score Praxis II (5024) to Internship _____/160

Successful Presentation for Internship Eligibility (PIE)

LEVEL III: Internship

EDEC	B476	Senior Seminar	_____	3	_____
EDEC	B469	Internship in ECE	_____	12	_____

15 Hours

LEVEL IV: Program Completer

Passing Score Internship Final Evaluation _____ GPA _____
 Passing Score Student Learning Objectives (SLO) _____ PLT (5621) Score _____/157

Required Program Hours	118-119 Hours
Elective Credits	<u>5 Hours</u>
Total Hours Required for ECE Degree	123-124 Hours



Elementary Education Program Advisement Track (2nd - 6th Grade)

UNOFFICIAL TRANSCRIPT EVALUATION

ADVISOR _____

Student Name _____ SS# _____

Phone # _____ E-Mail _____

Address _____

LEVEL I:

General Education Courses

Course Number	Description	Grade	Hours	Semester Completed
ENGL B101	Composition	_____	3	_____
ENGL B102	Composition/Lit.	_____	3	_____
Foreign Language I	_____	_____	3	_____
Foreign Language II	_____	_____	3	_____
COMM B140 or 201, 230	Public Comm.	_____	3	_____
Mathematics B111/111L	College Algebra	_____	3-4	_____
Mathematics B221	Elementary Math I	_____	3	_____
Mathematics B222	Elementary Math II	_____	3	_____
HIST B111 (satisfies REACH ACT)	American History	_____	3	_____
Liberal Arts Elective	_____	_____	3	_____
Liberal Arts Elective	_____	_____	3	_____
1 Fine Arts Elective	_____	_____	3	_____
1 Social/Behavioral Sci Elective	_____	_____	3	_____
Science w/lab BIOL B220	Intro to Life Sci. Edu	_____	4	_____
1 Science without lab	_____	_____	3	_____

Pre-Professional Program Courses

EDCI	B100	Observation & Analysis	_____	3	_____
EDCI	B322	Cultural Diversity in Education	_____	3	_____
EDCI	B243	Technology Resources for Teaching	_____	3	_____
EDEL	B320-S	Curriculum Plan, Dev, & Assessment	_____	3	_____
EDFO	B321	Foundations of American Education	_____	3	_____
EDEL	B330-F	Integrating the Arts in Elem. Educ.	_____	3	_____
PSYC	B209 or	Human Growth & Development	_____	3	_____
EDPY	B333	Intro to Child Growth & Development	_____	3	_____
EDPY	B335	Intro to Educational Psychology	_____	3	_____
EDPH	B231-F	Personal & Community Health	_____	3	_____
EDRD	B318	Foundations of Reading	_____	3	_____

76-77 HOURS

Requirements for Entry into the Professional Program:

Attended Orientation _____ (Date)

GPA \geq 2.75

Praxis Core Test R _____/156 W _____/158 M _____/150

Praxis Core

Exemption of Praxis Core Test SAT _____/1100 ACT _____/22

25 hours of teaching or working with children

MCEE Ethics for Educators Attestation

LEVEL II: Professional Program Courses

Spring

EDCI	B441	Organ. & Man. in Div. Classroom	_____	3	_____
EDEL	B443	Social Studies - Elementary School	_____	3	_____
EDRD	B425	Assess of Literacy for ECE & ELEM	_____	3	_____
EDRD	B433	Instructional Strategies in Lit ELEM	_____	3	_____
EDRD	B450P	Literacy/Social Studies Practicum	_____	3	_____

Fall

EDEX	B300	Intro to Exceptional Learner	_____	3	_____
EDEL	B431	Mathematics - Elementary School	_____	3	_____
EDEL	B432	Science - Elementary School	_____	3	_____
EDRD	B428	Content Area Literacy ECE & ELEM	_____	3	_____
EDEL	B440P	Math/Science Practicum	_____	3	_____

30 Hours

Requirements to Progress to Internship:

Passing Score Praxis II (5001) to Internship _____/Multiple Subjects

Reading 5002_157 Math 5003_157 Social Studies 5004_155 Science 5005_159

Successful Presentation for Internship Eligibility (PIE)

LEVEL III: Internship

EDEL	B476	Senior Seminar	_____	3	_____
EDEL	B470	Internship in Elementary School	_____	12	_____

15 Hours

LEVEL IV: Program Completer

Passing Score Internship Final Evaluation _____

GPA _____

Passing Score Student Learning Objectives (SLO) _____

PLT (5622) Score _____/160

Required Program Hours	121-122 Hours
Elective Credits	<u>1-2 Hours</u>
Total Hours Required for Elementary Education Degree	123 Hours



Secondary Teacher Education (English) Program Advisement Track

UNOFFICIAL TRANSCRIPT EVALUATION

ADVISOR _____

Student Name _____ SS# _____

Phone # _____ E-Mail _____

Address _____

LEVEL I:

General Education Courses

Course Number	Description	Grade	Hours	Semester Completed
ENGL 101	Composition	_____	3	_____
ENGL 102	Composition/Lit.	_____	3	_____
MATH (Numerical/Analytical)	_____	_____	3	_____
2 nd MATH (Math, Stats, CSCI or Logic)	_____	_____	3	_____
COMM 140 or COMM 230	_____	_____	3	_____
Foreign Language I	_____	_____	3	_____
Foreign Language II	_____	_____	3	_____
Liberal Arts Electives (ENGL270)	_____	_____	3	_____
Liberal Arts Electives (ENGL200)	_____	_____	3	_____
HIST 101/102/111/112/115 or 116	_____	_____	3	_____
Science with Lab	_____	_____	4	_____
Science without Lab	_____	_____	3-4	_____
Social or Behavioral Science	_____	_____	3	_____
Fine Arts	_____	_____	3	_____

Core Major Courses

ENGL	B200**	Intro to English Studies	_____	3	_____
ENGL	B270**	World Literature	_____	3	_____
ENGL	B287	American Literature	_____	3	_____
ENGL	B288	English Literature I	_____	3	_____
ENGL	B289	English Literature II	_____	3	_____
ENGL	B432	Adolescent Lit & Development	_____	3	_____
ENGL	B441 or	Global Histories of Lit Theory	_____	3	_____
ENGL	B442	Principles of Modern Lit. Theory	_____	3	_____
ENGL	B450	Modern English Grammars	_____	3	_____
ENGL	B453	Development of the English Lang.	_____	3	_____
ENGL	B460	Professional Writing Workshop	_____	3	_____
ENGL	B470	Teaching of Writing	_____	3	_____

70-71 Hours

** These two courses also count as Liberal Arts electives

Pre-Professional Program Courses

EDCI	B100	Observation & Analysis	_____	3	_____
EDCI	B320	Technology Resources for Teaching	_____	3	_____
EDCI	B442	Intro to Exceptional Learner	_____	3	_____
EDRD	B319	Foundations of Reading Sec Teach	_____	3	_____
EDFO	B321	Foundations of Am. Education	_____	3	_____
EDPY	B335	Intro to Educational Psych.	_____	3	_____
EDRD	B429	Content Literacy Sec Teachers	_____	3	_____
					21 Hours

Requirements for Entry into the Professional Program:

Attended Orientation _____ (Date)

GPA \geq 2.75 Praxis Core Test R _____/156 W _____/158 M _____/150

Praxis Core Exemption of Praxis Core Test SAT _____/1100 ACT _____/22

25 hours of teaching or working with children

MCEE Ethics for Educators Attestation

Level II: Professional Program Courses

EDEX	B301	Intro to Exceptional Learner	_____	3	_____
ENGL	B300	Pre-1800 Literature	_____	3	_____
ENGL	B300	Post-1800 Literature	_____	3	_____
ENGL	B480	Secondary ELA Methods	_____	3	_____
ENGL	B481P	Secondary ELA Practicum	_____	4	_____
					16 Hours

Requirements to Progress to Internship:

Passing Score Praxis II (5038) to Intern _____ /167

Successful Presentation for Internship Eligibility (PIE)

Level III: Internship

ENGL	B482	Secondary ELA Seminar	_____	3	_____
ENGL	B483	Secondary ELA Internship	_____	12	_____
ENGL	B491	English Capstone	_____	1	_____
					16 Hours

Level IV: Program Completer

Passing Score Internship Final Evaluation _____ GPA _____

Passing Score Student Learning Objectives (SLO) _____ PLT Score (5624) _____ /157

Total Hours for Secondary Teacher Education - English Degree 123-124 Hours



Secondary Teacher Education (Mathematics) Program Advisement Track

UNOFFICIAL TRANSCRIPT EVALUATION

ADVISOR _____

Student Name _____ SS# _____

Phone # _____ E-Mail _____

Address _____

LEVEL I:

General Education Courses

Course Number	Description	Grade	Hours	Semester Completed
ENGL 101	Composition		3	_____
ENGL 102	Composition/Lit.		3	_____
COMM 140 or COMM 230	Public Comm		3	_____
STAT B340	Intro-Prob & Stats		3	_____
MATH 115 (opt. as needed)	Pre-Calculus		3	_____
CSCI 102/104/105/145	_____		3	_____
Physics 211 - 211/L	Essent. of Physics I		4	_____
Natural Sciences Elective	_____		3-4	_____
Foreign Language I	_____		3	_____
Foreign Language II	_____		3	_____
HIST 101/102/111/112/115 or 116	_____		3	_____
PSYC 101	Intro to Psychology		3	_____
Fine Arts	_____		3	_____
Global Citizenship	_____		3	_____
Liberal Arts Elective	_____		3	_____
Liberal Arts Elective	_____		3	_____

Core Major Courses

MATH	B141	Calculus I	_____	4	_____
MATH	B142	Calculus II	_____	4	_____
MATH	B174	Discrete Math for Comp. Sci	_____	3	_____
MATH	B230	Linear Algebra	_____	3	_____
MATH	B240	Calculus III	_____	4	_____
MATH	B242	Elem. Differential Equations	_____	3	_____
MATH	B300	Intro to Proof	_____	3	_____
MATH	B331	Foundations of Geometry	_____	3	_____
MATH	B401	History of Math	_____	3	_____
MATH	B410	Abstract Algebra I	_____	3	_____
MATH	B419/427	Mathematical Modeling	_____	3	_____

85-86 Hours

Pre-Professional Program Courses

EDCI	B100	Observation & Analysis	_____	3	_____
EDCI	B320	Technology Resources for Teaching	_____	3	_____
EDFO	B321	Foundations of Am. Education	_____	3	_____
EDPY	B335	Intro to Educational Psych.	_____	3	_____
EDEX	B301	Intro to Exceptional Learner	_____	3	_____
EDRD	B319	Found of Reading for Mid/Sec Tea.	_____	3	_____
EDRD	B429	Content Rea Lit for Mid/Sec Teach	_____	3	_____
					21 Hours

Requirements for Entry into the Professional Program:

- Attended Orientation _____ (Date)
- GPA ≥ 2.75 Praxis Core Test R _____/156 W _____/158 M _____/150
- Praxis Core Exemption of Praxis Core Test SAT _____/1100 ACT _____/22
- 25 hours of teaching or working with children
- MCEE Ethics for Educators Attestation

Level II: Professional Program Courses

EDCI	B442	Organ. & Man. in Sec. Classroom	_____	3	_____
EDME	B430	Teaching Math in Secondary Sch	_____	3	_____
EDME	B430P	Practicum in Tea. Math in Sec. Sch	_____	3	_____
MATH	B421	Math for Sec. Teachers	_____	3	_____
					12 Hours

Requirements to Progress to Internship:

- Passing Score Praxis II (5161) to Internship _____ /150
- Successful Presentation for Internship Eligibility (PIE)

Level III: Internship

EDME	B476	Senior Seminar	_____	3	_____
EDME	B469	Internship in Secondary School	_____	12	_____
					15 Hours

Level IV: Program Completer

Passing Score Internship Final Evaluation _____ GPA _____

Passing Score Student Learning Objectives (SLO) _____ PLT Score (5624) _____ /157

Total Hours for Secondary Teacher Education - Math Degree 133-134 Hours