School of Education
Charleston, South Carolina

Guidelines
For
Student Teaching Internship

For Student Teaching Interns, Cooperating Teachers, School Administrators and College Supervisors

School of Education
307 Capers Hall
THE CITADEL
171 Moultrie Street
Charleston, SC 29409
843-953-5097
FAX 953-7258

[Updated: 8/12]
# Table of Contents

Introduction .......................................................................................................................... 3

Section 1: The Citadel’s Professional Education Unit Conceptual Framework ....................... 4

Section 2: Overview of the Student Teaching Internship Experience .................................... 6
   Goals and Objectives of the Student Teaching Internship .................................................. 6
   Program Organization .......................................................................................................... 7
   The Framework for the Student Teaching Internship ......................................................... 9
   Recommended Semester Calendar – Secondary Education .............................................. 11
   Recommended Semester Calendar – K-12 Physical Education ........................................ 12

Section 3: Expectations of the Student Teaching Intern ....................................................... 13

Section 4: Expectations of the Cooperating Teacher ............................................................ 17

Section 5: Expectations of the College Supervisor ............................................................... 23

Section 6: Expectations of the School Administrator .......................................................... 25

Section 7: ADEPT System Guidelines .................................................................................. 26
   ADEPT Overview ............................................................................................................... 26
   ADEPT Requirements for Teacher Education Programs ................................................. 42

Section 8: Assessment and Evaluation ................................................................................. 44

Section 9: Portfolio Requirements ....................................................................................... 51
   English Language Arts Portfolio Guidelines ................................................................. 52
   Mathematics Portfolio Guidelines ................................................................................... 53
   Modern Languages Portfolio Guidelines ......................................................................... 54
   Physical Education Portfolio Guidelines ......................................................................... 55
   Science Portfolio Guidelines ............................................................................................ 56
   Social Studies Portfolio Guidelines .................................................................................. 57

Section 10: Overview of Teacher Education Certification .................................................... 58
INTRODUCTION

The student teaching internship is designed as the culmination of the professional preparation program leading to initial certification for secondary teaching in a specific content field and initial certification for physical education teaching K-12. The student teaching internship is designed to reinforce the knowledge, skills, and dispositions necessary for a teacher candidate to begin working as a professional educator.

The student teaching internship is a bridge between educational theory and practice. Within this supervised teaching experience, the teacher candidate begins the transition from teacher candidate to professional teacher. A successful transition requires the teacher candidate to demonstrate knowledge, dedication, enthusiasm, and professionalism. In turn, the cooperating teacher and college supervisor need to demonstrate encouragement, assistance, trust, and compassion.

The Citadel School of Education Director of Internships & Field Experiences coordinates all field experiences and internships for the program and works directly with each school and district to provide the best possible placement. Agreements are renewed on an annual basis between The Citadel and each school district where student teachers may be placed, as well as on a semester basis between cooperating teachers and The Citadel. The Citadel School of Education greatly appreciates the many teachers, administrators, and staff members who provide Citadel faculty and teacher candidates with outstanding professional opportunities and experiences in the public schools.

The Guidelines for Student Teaching Internship is a handbook for student teaching interns, cooperating teachers, principals, district coordinators, and college supervisors that provides information on policies and procedures of the teaching internship program. The handbook also constitutes the syllabus for the undergraduate courses EDUC 499 and PHED 499: Internship in Teaching, and for the graduate M.A.T. courses, EDUC 520 and HESS 620: Professional Internship.

The Secondary Teacher Education Programs at The Citadel adhere to the standards and are recognized by their respective national specialized professional (SPA) associations, meet the operating standards of the National Council for Accreditation of Teacher Education (NCATE), comply with the regulations of the State’s ADEPT legislation, and follow the guidelines provided by the South Carolina State Department of Education.
Section 1: Conceptual Framework
The Citadel’s Professional Education Unit Conceptual Framework
Vision Statement (Revised 4/2011)

DEVELOPING PRINCIPLED EDUCATIONAL LEADERS FOR P-20 SCHOOLS

The Citadel’s Professional Education Unit prepares principled educational leaders to be knowledgeable, reflective, and ethical professionals. Candidates completing our programs are committed to ensuring that all students succeed in a learner-centered environment.

Rationale:

- Society is in need of principled educational professionals committed to ensuring all students learn;
- All children and young adults require high quality educational experiences that enable them to compete and prosper in the global economy; and
- Such high quality educational experiences require a transformed educational system focused on fostering twenty-first century knowledge and skills in all children and young adults.

The Citadel’s Professional Education Unit is committed to the simultaneous transformation of the preparation of educational leaders and of the places where they work. Specifically, The Citadel’s Professional Education Unit seeks to develop principled educational leaders who:

- have mastered their subject matter and are skilled in using it to foster student learning;
- know the self who educates (Parker J. Palmer) and integrate this self knowledge with content knowledge, knowledge of students, and in the context of becoming professional change agents committed to using this knowledge and skill to ensure that all students succeed in a learner-centered environment; and
- exemplify the highest ethical standards by modeling respect for all human beings and valuing diversity as an essential component of an effective learner-centered environment.

The Citadel’s Professional Educational Unit is on the march, transforming itself into a Center of Excellence for the preparation of principled educational leaders. Through our initial programs for teacher candidates for P-12 schools and our advanced programs for professional educators in P-20 schools, The Citadel’s Professional Education Unit transforms cadets and graduate students into principled educational leaders capable of and committed to transforming our schools into learning communities where all children and youth succeed.

The Citadel’s Professional Education Unit has identified 15 performance indicators for candidates to demonstrate that they are principled educational leaders who are knowledgeable, reflective, and ethical professionals:
**Knowledgeable Principled Educational Leaders...**

1. Have mastered the subject matter of their field of professional study and practice;

2. Utilize the knowledge gained from developmental and learning theories to establish and implement an educational program that is varied, creative, and nurturing;

3. Model instructional and leadership theories of best practice;

4. Integrate appropriate technology to enhance learning;

5. Demonstrate a commitment to lifelong learning;

**Reflective Principled Educational Leaders...**

6. Develop and describe their philosophy of education and reflect upon its impact in the teaching and learning environment;

7. Develop and manage meaningful educational experiences that address the needs of all learners with respect for their individual and cultural experiences;

8. Construct, foster, and maintain a learner-centered environment in which all learners contribute and are actively engaged;

9. Apply their understanding of both context and research to plan, structure, facilitate and monitor effective teaching and learning in the context of continual assessment;

10. Reexamine their practice by reflectively and critically asking questions and seeking answers;

**Ethical Principled Educational Leaders...**

11. Demonstrate commitment to a safe, supportive, learning environment;

12. Embrace and adhere to appropriate professional codes of ethics;

13. Value diversity and exhibit a caring, fair, and respectful attitude and respect toward all cultures;

14. Establish rapport with students, families, colleagues, and communities;

15. Meet obligations on time, dress professionally, and use language appropriately.
Section 2.
Overview of the
Student Teaching Internship Experience

GOALS AND OBJECTIVES OF THE STUDENT TEACHING INTERNSHIP

The Professional Internship in Teaching is planned as the last course in the professional education sequence. The course assignment requires the intern to complete sixty (60) days of teaching in a public school under the supervision of a qualified cooperating teacher. Cooperating teachers are required to attend training for cooperating teacher and college supervisors, in order to be certified to supervise student teaching interns. The cooperating teacher guides the intern on a day-to-day basis, and they become a team responsible for instruction. During the initial phase of the internship the intern is oriented to the routines and operations of the school and classes. The intern gradually assumes responsibility for all planning and instruction and becomes the lead teacher. During the concluding weeks of the internship, the intern slowly and carefully relinquishes all responsibilities to the cooperating teacher and conducts additional observations in other classrooms. Both the cooperating teacher and the college supervisor will be responsible for supporting and evaluating the intern in this experience. The teaching intern is expected to meet all requirements for certification in the State of South Carolina. Documents must be on kept on file at The Citadel.

To accomplish these goals, the teaching intern will be required to:

1. maintain a high standard of ethics and professionalism;
2. assume professional responsibility to prepare materials without tardiness, complete assigned duties without reminders, and be punctual in attendance;
3. incorporate into the daily routine the feedback and concepts suggested by the cooperating teacher and college supervisor;
4. cooperate with others involved with instruction;
5. interact professionally with students;
6. demonstrate knowledge of content;
7. set appropriate educational goals and plan curricula;
8. plan and teach daily lessons using a variety of general methods of instruction and assess the effectiveness in terms of student learning;
9. use teaching/learning theory and knowledge of developmental differences in planning for instruction;
10. teach lessons with accurate content, resulting in demonstrated student learning;
11. utilize computer-assisted instruction, educational technology, media and materials;
12. construct and analyze a variety of assessment tools;
13. incorporate skills for building self-esteem in students;
14. develop and implement different classroom management strategies for individual and group instruction;
15. meet individual needs of culturally diverse students and persons with exceptionalities;
16. use collaboration and consultation skills;
17. demonstrate the use of clear, correctly written and oral skills;
18. maintain accuracy and confidentiality of school records;
19. participate in evaluations with the college supervisor, cooperating teacher, and any others specified by the college supervisor;
20. attend all scheduled Citadel campus meetings and seminars. These are required;
21. self-assess teaching effectiveness and areas needed for professional growth;
22. maintain a portfolio;
23. complete at least sixty (60) continuous school days in the placement;
24. submit negative tuberculin form prior to first day you enter to school; and
25. submit Liability form as directed prior to first day in the schools.

PROGRAM ORGANIZATION

A. The placement, overall supervision, and monitoring of student teaching interns are administered by the Director of Internships & Field Experiences. The Director works collaboratively with college supervisors, cooperating, teachers, and school administrators in resolving issues that may arise regarding placement or performance.

The Director will:

a) function as The Citadel's liaison with area school facilitating communication and coordinating requests between professional education programs and local school personnel;
b) verify that candidates requesting placements as professional interns meet all program, institution, and state requirements;
c) plan and conduct seminars for student teaching interns;
d) work collaboratively with local school districts and area colleges on ADEPT training and other related matters; and
e) conduct college orientation sessions with cooperating teachers.

B. As required by state policy, student teaching internships are completed in carefully selected public schools that provide appropriate instructional, supervisory, and physical resources for teacher candidates where the principals and teachers demonstrate commitment to participating in the professional development of pre-service teachers.

1. Cooperating schools will:

a) be accredited by the State Department of Education and, when applicable, the Southern Association of Colleges and Schools;
b) possess a well defined curriculum and adequate teaching resources;
c) possess adequate physical facilities and enrollment patterns;
d) have a staff that demonstrates a willingness to work with student teaching interns;
e) evidence of a safe and orderly environment; and
f) provide opportunities for student teaching interns to experience appropriate methods, materials, and professional relationships.

2. Cooperating teacher will:
   a) possess continuing contract teacher status;
   b) possess a professional teaching certificate in the content area;
   c) complete the South Carolina System for Assisting, Developing, and Evaluating Professional Teaching (ADEPT) training for cooperating teacher and college supervisors;
   d) successfully completed the school district's teacher evaluation;
   e) provide evidence of a minimum of three (3) years experience as a classroom teacher;
   f) possess a positive attitude toward the teaching profession and students;
   g) be willing to participate in the evaluation of the intern;
   h) exhibit a willingness to serve as a cooperating teacher;
   i) be recommended by his/her principal;
   j) participate in an orientation program for cooperating teachers; and
   k) have at least two (2) years of teaching experience at the grade level and/or subject area for which supervision is assigned.

3. College supervisor will:
   1) complete the South Carolina System for Assisting, Developing, and Evaluating Professional Teaching (ADEPT) training for cooperating teacher and college supervisors;
   2) have advanced study as preparation for supervision;
   3) have prior professional involvement in public schools germane to the area of supervision;
   4) have at least two (2) years of teaching experience in public schools or institutions; and
   5) have preparation as a professional educator in the teaching major of the student teaching intern(s). *(In cases where the college supervisor does not have professional preparation in the teaching major of the interns, she/he will team with a content area faculty member.)*
THE FRAMEWORK FOR THE STUDENT TEACHING INTERNSHIP

A. Overview

The student teaching intern, the cooperating teacher, the college supervisor, and the school administrator have specific roles and responsibilities to ensure that pupils in the public school classroom experience a positive and productive atmosphere. The student teaching internship is designed to create a new professional educator who has experienced fully the role of the public school teacher for a short period of time. Although not every possible situation will occur during the teaching internship, the following basic assumptions are made:

1. The student teaching intern and cooperating teacher form a team responsible for organizing, planning, instructing, managing, evaluating, and reporting pupil learning. The team offers two contributors to the teaching-learning process.

2. The cooperating teacher is asked to serve as mentor, coach, co-planner, and evaluator for the intern. This calls for the establishment and maintenance of a high-quality professional relationship.

3. The student teaching intern adapts to the cooperating teacher’s style of teaching and management in the classroom. The changes that take place over the semester are as gradual as possible. There must not be interruption of the learning environment that has been established.

4. The secondary cooperating teacher continues for the first two or three weeks as lead teacher with the intern observing and acting as a teacher assistant. The student teaching intern for the first two or three weeks are encouraged to follow the “Recommended Semester Calendar” described in detail at the end of this section.

5. Physical Education interns have a placement in an elementary school and in a middle or high school. Each placement is for a minimum of 30 days. At each placement the student teaching intern will observe up to one week and then begin to assume all teaching. The final week, the student teaching intern decreases teaching responsibilities and complete observations.

B. Five Keys to Teaching

1. PLANNING – Using the ADEPT system, the teaching intern is expected to submit (a) long-range plan to college supervisor by the date specified in the course calendar and (b) weekly instructional plans to the cooperating teacher no later than Wednesday prior to the instructional week. The cooperating teacher will review the plans and return them to the intern by the Friday prior to the instructional week.

2. ORGANIZING – All materials to be utilized in instruction are to be available on the same schedule.

3. INSTRUCTING – The intern is expected to demonstrate a variety of methods and strategies throughout the assignment: questioning, discussing, lecturing, tutoring, teaming and involving. The display of student work on a bulletin board or by other means is highly recommended. Coordinate these plans with the cooperating teacher.
4. MANAGING – The key to good management is planning and organizing for instruction. Teachers with interesting, challenging lessons usually have fewer management problems. This integral phase of teaching includes such skills as controlling, arranging, administering, and cooperating.

5. EVALUATION – The intern is expected to formulate plans for assessing, evaluating, and communicating student progress. The intern should plan, develop, implement, score, and record exams. Other means of evaluating the student progress should be used. The more data collected on each student, the more accurate the evaluations. In addition, the intern is expected to evaluate his/her own teaching behavior, lessons and effectiveness.

C. Classroom Observation during the First Days

Cooperating teachers vary greatly in the way in which they handle the student teaching internship experience. Most will provide opportunities for the student teaching intern to gradually become involved in the classroom. This may take the form of allowing the intern to lead small group’s discussions, take the role, teach short sections of the lesson, or take some students to the library. These limited responsibilities help the intern feel a part of the team and allow the students to feel that he/she is going to have a direct bearing on the teaching program in that classroom. During this time the student teaching intern can learn the names of the students. This should be accomplished very early, at it is important for the student teaching intern to establish rapport with the class and relate to each student individually by name. This will facilitate the conducting of discussions and the maintenance of classroom discipline.

During this first stage of this internship, the student teaching intern spends the greatest amount of time in observation. Observation provides the opportunity to make judgments about the nature of the classroom environment and gives time to formulate some ideas about instruction that is to follow. The student teaching intern may reflect on the instructional strategies and classroom management strategies that are evident and plan to incorporate the strategies into his/her teaching during the internship.
# RECOMMENDED SEMESTER CALENDAR
For Secondary Education Teaching Interns

The cooperating teacher will consult regularly with the student teaching intern to make decisions about teaching responsibilities as outlined on the calendar. Cooperating teachers will consider such factors as the academic needs of students and the capabilities of the student teaching intern. The following calendar offers some guidelines. Logs and ADEPT weekly evaluations should be turned in weekly to the college supervisor.

<table>
<thead>
<tr>
<th>Stage 1 - Observation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td></td>
</tr>
<tr>
<td>• Observe cooperating teachers’ classes and instruction.</td>
<td></td>
</tr>
<tr>
<td>• Act as teacher assistant.</td>
<td></td>
</tr>
<tr>
<td>• Learn students’ names and gather student information.</td>
<td></td>
</tr>
<tr>
<td>• Become familiar with physical building and bell schedule.</td>
<td></td>
</tr>
<tr>
<td>• Assist the cooperating teacher with non-instructional routine.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stage 2 – Observing/Assisting</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td></td>
</tr>
<tr>
<td>• Continue to assist cooperating teacher.</td>
<td></td>
</tr>
<tr>
<td>• Work with students needing extra help.</td>
<td></td>
</tr>
<tr>
<td>• Determine the order you will assume responsibility for teaching classes.</td>
<td></td>
</tr>
<tr>
<td>• Complete and submit ADEPT Performance Standard (APS 1): Long-Range Plan to college supervisor.</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td></td>
</tr>
<tr>
<td>• Begin teaching one class, using a lesson plan prepared jointly or modeled in an earlier class taught by the cooperating teacher.</td>
<td></td>
</tr>
<tr>
<td>• Continue with all other supporting/non-instructional activities.</td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td></td>
</tr>
<tr>
<td>• Add another class to your teaching responsibilities.</td>
<td></td>
</tr>
<tr>
<td>• Work on unit plans (APS 2 and 3: Unit Work Sample). Seek resources/assistance from the cooperating teacher and other appropriate sources.</td>
<td></td>
</tr>
<tr>
<td>• Begin writing lesson plans independently and submit to cooperating teacher for approval.</td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td></td>
</tr>
<tr>
<td>• Add another class to your teaching responsibilities.</td>
<td></td>
</tr>
<tr>
<td>• Assume most homeroom responsibilities, if applicable.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stage 3 – Independent Teaching</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Weeks 6, 7, 8, 9, 10</td>
<td></td>
</tr>
<tr>
<td>• Carry full instructional/class load responsibilities.</td>
<td></td>
</tr>
<tr>
<td>• Cooperating teacher, student teaching intern, and college supervisor complete ADEPT Midterm Evaluation.</td>
<td></td>
</tr>
<tr>
<td>• Mid-term conference with college supervisor.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stage 4 – Phase-Out/Observation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 11</td>
<td></td>
</tr>
<tr>
<td>• Begin returning one or two classes to the cooperating teacher.</td>
<td></td>
</tr>
<tr>
<td>• Assume the role of assistant to the cooperating teacher.</td>
<td></td>
</tr>
</tbody>
</table>

| Week 12                          |  |
| • At week’s end, return class instruction back to cooperating teacher.  |

| Week 13                          |  |
| • Observe at rural, urban or suburban schools for two days, complete observation form.  |
| • Return all materials to the cooperating teacher.  |
| • Complete all required forms and portfolio, including APS 10 Professional Self-Assessment questions.  |
| • Final conference with cooperating teacher and college supervisor.  |
RECOMMENDED SEMESTER CALENDAR
For K – 12 Physical Education Teaching Interns

The cooperating teacher will consult regularly with the student teaching intern to make flexible and on-going decisions about the calendar. Cooperating teachers will consider such factors as the readiness of the student teaching intern, the ability of pupils, classroom management issues, and the subject matter. The student teaching intern is required to teach full time for two weeks at each placement. Three weeks at each placement is more desirable. The following calendar offers some guidelines. Logs and teacher ADEPT weekly evaluations should be turned in weekly to the college supervisor.

| Stage 1 - Observation  |  |  |
|------------------------|-------------------------|
| Week 1                 |  |  |
|  | Observe cooperating teachers’ classes and instruction.  |  |
|  | Learn students’ names and gather student information.  |  |
|  | Become familiar with physical building and bell schedule.  |  |
|  | Assist the cooperating teacher with non-instructional routine.  |  |
|  | Work on ADEPT Performance Standard 1 – Long-Range Plan.  |  |

| Stage 2 – Observing/Assisting  |  |  |
|---------------------|-------------------------|
| Week 2              |  |  |
|  | Continue assisting cooperating teacher.  |  |
|  | Begin co-teaching or working with students needing extra help.  |  |
|  | Determine the order you will assume responsibility for teaching classes.  |  |
|  | Start teaching parts of classes after the teacher models the lesson in an earlier class. Reflect on how your lesson could be improved by observing the teacher again and modeling other classes.  |  |
|  | Continue to use cooperating teacher’s plans as you begin to teach more classes.  |  |
|  | Complete and submit ADEPT Performance Standard (APS) 1: Long-Range Plan to college supervisor.  |  |
|  | Work on unit plans (APS 2 and 3: Unit Work Sample). Seek resources/assistance from the cooperating teacher and other appropriate sources.  |  |

| Week 3              |  |  |
|---------------------|-------------------------|
|  | Begin working into full-time teaching using the teacher’s plans or your own that have been developed with cooperating teacher’s help.  |  |
|  | Work into full-time teaching by adding another class or two each day until teaching all classes by the end of the week.  |  |
|  | Complete and turn in unit plans to college supervisor after approval of the cooperating teacher.  |  |
|  | Continue with all other supporting/non-instructional activities.  |  |
|  | Plan lessons independently for use in the next two weeks. Submit to college supervisor after approval of the cooperating teacher.  |  |

| Stage 3 – Independent Teaching Week 4 - 5 |  |  |
|-------------------------------------------|-------------------------|
|  | Carry full instructional responsibilities.  |  |
|  | Complete and submit ADEPT Midterm Evaluation Summary (optional at the discretion of college supervisor).  |  |
|  | Complete Professional Dispositions Score Sheet on LiveText.  |  |

| Stage 4 – Phase-Out/Observation Week 6 |  |  |
|---------------------------------------|-------------------------|
|  | Return classes one or two at a time to the cooperating teacher and assume role of assistant by the end of the week.  |  |
|  | Complete forms for APS 10 and all other assignments in the portfolio.  |  |
|  | Observe at a rural, urban or suburban school for one day, complete observation form.  |  |

**GO TO NEW PLACEMENT AND REPEAT THE FIRST SIX WEEKS**

**During Week Thirteen:** Complete the write up of your reflective evaluation of your internship experience at both placements, including APS 10 Professional Self-Assessment questions.
**Section 3: Expectations of the Student Teacher Intern**

The student teaching intern is an apprentice in a laboratory setting who works under the supervision of a cooperating teacher. The cooperating teacher with the assistance of the college supervisor will work to guide and support the intern’s professional growth and development.

The student teaching interns are guests in the public school and in no way should see themselves as personnel with freedom and autonomy. It is expected that the teaching internship should be a time to experiment and try a variety of instructional strategies and materials. However, all instructional activities must be reviewed and approved by the cooperating teacher. The teaching intern has an obligation to become a part of the team and work cooperatively with all members of the professional staff. It is essential that the teaching intern adhere to the highest ethical standards.

Failure to meet responsibilities and/or unprofessional behavior will result in the termination of the teaching internship. This termination can originate from the college supervisor, cooperating teacher, or other school personnel.

A. Responsibilities

In addition to the goals and objectives for the teaching intern set forth earlier in these Guidelines, he/she is expected to:

1. read all materials provided in the seminars: the student intern will be held responsible for the contents;
2. attend all scheduled Citadel campus meetings and seminars;
3. attend all classes in the cooperating school for a full sixty (60) days;
4. recognize the "guest" status of the intern in the school;
5. recognize that final authority for classroom procedures rests with the cooperating teacher;
6. demonstrate active rather than passive behavior in the classroom by volunteering to assume responsibilities, preparing lesson plans that go beyond textbook suggestions, and asking questions concerning objectives and overall plans;
7. demonstrate a professional manner at all times;
8. participate in The Citadel's South Carolina System for Assisting, Developing, and Evaluating Professional Teaching (ADEPT) orientation sessions for student interns;
9. read and comply with all approved policies and practices of the cooperating school;
10. keep accurate records as required by the cooperating school and college;
11. participate in all duties, school meetings, and activities in which the cooperating teacher is involved. Assignments of interns do not include activities or duties assigned to the cooperating teacher for which any additional stipend is received;
12. participate in parent/teacher conferences conducted by the cooperating teacher;
13. become knowledgeable about all available audio/visual aid equipment and library materials and how to incorporate their use in the classroom;
14. immediately learn the names of the students;
15. prepare lesson plans one week in advance, submit to the cooperating teacher, and upload into the LiveText electronic portfolio;
   • Physical Education Teaching Interns - prepare lesson plans one week in advance, submit to cooperating teacher who initials, and submit a copy to college supervisor prior to the week of teaching. Final copies will be placed in portfolio.
   • All others – prepare lessons as described above.
16. maintain in the portfolio reflections that include positive and negative feedback from the cooperating teacher and college supervisor;
17. keep a log as directed by the Guidelines;
18. observe for two days at appropriate rural, urban, and/or suburban school and complete reports for electronic portfolio using the form in the Appendix.
19. to avoid grade penalty, submit forms and materials to The Citadel promptly as directed;
20. complete ADEPT process, including mid-term and final self-assessments (Physical Education - use final and check list at each experience site; a mid-term evaluation are optional at each experience site.
21. complete a student intern inventory and submit it to the cooperating teacher prior to beginning placement (Physical education interns - one per teacher);
22. obtain the home phone number of the cooperating teacher, the college supervisor, and the office number of the cooperating school; and
23. organize and submit a complete electronic portfolio as specified in the Guidelines.

B. Absences

Student teaching interns are expected to be present in the cooperating school every day and are required to follow the school district's holiday schedule rather than the college's holiday schedule. If it becomes necessary to be absent, intern MUST CONTACT via phone/email the (1) cooperating teacher, (2) college supervisor and (3) director of internships & field experiences. Absences should be only for illness, death in the immediate family, or direct involvement in or occurrence of catastrophic events. Failure to notify the appropriate individuals will result in disciplinary action. Days missed must be made up so that sixty (60) full continuous days of student teaching are completed as required by State law. If an intern is absent more than two days, s/he must meet with the Director of Internships & Field Experiences to assess her/his continuation in EDUC 499/EDUC 520/PHED 499/HESS 620. The Director will be in close communication with the college supervisor and the cooperating teacher about the situation.

C. Substitute Teaching/Employment by the School District

Student teaching interns may not under any circumstances for any part of the school day be used as substitute teachers. Interns may not, in any capacity, be paid employees in the cooperating school or district.
D. Confidentiality of Student/School Information

Confidentiality of information pertaining to students is critical. Official school matters including information about students and personnel must not be discussed outside of the professional setting.

E. Corporal Punishment

Under no circumstances may a teaching intern in any school, use corporal punishment, threaten to use corporal punishment, or be an official witness to corporal punishment.

F. Use of Personal Automobile

Transportation to and from the cooperating school is the intern’s responsibility. The intern should not under any circumstances transport students in his/her automobile. This includes field trips that are officially sponsored by the school or school district.

G. Legal Responsibility

Student teaching interns are not given any defined legal status in the public schools in South Carolina. Regularly employed teachers do have a legal responsibility for their classroom. For example, if a teacher through negligence allows a child to be injured in the classroom, that teacher may be brought to trial and may have damages assessed. It is generally assumed that the legal responsibility of the regular teacher cannot be passed to the intern; however, this is an un-adjudicated point. Therefore, as a precaution it is suggested that you contact a local representative of a professional education association to inquire about student interns' insurance. It can provide you with liability insurance (See form - appendix). While in all probability you will never need this coverage, the almost negligible cost suggests the wisdom of having liability insurance. This coverage would be available to assist in defense and damages assessed due to legal action taken by the student or parent. These funds would be available only if the student intern has not violated any school district policies or regulations in carrying out job responsibilities.

H. Professional Conduct

Student teaching interns are expected to conduct themselves as professional educators at all times. This professionalism relates to dress, demeanor, language, preparation, punctuality, and attendance. Fraternization with students in social situations and communication of a personal nature by phone or email are not permitted. The use of controlled substances is a violation of The Citadel’s policy and South Carolina law. Interns who engage in unprofessional, unethical, or illegal behavior will be removed immediately from the cooperating school and dismissed from the education program.

Cadets teaching in the classroom are required to wear appropriate leave uniform - P. E. interns wear leave uniform to and from school. In their school, they must wear a collared (golf type) shirt, socks, tennis shoes, shorts and coaching pants approved by their school for their cooperating teacher. All undergraduate cadet interns must have their hair cut and be shaved.
according to cadet regulations. M.A.T. interns are required to conform to individual school dress policy. The Citadel does not permit “dress down days” for student teaching interns.

I. Visits by Arts and Sciences Faculty

Each teaching intern should expect to be contacted by a Citadel faculty member from his/her content area and be asked to schedule a classroom observation. The faculty member will prepare a written statement relating to the intern's performance and ability to manage subject area content. This written statement will be placed in the student's permanent record in the School of Education and will be reviewed by the college supervisor at the time of the evaluation process to aid in the determination of the student intern's course grade. The criteria for judging performance are based on certain indicators. These indicators are the results of ratings of either competent or developing competence as reflected in the South Carolina ADEPT performance standards. Please refer to the appendix for specific content indicators.

If an intern has not had an observation by midterm, please contact the Director of Internships & Field Experiences.
Section 4: Expectations of the Cooperating Teacher

The cooperating teacher is the person who works on a daily basis with the student teaching intern. Collaboration between the two individuals is necessary as the intern begins to develop professional competence. Initially, the cooperating teacher will oversee the activities of the intern very carefully and extensively. As the intern becomes more proficient, the cooperating teacher will transfer increasing duties and responsibilities to him/her. Ultimately, the student teaching intern should function in the total teaching role by maintaining and undertaking all duties and activities normally performed by the cooperating teacher. Throughout the internship, the cooperating teacher is encouraged to develop and sustain a cooperative relationship with the intern. In the rare instance where a cooperating teacher needs to be absent for an extended period of time, an alternative placement may be made.

A. Responsibilities

To assist the teaching intern in achieving a successful student teaching experience, each cooperating teacher is expected to:

1. attend the orientation for cooperating teachers;
2. accept the intern as a novice teacher (provide a warm, supportive atmosphere in the classroom and general school environment);
3. establish a specific time for joint planning and evaluation;
4. acquaint the intern with instructional materials, supplies, and equipment available;
5. assist the intern in planning a schedule of activities leading from observation to full-time teaching;
6. confer regularly with the intern to establish positive and constructive approaches to classroom management, discipline, and teaching techniques;
7. involve the intern in planned opportunities to observe and participate in a wide variety of professional experiences both in class and outside of class (i.e., P.T.A., parent conferences, student clubs, and field trips);
8. provide opportunities for the intern's professional growth through attendance at professional meetings and staff meetings;
9. enhance the intern's progress by providing constructive criticism and informative feedback on a daily basis;
10. participate in regular conferences with the college supervisor and contact the supervisor with all questions or requests for assistance;
11. submit ADEPT Midterm (optional for P.E.) and Final Evaluation Forms (at the conclusion or each placement for P.E. interns) and discuss these reports with the college supervisor and intern at specified times;
12. assist the intern when necessary in anticipating needs, addressing apprehensions, minimizing fears, and supporting expectations of the intern;
13. demonstrate exemplary teaching techniques and professional responsibility in every phase of the experience;
14. maintain responsibility for the academic progress of pupils by continuing to monitor individual progress and providing instructional assistance as needed;
15. maintain legal responsibility for the physical well-being of pupils by frequently monitoring classroom conditions throughout the student teaching experience;
16. conduct two formal ADEPT observations of intern;
17. complete a written critique each week (see "ADEPT Weekly Intern Evaluation Form") and submit to the intern for placement in the intern's required "Portfolio" under the section "Cooperating teacher/supervisor comments";
18. engage in ongoing communication with the college supervisor regarding the intern's progress; and
19. utilize the professional partnership between the cooperating teacher and interns to enhance student learning.

B. Absences of Cooperating Teachers

During a cooperating teacher’s absence teaching interns may not under any circumstances for any part of the school day be used as substitute teachers. If it becomes necessary for the cooperating teacher to be absent on a regular day of teaching, she/he should notify the school administrator and request the assignment of a substitute. It is inappropriate for a cooperating teacher to be assigned a substitute’s role in another teacher’s classroom.

C. Preparation for the Student Teaching Intern

Please give high priority to the establishment of the teaching intern's status before his/her arrival. The pupils should know that an intern is coming and be prepared for the change that will occur when the teaching responsibilities are shared by the cooperating teacher and the teaching intern.

D. Initial Visit of Student Teaching Intern to the Cooperating School

The student teaching intern has been advised to call you to make an appointment for an initial visit. The intern will report to the office and will be assisted by office personnel. During the visit, it is suggested that you provide the intern with the following:

1. copies of the faculty and student handbooks;
2. an introduction to members of the faculty and staff;
3. a tour of the school;
4. general information about the school and community;
5. a copy of the school district calendar and related materials;
6. a copy of the your class schedule; and
7. teacher's editions of textbooks and curriculum guides.
E. First Day Student Teaching Intern is in Attendance

Although the intern will spend most of the first week observing, a table or a desk for his/her use is particularly helpful. The intern may be tentative or apprehensive in the initial effort to teach a class. The cooperating teacher needs to be cognizant of the fact that the intern has been thrust into a situation that is very different from the college environment and that he/she will need assistance in making the transition into a new role.

F. Introduction of the Student Teaching Intern to the Classes

An introduction of an intern does more than present a name to a group of pupils. It can convey enthusiasm, optimism, and confidence regarding the contributions the intern will make to the learning process.

The following may be helpful in designing an effective introductory statement:

1. Project the feeling of sincerity and excitement at having the intern as part of the class;
2. Recognize the competency of an intern. Specify major areas of study. Describe any particular experiences or achievements related to areas of study;
3. Create prestige. The term "practice teacher" should be avoided as it may have a derogatory connotation. Emphasize the academic success that precedes the internship. The interns are completing the last requirement for graduation and initial certification as a teacher.
4. Indicate confidence in the intern. Project the feeling that you know the student can work successfully in the classroom;
5. During the introduction, give the intern an opportunity to speak to the class.

G. First Week of Student Teaching Internship

The teaching internship should be thought of as a time to study teaching as well as to experience teaching. It is a time to put untried ideas to the test in a variety of real situations and to study the results. Introduction into teaching should be a gradual process in which the teaching intern assumes responsibility for a few basic activities. As the intern gains experience and confidence, more assignments can be added. A warm, supportive environment that facilitates risk-taking is essential for the intern’s success.

Possible activities during the observation period are:

1. carrying out brief teaching activities with individuals or small groups;
2. distributing and collecting papers;
3. assisting in checking attendance;
4. assisting in supervising;
5. helping in administering tests and quizzes;
6. assisting in laboratory and project work;
7. working with individuals or small groups;
8. operating equipment;
9. assisting the teacher with demonstrations; and
10. explaining a specific procedure or technique.

H. Acceptance of Responsibility by the Student Teaching Intern

The professional teaching internship allows both the cooperating teacher and the teaching intern to share in the responsibility of guiding the learning of pupils. The professional relationship that evolves over the 12-week period promotes a sense of collegiality and cooperation within the school setting.

Successful cooperating teachers have used the following:

1) Teaching collaboratively:
   a) the cooperating teacher works with part of the class and the intern works with another section,
   b) joint instruction (presentation by both), and
   c) one teaches and the other demonstrates or assists.

2) Sharing teaching responsibilities:
   a) maintaining records and reports,
   b) doing lunchroom supervision, and
   c) directing homeroom activity.

3) Assigning the intern tasks that illustrate the cooperating teacher's confidence.

4) Working with pupils who need professional assistance (knowledge, creative tasks, learning problems).

I. Guidance of the Student Teaching Intern

Since the classes are the legal responsibility of the cooperating teacher, it is of utmost importance that the pupils continue to progress as they did before the intern's arrival. As the cooperating teacher and the intern plan and work together, student learning should be enhanced through individual, small groups, team teaching, and a variety of other instructional strategies.

The intern is required to prepare lesson plans and instructional materials a week in advance. The plans will be submitted for the cooperating teacher's approval no later than the Wednesday before the week of instruction.

The intern is likely to adopt the procedures and strategies used by the cooperating teacher. The cooperating teacher is encouraged to allow the intern to experiment with some different techniques and ideas. Trust in the intern's ability to be successful is of tremendous importance to her/his development as a teacher. At the same time, the responsibility of a cooperating teacher is to be a model of professional competence.
J. Observation of the Student Teaching Intern

The cooperating teacher will remain in the classroom to observe instruction and provide feedback on the intern’s performance. Initially, the cooperating teacher should provide constant supervision of the intern. The cooperating teacher will gradually relinquish control in the classroom, as the intern becomes an effective manager and instructor. Since the cooperating teacher completes weekly written evaluation reports, it will be necessary to continue supervision in the room regularly throughout the assignment.

While observing the teaching intern, the cooperating teacher may:

1) quietly move around in the back, checking materials, setting up displays, or checking references;
2) appear preoccupied by such activities as grading papers or leafing through some publications;
3) arrange to work with an individual or a small group of pupils while the intern is involved in teaching;
4) show positive reinforcement through smiles and other encouraging facial expressions;
5) avoid interruptions in class (Interruptions from the cooperating teacher should occur only in extreme circumstances. A mistake in content can be discussed with the intern later, and the intern can make any necessary explanations on the following day without losing the respect of the class or composure and self-confidence.); and
6) make follow-up suggestions that emphasize the improvement of learning for the class.

K. Feedback on Performance of the Student Teaching Intern

Once each week the cooperating teacher will prepare a written evaluation of the intern uploaded to the electronic portfolio under “Weekly Cooperating Teacher Evaluation.” This feedback should focus on the content, teaching strategies, and classroom management techniques that were implemented by the intern. It is effective to list strengths and targets for growth. The cooperating teacher and intern also should schedule a conference each week. These required conferences are essential to success in achieving the desired objectives.

During the internship the cooperating teacher will conduct two formal ADEPT observations and the college supervisor will conduct four formal ADEPT observations. The student teaching intern, cooperating teacher and college supervisor will meet for a conference at least twice during the internship (mid-term and final) to assess competence in the ADEPT performance dimensions.

When conferring with the intern, the cooperating teacher should:

1) reassure the intern in areas of strength and, at the same time, provide suggestions for areas of growth;

2) ask questions to promote reflection and provoke the intern’s own problem-solving (e.g., What do you think of ...? How could you explain that concept more clearly? What other approaches could you use?);
3) offer specific rather than general suggestions or references (Example: Instead of saying, "You need to be more assertive," say, "When Bob asked the question about homework, you were hesitant.");

4) ask "What if ..." rather than saying, "If you ...;"

5) use terms such as "effective," "helpful," and "creative," rather than "super" and "wonderful;"

6) set realistic goals for the intern, and hold him/her accountable for meeting them; and

7) ask the intern to summarize what was learned as a result of the conference.

L. Compensation Policy for Cooperating Teachers

Policy Statement:

In lieu of salary, school district personnel who supervise student internships during the fall or spring semesters have the option of selecting a voucher or a stipend. The voucher authorizes payment for in-state enrollment for one 3 credit hour course at The Citadel, and the stipend offers compensation in the amount of $250.00 for supervising one 6-credit or two 3-credit internships or $125 for supervising one 3-credit internship or one physical education intern for half of a semester. Vouchers are nontransferable, good for five years, and are not replaced if lost.

Eligibility: Cooperating teachers, school counselor supervisors, student affairs supervisors, and school psychologist supervisors will be offered the compensation option based on appointment per semester.

Procedure: Cooperating teachers and site supervisors will receive compensation information and necessary forms from the Director of Internships and Field Experiences. Completed forms are to be submitted before the end of the semester during which supervision of intern took place.

Issuance: The Director of Internships and Field Experiences will process the forms and compensation will be mailed to the cooperating teacher/supervisor at the conclusion of the internship semester.

Revised Policy: July 2012
Section 5: Expectations of the College Supervisor

The college supervisor has the responsibility for preparing, guiding, and supervising the student teaching intern during the period of orientation and the student teaching experience. The college supervisor works closely with the school and cooperating teacher to ensure that each intern is provided with the opportunity for a meaningful and comprehensive student teaching internship.

Student teaching interns will be visited by college supervisors on a regular basis as individual schedules permit. The classroom visit should be followed by a conference. When necessary a three-way conference that includes the student teaching intern, the cooperating teacher, and the college supervisor may be held. The student teaching intern, the cooperating teacher, or the college supervisor may request these conferences. The college supervisor will facilitate formal midterm and final conferences with the cooperating teacher and student teaching intern to assess competence using the ADEPT performance standards.

Each college supervisor is expected to:

1. attend the college’s orientation program;
2. conduct orientation sessions for cooperating teachers when necessary;
3. conduct an orientation session for appropriate school administrators and other school personnel as required or requested;
4. become acquainted with the educational program and the instructional personnel of the cooperating schools;
5. administer the requirements and procedures of the specific student teaching course in which the student intern is enrolled;
6. assist the cooperating teacher in supervising the student teaching intern’s performance;
7. evaluate the work of the student teaching intern jointly with the cooperating teacher and the intern;
8. serve as a resource teacher for the intern;
9. provide counseling for the individual intern concerning professional problems and refer the intern to appropriate personnel for counseling concerning personal problems;
10. conduct seminars with the interns. (Topics included may range from specific subject items of common interest to individual concerns requiring group discussion and assistance.);
11. provide student teaching interns with notification of ADEPT timeline for completion of the assessment process;
12. engage in the ADEPT process and provide follow-up conferences with the cooperating teacher and intern;
13. complete administrative responsibilities as required;
14. complete six site visits with a minimum of four observations of at least fifty minutes duration for each intern;
15. complete ADEPT Midterm and Final Data Collection Forms and discuss these reports with the cooperating teacher and intern at specified times;

16. inform the cooperating teacher of specific strengths and weaknesses of the intern and solicit information from the cooperating teacher in order to best address the professional development of the student teaching intern;

17. interact with the cooperating teacher and principal as professional peers and colleagues;

18. evaluate the cooperating teacher's effectiveness in working with the student teaching intern;

19. conduct a summary conference/exit interview with the student teaching intern and cooperating teacher; and

20. as necessary, develop a formal plan to remediate deficiencies of the student teaching intern.
Section 6: Expectations of the School Administrator

The principal of the school serves as the educational leader and administrator for the school staff. The principal is responsible for the education program and all other activities carried on within the school. As the leader, the principal has certain responsibilities to and involvement with the student teaching internship experience.

The principal or designated administrator is expected to:

1. develop a positive attitude in his/her school that participation in teacher training is a professional responsibility;
2. promote to the parents and community of the cooperating school a positive, public image regarding the student teaching interns;
3. identify and recommend teachers in the school who will be asked to serve as cooperating teachers. This decision should be based on the satisfactory fulfillment of the school district's criteria for cooperating teachers and The Citadel's Department of Education accreditation standards listed in these Guidelines;
4. conduct an orientation for the student teaching intern and introduce him/her to members of the faculty and staff;
5. provide facilities and materials necessary for a successful student teaching experience;
6. assist the student teaching intern wherever possible to become a successful future teacher;
7. communicate expectations for the cooperating teacher and provide adequate support and supervision;
8. conduct exit interviews with the student teaching intern(s); and
9. provide for the removal of inadequate student teaching interns. In this matter, the principal maintains the right to request at any time, after consulting with the college supervisor, cooperating teacher, and director of internships & field experiences, the removal of any student teaching intern for due cause (i.e., inappropriate actions, inadequate preparations, obvious personal deficiencies, or for any action detrimental to the school system).
ADEPT Overview

South Carolina’s system for Assisting, Developing, and Evaluating Professional Teaching (ADEPT) grew out of the knowledge that good teaching is fundamental to student achievement. Implemented statewide in 1998, the ADEPT system has become a vital part of the state’s overall teacher quality initiative. In addition to achieving the minimum score or better on appropriate examinations on both content and general teaching area knowledge, as established by the State Board of Education, teachers must successfully complete all ADEPT requirements in order to be eligible to advance to a professional teaching certificate. As its name implies, the ADEPT system addresses teacher performance through three primary processes: assisting, developing, and evaluating. Since these processes are interrelated, all of them occur in every phase of the career continuum. However, the emphasis placed on each process differs according to the needs and the career stage of the particular teacher. During the first phase of their careers, candidates enrolled in teacher education programs focus on developing the requisite knowledge, skills, and dispositions inherent in the ADEPT Performance Standards. ADEPT standards are among the state accreditation requirements for college and university teacher education programs. Upon entering the profession, new teachers receive assistance designed to promote their successful transition into professional practice. Research clearly indicates that providing support to new teachers enhances their teaching performance, increases student achievement, and improves teacher retention. Assessment at this stage is formative in nature, and development focuses on enhancing strengths and improving weaknesses related to the Performance Standards.

The third stage of ADEPT, formal evaluation, signals a dramatic shift in purpose. It is at this point that high-stakes, consequential decisions are made on the basis of teaching performance. Given appropriate preparation and support during the previous two stages, most teachers are successful in achieving the high level of performance defined by the ADEPT standards. Nonetheless, the formal evaluation process is an important part of quality assurance. It is at the fourth and final stage, informal evaluation that the ADEPT system comes full circle. Once again, the primary focus is on professional development, but in contrast to the initial stage, the responsibility for continuous professional growth now falls on the teacher. It is through this self-directed goals-based process that experienced, successful teachers are able to engage in lifelong learning and, further, to give back to the profession.

Revised ADEPT Performance Standards for Classroom-Based Teachers

Introduction

Central to the ADEPT system is a set of expectations for what teaching professionals should know, be able to do, and assume responsibility for accomplishing on an ongoing basis. These expectations, called the ADEPT Performance Standards, are the linchpins that connect all stages of a teacher's career, beginning with teacher preparation and continuing through induction, high stakes performance evaluation(s), and, finally, ongoing self-directed professional development. A teacher’s proficiency in each of the standards is expected to occur developmentally and to increase continuously throughout the entirety of his or her teaching career.
There are ten ADEPT Performance Standards for classroom-based teachers. For the purposes of ADEPT, the term classroom-based teachers refers to certified teachers of core academic subjects, related subjects (e.g., physical education, career and technology education), and special education. The term classroom-based teacher does not include special-area personnel (i.e., school guidance counselors, library media specialists, and speech-language therapists).

The ten ADEPT Performance Standards (APS) for classroom-based teachers can be grouped into four broad categories, or domains:

**Domain 1: Planning**
APS 1 Long-Range Planning
APS 2 Short-Range Planning of Instruction
APS 3 Planning Assessments and Using Data

**Domain 2: Instruction**
APS 4 Establishing and Maintaining High Expectations for Learners
APS 5 Using Instructional Strategies to Facilitate Learning
APS 6 Providing Content for Learners
APS 7 Monitoring, Assessing, and Enhancing Learning

**Domain 3: Classroom Environment**
APS 8 Maintaining an Environment That Promotes Learning
APS 9 Managing the Classroom

**Domain 4: Professionalism**
APS 10 Fulfilling Professional Responsibilities

Each of these Performance Standards contains a set of key elements—the critical components of the standard. Although the key elements are essential to the standards, the examples that follow the key elements in this document are included for illustrative purposes only and are not to be considered all-inclusive, universal, or absolute indicators. Because of the highly complex and contextual nature of teaching, the adjectives applicable and appropriate appear frequently throughout the standards. Good teaching takes different forms, depending on the content, the students, and the intended outcomes. Oftentimes a variety of instructional and assessment methods and approaches are equally viable. For this reason, a checklist is far too restrictive to be used as tool for gauging teacher effectiveness.

The central purpose of the ADEPT system is to promote teacher quality and, ultimately, to increase student achievement—that is, to produce measurable growth in a student’s knowledge and skills in a particular area or areas over a specified period of time. The impact of teaching performance on student achievement is determined by the teacher’s ability to set appropriate goals for student learning and development; to accurately measure and analyze student growth; and to plan, implement, and adjust instruction to ensure maximum student progress.

Student achievement is indeed an integral part of the ADEPT system. As such, student achievement has a direct relationship to each of the ADEPT domains for classroom-based teachers (planning, instruction, environment, and professionalism) and the related ADEPT Performance Standards, as the figure on the following page shows:
Each of these interrelated domains is important because, in order to promote student achievement, classroom-based teachers must be able to:

- determine what the students need to know and/or be able to do [planning];
- appropriately evaluate student performance before, during, and after instruction [planning and instruction];
- design and implement instruction that is appropriate for and meaningful to the students [planning and instruction];
- create and maintain a classroom environment that is conducive to learning [planning and environment];
- analyze and reflect on student performance to determine student progress and the impact of the instruction on student learning [planning and instruction];
- use the results of these analyses to guide future planning and instruction [planning]; and
- assume responsibility for continuously improving and sharing their professional knowledge and skills to the benefit of the students [professionalism].

So that the classroom-based teacher’s impact on student achievement can be clearly reflected, a new component, the unit work sample, has been added to the ADEPT formal evaluation requirements. Through unit work sampling, classroom-based teachers engage in an iterative process that both examines and strengthens their abilities to promote student achievement.
### ADEPT Performance Standards (APS)

**Aligned with Conceptual Framework: CF 2012 and CF 2006 and NCATE**

<table>
<thead>
<tr>
<th><strong>DOMAIN 1:</strong> PLANNING</th>
<th><strong>KEY ELEMENTS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>APS 1:</strong></td>
<td></td>
</tr>
<tr>
<td>Long-Range Planning</td>
<td>1A. The teacher obtains student information, analyzes this information to determine the learning needs of all students, and uses this information to guide instructional planning.</td>
</tr>
<tr>
<td>CF-2012.1,2,4,7,8,9,11</td>
<td>1B. The teacher establishes appropriate standards-based long-range learning and developmental goals for all students.</td>
</tr>
<tr>
<td>CF-2006.1,2,4,5,8,9,10,13</td>
<td>1C. The teacher identifies and sequences instructional units in a manner that facilitates the accomplishment of the long-range goals.</td>
</tr>
<tr>
<td>NCATE-1a,1c,1f,1g,3c,4a</td>
<td>1D. The teacher develops appropriate processes for evaluating and recording students’ progress and achievement.</td>
</tr>
<tr>
<td></td>
<td>1E. The teacher plans appropriate procedures for managing the classroom.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>APS 2:</strong> Short-Range Planning of Instruction</th>
<th><strong>Unit Work Sample</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>CF-2012.1,2,4,7,9</td>
<td>2A. The teacher develops unit objectives that facilitate student achievement of appropriate academic standards and long-range learning and developmental goals.</td>
</tr>
<tr>
<td>CF-2006.1,2,4,5,8,10</td>
<td>2B. The teacher develops instructional plans that include content, strategies, materials, and resources that are appropriate for the particular students.</td>
</tr>
<tr>
<td>NCATE-1a,1c,1f,1g,3c,4a</td>
<td>2C. The teacher routinely uses student performance data to guide short-range planning of instruction.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>APS 3:</strong> Planning Assessments and Using Data – Unit Work Sample</th>
<th><strong>Unit Work Sample</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>CF-2012.1,4,9</td>
<td>3A. The teacher develops/selects and administers a variety of appropriate assessments.</td>
</tr>
<tr>
<td>CF-2006.1,5,10</td>
<td>3B. At appropriate intervals, the teacher gathers and accurately analyzes student performance data and uses this information to guide instructional planning.</td>
</tr>
<tr>
<td>NCATE-1a,1c,1g,3c</td>
<td>3C. The teacher uses assessment data to assign grades (or other indicators) that accurately reflect student progress and achievement.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>DOMAIN 2:</strong> INSTRUCTION</th>
<th><strong>KEY ELEMENTS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>APS 4:</strong> Establishing &amp; Maintaining High Expectations for Learners</td>
<td>4A. The teacher establishes, communicates, and maintains high expectations for student achievement.</td>
</tr>
<tr>
<td>CF-2012.2,8</td>
<td>4B. The teacher establishes, communicates, and maintains high expectations for student participation.</td>
</tr>
<tr>
<td>CF-2006.2,4,9</td>
<td>4C. The teacher helps students assume responsibility for their own participation and learning.</td>
</tr>
<tr>
<td>NCATE-1c,1d,1g,3c</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>APS 5:</strong> Using Instructional Strategies to Facilitate Learning</th>
<th><strong>Unit Work Sample</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>CF-2012.2,3,4,7</td>
<td>5A. The teacher uses appropriate instructional strategies.</td>
</tr>
<tr>
<td>CF-2006.2,4,5,8</td>
<td>5B. The teacher uses a variety of instructional strategies.</td>
</tr>
<tr>
<td>NCATE-1c,1f,1g,3c,4a</td>
<td>5C. The teacher uses instructional strategies effectively.</td>
</tr>
<tr>
<td>DOMAIN 2: INSTRUCTION</td>
<td>KEY ELEMENTS</td>
</tr>
<tr>
<td>------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>APS 6: Providing Content for Learners CF-2012.1,2,3,7 CF-2006.1,2,3,4,8 NCATE-1a,1c,1f,1g,3c,4a</td>
<td>6.A. The teacher demonstrates a thorough command of the discipline that he or she teaches. 6.B. The teacher provides appropriate content. 6.C. The teacher structures the content to promote meaningful learning.</td>
</tr>
<tr>
<td>APS 7: Monitoring, Assessing, and Enhancing Learning CF-2012.3,4,9 CF-2006.3,5,10 NCATE-1c,1f,1g,3c</td>
<td>7.A. The teacher continually monitors student learning during instruction by using a variety of informal and formal assessment strategies. 7.B. The teacher enhances student learning by using information from informal and formal assessments to guide instruction. 7.C. The teacher enhances student learning by providing appropriate instructional feedback to all students</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DOMAIN 3: ENVIRONMENT</th>
<th>KEY ELEMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>APS 8: Maintaining an Environment that Promotes Learning CF-2012.2,8,11,13 CF-2006.2,4,9,13,14,16 NCATE-1a,1c,1d,1f,1g,3c</td>
<td>8.A. The teacher creates and maintains the physical environment of his or her classroom as a safe place that is conducive to learning. 8.B. The teacher creates and maintains a positive affective climate in his or her classroom. 8.C. The teacher creates and maintains a culture of learning in his or her classroom.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DOMAIN 4: PROFESSIONALISM</th>
<th>KEY ELEMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>APS 10: Fulfilling Professional Responsibilities CF-2012.5,6,10,12,13,14,15 CF-2006.6,7,11,12,14,16,15,17 NCATE-1c,1d,1f,3c,4a</td>
<td>10.A. The teacher is an advocate for the students. 10.B. The teacher works to achieve organizational goals in order to make the entire school a positive and productive learning environment for the students. 10.C. The teacher is an effective communicator. 10.D. The teacher exhibits professional demeanor and behavior. 10.E. The teacher is an active learner.</td>
</tr>
</tbody>
</table>
Long-range planning requires the teacher to combine knowledge of content, standards, and curriculum with knowledge of specific learning-teaching contexts and student characteristics. Although long-range planning is an essential process for all teachers, long-range plans (LRP) will differ according to variables such as content (i.e., subject matter, concepts, principles, process, and related skills) and context (e.g., setting, learning needs of the students). In developing LRP, the teacher should work both independently and collaboratively. LRPs are dynamic documents that should be reviewed continuously and revised, as necessary, throughout the school year.

**KEY ELEMENTS**

This standard requires the teacher to demonstrate the following abilities and dispositions:

1.**A The teacher obtains student information, analyzes this information to determine the learning needs of all students, and uses this information to guide instructional planning.**

   The teacher begins the long-range planning process by gaining a thorough understanding of students’ prior achievement levels, learning styles and needs, cultural and socio-economic backgrounds, and individual interests. The teacher gathers this information from a variety of sources, including student records (e.g., permanent records, individualized education programs) and individuals such as other teachers, special-area professionals, administrators, service providers, parents, and the students themselves. From this information, the teacher identifies the factors that are likely to impact student learning. The teacher then uses this information to develop appropriate plans for meeting the diverse needs of his or her students.

1.**B The teacher establishes appropriate standards-based long-range learning and developmental goals for all students.**

   The teacher’s goals are aligned with relevant federal, state, and local requirements and reflect the applicable grade-level academic standards. For preschool children and students with severe disabilities, the teacher’s goals align with appropriate developmental and/or functional expectations.

1.**C The teacher identifies and sequences instructional units in a manner that facilitates the accomplishment of the long-range goals.**

   In this context, an *instructional unit* is a set of integrated lessons that is designed to accomplish learning objectives related to a curricular theme, an area of knowledge, or a general skill or process. Consistent with relevant federal, state, and local curriculum and/or academic standards, the teacher's instructional units provide for appropriate coverage of the key themes, concepts, skills, and standards related to the subject area(s).
and are designed to expose students to a variety of intellectual, social, and cultural perspectives. The sequence of the teacher’s units (as presented through timelines, curriculum maps, planning and pacing guides, and so forth) follows a logical progression, with an appropriate amount of time allocated to each instructional unit.

1.D **The teacher develops appropriate processes for evaluating and recording students’ progress and achievement**

The teacher’s evaluation process includes the major formal and informal assessments to be used (e.g., observations, exams, research papers, performance, projects, portfolios) and the evaluation criteria for each. The teacher’s evaluation methods are appropriate for the learning goals and the content. The evaluation criteria match state, local, and/or individually determined expectations for student progress and achievement. The teacher’s record-keeping system provides a confidential and well-organized system for storing, retrieving, and analyzing all necessary student data.

1.E **The teacher plans appropriate procedures for managing the classroom.**

The teacher’s rules and procedures for managing student behavior, whether developed independently by the teacher or collaboratively with the students, are clearly stated, appropriate for the students, and consistent with school and district policies. The rules are stated in positive terms, when possible, and focus on behaviors rather than on students. The teacher’s procedures for managing essential noninstructional routines (e.g., transitioning between activities and/or subjects, taking roll, collecting student work, preparing learning centers or labs, retrieving instructional materials or resources) promote efficiency and minimize the loss of instructional time.

APS 2

**Short-Range Planning of Instruction**

An effective teacher facilitates student achievement by planning appropriate learning objectives; selecting appropriate content, strategies, and materials for each instructional unit; and systematically using student performance data to guide instructional decision making.

In this context, the term *instructional unit* is defined as a set of integrated lessons that is designed to accomplish learning objectives related to a curricular theme, an area of knowledge, or a general skill or process. The length of instructional units—that is, the number of days or lessons they cover—will vary in accordance with such factors as the number of objectives to be accomplished; the complexity of the content to be covered; and the ability levels of the particular students.

**KEY ELEMENTS**

This standard requires the teacher to demonstrate the following abilities and dispositions:

2.A **The teacher develops unit objectives that facilitate student achievement of appropriate academic standards and long-range learning and developmental goals.**

The teacher’s objectives define what the students should know (i.e., the factual, conceptual, procedural, and/or metacognitive knowledge) and be able to do (e.g., the cognitive processes—remembering, understanding, applying, analyzing, evaluating,
and/or creating) upon completing the unit. The teacher’s objectives are student-oriented, explicit, and assessable statements of intended learning outcomes. There is a clear connection between the unit objectives and grade-level academic standards (or, for preschool children or students with severe disabilities, between the unit objectives and appropriate developmental and/or functional expectations). The unit objectives are consistent with the long-range goals, assessment results from previous instructional units, state and local curriculum guidelines, individualized education programs (IEPs), and the needs and interests of the students. The unit objectives are logically linked to previous and future learning objectives.

2.B **The teacher develops instructional plans that include content, strategies, materials, and resources that are appropriate for the particular students.**

The content of the teacher’s instructional plans is drawn from multiple sources that are accurate and current and is applicable to the students’ grade-level academic standards, instructional needs, ability and developmental levels, and interests. The sources of the content expose students to a variety of intellectual, social, and cultural perspectives as appropriate. The teacher selects a variety of instructional strategies and materials in order to present content in formats that accommodate learning differences and that translate into real-life contexts for the students. Instructional technology is included as appropriate. The instructional strategies are logically sequenced and include sufficient opportunities for initial learning, application and practice, and review. The strategies lead the students to increasingly higher levels of thinking and problem solving. They promote active student engagement during both independent and collaborative learning tasks, and they provide opportunities for the teacher and students to vary their roles in the instructional process (e.g., instructor, facilitator, coach, audience).

2.C **The teacher routinely uses student performance data to guide short-range planning of instruction.**

The teacher develops lesson and unit plans on the basis of accurate conclusions that he or she has drawn from analyses of the particular students’ prior performance (i.e., their behavior, progress, and achievement).

**APS 3**

**Planning Assessments and Using Data**

An effective teacher facilitates student achievement by assessing and analyzing student performance and using this information to measure student progress and guide instructional planning.

In this context, the term *assessment* refers to any formal or informal measurement tool, activity, assignment, or procedure used by a classroom teacher to evaluate student performance. Assessments may be commercially produced or developed by the teacher, but all should be valid, reliable, and maximally free from bias.
KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

3.A The teacher develops/selects and administers a variety of appropriate assessments.

The assessments used by the teacher are technically sound indicators of students’ progress and achievement in terms of the unit objectives, the grade-level (or individually determined) academic standards, and the student achievement goals. The assessments align with the learning objectives and the instruction in terms of the type(s) of knowledge (i.e., factual, conceptual, procedural, and/or metacognitive) and the cognitive processes (i.e., remembering, understanding, applying, analyzing, evaluating, and/or creating). The teacher is not overly reliant on commercially produced assessments, but when he or she uses them, the teacher is careful to ensure that any necessary modifications are made. Assessment materials are free of content errors, and all assessments include verbal and/or written directions, models, and/or prompts that clearly define what the students are expected to do. The assessments are appropriate for the ability and developmental levels of the students in the class. The teacher provides appropriate accommodations for individual students who require them in order to participate in assessments.

3.B At appropriate intervals, the teacher gathers and accurately analyzes student performance data and uses this information to guide instructional planning.

The teacher routinely obtains student baseline data, analyzes the data to determine student learning needs, and uses this information to develop appropriate instructional plans. At appropriate intervals throughout instruction, the teacher analyzes student performance on informal assessments (e.g., individual and group performance tasks, quizzes, assignments) and formal assessments (e.g., tests, projects, portfolios, research papers, performances) to determine the extent to which both individual students and groups of students are progressing toward accomplishing the learning objectives. On the basis of these analyses, the teacher determines the impact of instruction on student learning and makes appropriate decisions about the need to modify his or her instructional plans.

3.C The teacher uses assessment data to assign grades (or other indicators) that accurately reflect student progress and achievement.

The teacher makes decisions about student performance, progress, and achievement on the basis of explicit expectations that clearly align with the learning objectives and achievement goals, the assessments, and the students’ level of ability. The teacher may present his or her evaluation criteria in the form of scoring rubrics, vignettes, grading standards, answer keys, rating scales, and the like. Assessments are appropriately weighted on the basis of the relative importance of each in determining overall progress and achievement. The teacher maintains accurate, current, well-organized, and confidential records of assessment results. The teacher uses available information technology to store and assist with the analysis of student data.
APS 4
Establishing and Maintaining High Expectations for Learners

An effective teacher establishes, clearly communicates, and maintains appropriate expectations for student learning, participation, and responsibility.

In this context, the term participation refers to student effort.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

4.A The teacher establishes, communicates, and maintains high expectations for student achievement.

The teacher’s expectations are appropriately challenging for the grade and/or ability levels of the particular students. The teacher communicates the learning objectives so that students clearly understand what they are expected to know and be able to do. The teacher reviews and/or clarifies the objectives as necessary.

4.B The teacher establishes, communicates, and maintains high expectations for student participation.

The teacher’s expectations are appropriate for the grade and/or ability levels of the particular students and for the subject area. The teacher effectively communicates these expectations so that his or her students will readily apply them to instructional activities and events during the lessons and to assignments and tasks both in and out of the classroom.

4.C The teacher helps students assume responsibility for their own participation and learning.

The teacher clearly communicates the importance and relevance of the academic standards and learning objectives as well as the way the standards and objectives relate to the students’ previous and/or future learning. The teacher encourages the students to become the active agents of their own learning and to take the initiative to follow through with their work. The teacher provides appropriate opportunities for the students to engage in self-assessment and reflection on their learning and to develop a metacognitive awareness of their own strengths and weaknesses. The teacher assists the students in developing strategies to compensate for their weaknesses when it is necessary.

APS 5
Using Instructional Strategies to Facilitate Learning

An effective teacher promotes student learning through the effective use of appropriate instructional strategies.

The term instructional strategies refer to the methods, techniques, technologies, activities, or assignments that the teacher uses to help his or her students achieve the learning objectives.
KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

5.A **The teacher uses appropriate instructional strategies.**

The teacher's strategies are appropriate for the particular objectives and content and the particular students’ grade, developmental, and ability levels. The strategies build on the students’ interests and prior learning and are appropriate for the students’ stage of learning (e.g., initial, application, practice, review) with regard to the particular material. The teacher’s strategies promote higher levels of thinking and/or performance.

5.B **The teacher uses a variety of instructional strategies.**

The teacher draws from a substantial repertoire of instructional strategies, varying his or her strategies both within and among lessons according to the particular objectives and content and the students’ ability levels, learning styles, rates of learning, and special needs. The teacher conveys information in a variety of formats (e.g., lectures, videotapes, texts, DVDs) and approaches (e.g., demonstrations, guided practice, guided discovery, and simulations). As appropriate to the learners and the learning, the teacher’s instructional strategies include sharing instructional responsibilities with other teachers, guest speakers, and/or parents; varying and/or exchanging roles (e.g., instructor, facilitator, coach, and observer) with students; and creating opportunities for both independent and collaborative learning experiences.

5.C **The teacher uses instructional strategies effectively.**

The teacher uses instructional strategies that actively engage his or her students and that ultimately result in meaningful learning for them. All students receive opportunities to experience success.

APS 6

**Providing Content for Learners**

An effective teacher possesses a thorough knowledge and understanding of the discipline so that he or she is able to provide the appropriate content for the learners.

In this context, the term *content* refers to the particular aspects of the discipline that are being taught, including subject matter, concepts, principles, processes, and related skills. Central to this standard is the content competence of the teacher. From this in-depth knowledge of the discipline, the teacher must select the content that is appropriate for his or her students and then organize the content in ways that best facilitate student learning.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:
6.A The teacher demonstrates a thorough command of the discipline that he or she teaches.

The teacher provides content that is accurate and current. The teacher’s presentations, demonstrations, discussions, responses to students’ questions, and methods of engaging the students indicate a thorough knowledge and understanding of the content. The teacher identifies and explains/demonstrates conceptual relationships and/or procedural steps. The teacher identifies and corrects students’ content errors.

6.B The teacher provides appropriate content.

The content of the teacher’s lessons is aligned with the applicable curriculum requirements, grade-level academic standards, and/or student learning objectives. Whenever possible, the teacher draws lesson content from multiple sources and presents it in ways that expose students to a variety of intellectual, social, and/or cultural perspectives.

6.C The teacher structures the content to promote meaningful learning.

The teacher’s instruction goes beyond the simple presentation of factual knowledge. The teacher aligns the content with the learning objectives and ensures that students are provided with opportunities to acquire the knowledge and to use the cognitive processes that are necessary for successful problem solving. The teacher is able to identify and to explain and/or demonstrate key concepts and skills as well as their broader relationships and applications. The teacher guides student learning by presenting concepts and/or procedures in a logical sequence and in clear and sufficient detail. The teacher uses appropriate examples to help make the content relevant, meaningful, and applicable to the students. When students experience difficulties in mastering the content, the teacher is able to identify and address the sources of the problems.

APS 7
Monitoring, Assessing, and Enhancing Learning

An effective teacher maintains a constant awareness of student performance throughout the lesson in order to guide instruction and provide appropriate feedback to students.

In this context, the term monitoring refers to any methods the teacher uses during the lesson to collect information about his or her students’ understanding of the content. Assessing includes any formal or informal measurement tools, activities, assignments, or procedures a teacher uses during the lesson to evaluate the students’ performance and their progress toward meeting the learning objectives. Enhancing learning refers to actions a teacher takes during the lesson as a direct result of monitoring and assessing in order to improve or extend student learning.

Both APS 3 (Planning Assessments and Using Data) and APS 7 involve teacher decision making on the basis of the results of student assessments. However, APS 3 deals with decision making that occurs prior to and after instruction. In contrast, APS 7 deals with the decision making that occurs during the actual lesson. In other words, the key elements of APS 7 occur “in flight.”
KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

**7.A The teacher continually monitors student learning during instruction by using a variety of informal and formal assessment strategies.**

The teacher maintains a constant awareness of student learning by engaging the students in classroom activities such as discussions, projects, performances, assignments, and quizzes. During these activities, the teacher uses effective questioning techniques to sample a representative cross section of students. The teacher’s questions are appropriate to the content, the active-ties, and the students. The teacher determines the students’ level of understanding of key concepts and skills by carefully observing/listening to and analyzing students’ verbal and nonverbal responses and reactions, inquiries, approaches to the task, performance, and final products.

**7.B The teacher enhances student learning by using information from informal and formal assessments to guide instruction.**

The teacher systematically collects, analyzes, and summarizes assessment data to monitor students’ progress. On the basis of formal and informal assessment information, the teacher makes appropriate decisions regarding instruction. When his or her students have difficulty answering questions, the teacher provides appropriate response time, rephrases the question and/or provides prompts or other such assistance. The teacher provides additional explanations, demonstrations, or assistance, and modifies the content and/or the instructional strategies when necessary. The teacher adjusts the pace of the lessons to conform to the needs of the students. The teacher promotes student retention of the content by actively engaging the students in reviews of the key elements, steps, or procedures as necessary. The teacher extends students’ learning and development through appropriate enrichment activities.

**7.C The teacher enhances student learning by providing appropriate instructional feedback to all students.**

The teacher provides feedback to the students throughout the lesson. The teacher also provides feedback on all significant student work. The teacher’s feedback—whether oral, written, or nonverbal—is equitable (i.e., provided to all students) and individualized. The feedback is accurate, constructive, substantive, specific, and timely. The feedback is effective in helping correct students’ misunderstandings or errors, reinforcing their knowledge and skills, and/or extending their learning.

**APS 8 Maintaining an Environment That Promotes Learning**

An effective teacher creates and maintains a classroom environment that encourages and supports student learning.

In this context, the term *environment* refers to both the physical surroundings and the affective climate of the classroom. This standard focuses on environmental factors that a teacher can reasonably be expected to control.
KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

8.A The teacher creates and maintains the physical environment of his or her classroom as a safe place that is conducive to learning.

The teacher’s classroom arrangement allows all students to see, hear, and participate during instruction. The classroom is free from clutter and distractions that impede learning. The teacher ensures that all materials are safely and properly stored and that all applicable safety regulations and precautions are followed. Classroom displays feature items of educational relevance and interest, including current samples of student work as appropriate.

8.B The teacher creates and maintains a positive affective climate in his or her classroom.

The teacher conveys confidence in his or her ability to teach the lesson content and to work with diverse groups of students. The teacher exhibits the enthusiasm necessary to generate interest in the subject matter and the patience and sensitivity necessary to assist and support all students, regardless of their social and cultural backgrounds or intellectual abilities. The teacher shows respect for the feelings, ideas, and contributions of all students and encourages the students to do likewise.

8.C The teacher creates and maintains a culture of learning in his or her classroom.

The teacher exemplifies and emphasizes initiative, industriousness, inquisitiveness, and excellence and, by doing so, encourages the students to do likewise. The teacher facilitates cooperation and teamwork among students and provides them with appropriate incentives and rewards for learning. The teacher works to ensure that every student feels a sense of belonging in the classroom. To the extent appropriate, the teacher invites student input and suggestions when designing instructional activities and events.

APS 9
Managing the Classroom

An effective teacher maximizes instructional time by efficiently managing student behavior, instructional routines and materials, and essential non-instructional tasks.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

9.A The teacher manages student behavior appropriately.

The teacher’s behavioral rules and consequences are appropriate for the students and are consistent with district and school policies. These rules and consequences are clearly conveyed to the students and are enforced in a fair and consistent manner. The teacher maintains a constant awareness of classroom events and activities. The teacher uses effective preventive discipline techniques (e.g., eye contact, facial expressions, proximity) and handles any disruptions in an appropriate and timely manner. Disciplinary
actions focus on the inappropriate behaviors and not on the students themselves. The teacher encourages students to monitor and assume responsibility for their own behavior.

9.B **The teacher makes maximal use of instructional time.**

The teacher ensures that his or her students are engaged in meaningful academic learning throughout the instructional period. Instructional materials, resources, and technologies are useable, well organized, and accessible. In general, instruction is characterized by a smooth flow of activity.

9.C **The teacher manages essential noninstructional routines in an efficient manner.**

It is evident that the teacher has clearly communicated to his or her students the rules and procedures for safety routines (e.g., fire drills, tornado drills, emergency preparedness) and classroom operations (e.g., roll call, collecting or turning in assignments, obtaining and distributing instructional materials, keeping work stations or lab areas in order). Transitions between activities or classes are handled in an efficient and orderly manner, with supervision provided as is necessary and appropriate.

### APS 10
Fulfilling Professional Responsibilities

| An effective teacher is an ethical, responsible, contributing, and ever-learning member of the profession. |

### KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

10.A **The teacher is an advocate for the students.**

The teacher collaborates with colleagues, administrators, and other student-oriented professionals (e.g., curriculum specialists, counselors, library media specialists, speech language therapists, nurses) to determine the needs of his or her students and to plan and provide them with the appropriate learning experiences and assessments. The teacher establishes appropriate professional relationships with agencies, businesses, and community groups that support the well-being of students.

10.B **The teacher works to achieve organizational goals in order to make the entire school a positive and productive learning environment for the students.**

The teacher regularly attends and contributes to departmental meetings, faculty meetings, strategic planning sessions, and the like. The teacher actively supports the efforts of school organizations such as parent-teacher groups and school improvement councils. To the extent that is possible and appropriate, the teacher supports extracurricular activities that contribute to the overall learning and development of students (e.g., academic clubs, student council, athletics, and cultural/artistic events).
10.C **The teacher is an effective communicator.**

Both inside and outside the classroom, the teacher’s spoken and written language is clear, correct, and appropriate for each target audience (e.g., students, parents, colleagues, related professionals). The teacher communicates with parents/guardians on a regular basis about goals and expectations for student learning, behavioral rules and consequences, assignments, suggestions for supporting student learning at home, assessment results, and student progress and performance. The teacher responds appropriately to parental concerns. The teacher uses a variety of formats (e.g., telephone contacts, meetings, conferences, letters/newsletters, Web sites, report cards, notes, e-mails, interactive journals) to maintain effective and ongoing communication with others.

10.D **The teacher exhibits professional demeanor and behavior.**

The teacher maintains a valid teaching certificate; complies with all professional, school, and district rules, policies, and procedures; and is cognizant of the policies set forth in the SDE publication *Standards of Conduct for South Carolina Educators.* The teacher’s performance is characteristic of a professional in terms of self-management (e.g., responsibility, initiative, time management, appearance), ethical standards, and quality of work (e.g., completing required tasks in an accurate, timely, and effective manner).

10.E **The teacher is an active learner.**

The teacher is a reflective practitioner who systematically collects, synthesizes, and evaluates student-achievement data in order to accurately identify his or her own professional strengths and weaknesses and to gain professional insight and vision regarding ways to enhance student learning. As a result of this self-assessment, the teacher collaborates with his or her supervisor(s) to develop an appropriate individualized professional growth plan. Additionally, the teacher regularly seeks out, participates in, and contributes to activities that promote collaboration and that support his or her continued professional growth (e.g., participation in professional associations, courses, conferences, workshops, seminars).
ADEPT Requirements for Teacher Education Programs

GENERAL REQUIREMENTS
In addition to complying with the ADEPT requirements detailed in this document, all approved teacher education programs at institutions of higher education (IHEs) must adhere to the specifications outlined in the SDE document Policy Guidelines for South Carolina Teacher Education Units (available online at http://www.scteachers.org/educate/edpdf/boardpolicy.pdf).

ADEPT PERFORMANCE STANDARDS
All South Carolina teacher education programs that prepare candidates for initial certification as classroom-based teachers must ensure that the ADEPT Performance Standards for classroom teachers are integrated throughout the candidates’ course work, field experiences, and clinical practice. Programs that prepare candidates for certification as school guidance counselors, library media specialists, or speech-language therapists must ensure the integration of the applicable ADEPT special-area Performance Standards throughout all aspects of the candidates’ preparation programs.

ADEPT REQUIREMENTS FOR CLINICAL PRACTICE

Orientation
All South Carolina teacher education programs must assist and evaluate teacher candidates throughout their clinical practice (i.e., student teaching) experiences. Each teacher candidate must receive—prior to beginning the clinical experience—a comprehensive orientation that includes written and oral explanations of the assistance and evaluation processes; the expectations related to each of the ADEPT Performance Standards; and the requirements, including the ADEPT performance criteria, for successfully completing the clinical practice.

Training Requirements
Each teacher candidate must be supervised by one or more IHE faculty supervisors and one or more school-based supervisors (i.e., cooperating teachers) throughout the clinical practice. All IHE and school-based supervisors must have successfully completed the appropriate ADEPT training as described in the “ADEPT Training Requirements” section of these guidelines. The teacher education program must provide all school-based supervisors with written and oral explanations of the IHE’s assistance and evaluation processes; expectations relative to candidates’ performance on each of the ADEPT standards; and requirements, including the ADEPT performance criteria, for candidates to successfully complete the clinical practice.

Formative Assessments and Assistance
Each teacher candidate must receive formative assessments, written and oral feedback, and assistance regarding all ADEPT Performance Standards from both his or her IHE and his or her school-based clinical supervisors throughout the clinical practice.

The formative processes must include a minimum of four classroom observations (i.e., at least two formative observations by the IHE supervisor and at least two formative observations by the school-based supervisor), each followed by appropriate feedback and assistance.
**Summative Evaluations**

Teacher candidates must receive at least one summative evaluation regarding the ADEPT Performance Standards.

Both the IHE supervisor and the school-based supervisor must participate in the summative evaluation process.

The summative evaluation process must be aligned with the ADEPT formal evaluation guidelines, must include appropriate data collection and evidence documentation procedures (including a minimum of two classroom observations—one by the IHE supervisor and one by the school-based supervisor), and must ensure that the candidate receives written and oral consensus-based feedback on his or her performance in terms of each of the ADEPT Performance Standards.

**PROGRAM FEEDBACK AND IMPROVEMENT**

Teacher education programs must obtain and analyze feedback on an annual basis from IHE supervisors, school-based supervisors, and teacher candidates regarding the effectiveness of the ADEPT preparation, evaluation, and assistance processes. Teacher education programs must analyze the ADEPT summary data on their graduates that are provided annually by the SDE. Teacher education programs must use the results of these analyses to continuously improve their ADEPT preparation, evaluation, and assistance processes.

**ADEPT PLANS**

Each teacher education program must submit an ADEPT plan to the SDE by July 1 annually. The ADEPT plan must be submitted in conjunction with the teacher education program’s annual assessment and diversity plan/report.

The ADEPT plan must describe or reference the specific ways in which the teacher education program prepares teacher candidates by integrating the ADEPT Performance Standards throughout course work and field experiences.

The ADEPT plan must describe or reference the specific ways in which the program implements all requirements for the clinical practice, including the time frame for, contents of, and persons responsible for organizing and providing the orientation for teacher candidates; the process for providing and/or verifying appropriate training for IHE and school-based supervisors; the process for conducting formative assessments of and providing feedback and assistance to candidates; the process for conducting summative evaluations of the candidates and the requirements for successful completion of the evaluations; and the processes for collecting feedback regarding the ADEPT preparation, evaluation, and assistance processes; analyzing the results; and using the data to make continuous program improvements.

Initial ADEPT plans will be reviewed by an SDE-appointed team of educators and must be approved by the State Board of Education prior to implementation. Revised ADEPT plans will be reviewed by an SDE-appointed team of educators and must be approved by the State Board of Education prior to implementation. The SDE may allow a teacher education program to submit a statement of assurances form on July 1, in lieu of a duplicate plan, for years during which the program seeks to make no substantive changes to its State Board of Education–approved ADEPT plan.
Section 8: Assessment and Evaluation

A. Transition Points and Common Assessments
   [Professional Education Unit Assessment Handbook, August 2007]

The teacher education programs use a variety of assessments to monitor candidate progress. These assessments include the South Carolina's ADEPT (Assisting, Developing, and Evaluating Professional Teaching) Standards, the INTASC (Interstate New Teacher Assessment and Support Consortium) Standards and the standards of the individual specialized professional associations. The tables below reflect the key common assessments that are used to monitor candidate performance from entry into the teacher education through program completion and recommendation for certification. The following four transition points have been identified as Admission to Professional Education Program, Admission to Internship, Completion of Internship, and Program Completion and Recommendation for Certification.

Table 1: TRANSITION POINTS AND KEY COMMON ASSESSMENTS FOR INITIAL UNDERGRADUATE EDUCATION PROGRAMS

<table>
<thead>
<tr>
<th>I. Admission to Professional Education Program</th>
<th>II. Admission to Internship</th>
<th>III. Completion of Internship</th>
<th>IV. Program Completion and Recommendation for Certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Praxis I Passing Score OR minimum 1100 on the old SAT or 1650 SAT on the new test OR 24 ACT Score</td>
<td>Praxis II Specialty/Content Area—Take (Scores must be on file prior to Internship)</td>
<td>Professional Dispositions Evaluation</td>
<td>Praxis II Specialty/Content Area Passing Score</td>
</tr>
<tr>
<td>Professional Dispositions Evaluation</td>
<td>Professional Dispositions Evaluation (in Methods courses)</td>
<td>Professional Dispositions Evaluation</td>
<td>PLT Passing Score</td>
</tr>
<tr>
<td>Field Experience Observation Evaluation (ADEPT Performance Standards 4-9) (in Methods courses)</td>
<td>ADEPT Summary Consensus Evaluation (by cooperating teacher, college supervisor, and candidate) (ADEPT Performance Standards 1-10)</td>
<td>Final Portfolio Evaluation (by college supervisor*) (ADEPT Performance Standards 1-10)</td>
<td></td>
</tr>
<tr>
<td>Long-Range Plan and Unit Work Sample (UWS) Evaluation (ADEPT Standards 1-3) (in Methods courses)</td>
<td>Content Indicator Evaluation (by cooperating teacher*) (ADEPT Performance Standards 1-10)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Under revision – additional program faculty will evaluate the Final Portfolio and Content Indicators to increase assessment reliability. Implementation will be fall semester 2012.
Other common assessments for all initial undergraduate education programs are the following:

- Candidate Evaluation of Field Experience (in Methods courses);
- Evaluation of College Supervisor (in Internship);
- Evaluation of Cooperating Teacher (in Internship);
- Program Exit Survey (in last semester enrolled);
- Graduate Follow-Up Survey (one year out); and
- Employer Follow-Up Survey (one year out).

Additionally, the unit identified other requirements that are common to all initial undergraduate education programs, which are indicated in the following table, and for which data are not collected:

**Table 2: TRANSITION POINTS AND OTHER COMMON REQUIREMENTS FOR INITIAL UNDERGRADUATE EDUCATION PROGRAMS**

<table>
<thead>
<tr>
<th>I. Admission to Professional Education Program</th>
<th>II. Admission to Internship</th>
<th>III. Completion of Internship</th>
<th>IV. Program Completion and Recommendation for Certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum 2.50 GPA Overall</td>
<td>Minimum 2.50 GPA Overall</td>
<td>Minimum 2.50 GPA Overall</td>
<td>Minimum 2.50 GPA Overall</td>
</tr>
<tr>
<td>Application</td>
<td>Application</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completion of 45 semester hours</td>
<td>Completion of all Professional Education AND Content coursework, except Internship</td>
<td></td>
<td>Completion of all requirements for graduation</td>
</tr>
<tr>
<td>Passing grade in EDUC 101 OR PHED 201</td>
<td>Completion of 100 clock hours of field experiences</td>
<td>Minimum C grade in Internship</td>
<td></td>
</tr>
<tr>
<td>Approval by Admission and Retention Committee</td>
<td>Certification Application AND Background Check</td>
<td></td>
<td>Degree posted by Registrar Office</td>
</tr>
<tr>
<td></td>
<td>Faculty and Director of Internships &amp; Field Experiences</td>
<td>College Internship Supervisor and Director of Internships &amp; Field Experiences</td>
<td>Approval by the Dean in the School of Education</td>
</tr>
</tbody>
</table>
The four transition points and the key common assessments for which data are collected each semester in all initial graduate MAT education programs are indicated in the following table.

**Table 3: TRANSITION POINTS AND KEY COMMON ASSESSMENTS FOR INITIAL GRADUATE MAT EDUCATION PROGRAMS**

<table>
<thead>
<tr>
<th>I. Admission to Professional Education Program</th>
<th>II. Admission to Internship</th>
<th>III. Completion of Internship</th>
<th>IV. Program Completion and Recommendation for Certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Score of 396 on MAT OR 291 on Revised GRE 8/11 or 900 on old GRE</td>
<td>Praxis II Specialty/Content Area Passing Score(s)</td>
<td></td>
<td>PLT Passing Score</td>
</tr>
<tr>
<td>Professional Dispositions Evaluation</td>
<td>Professional Dispositions Evaluation <em>(in Methods courses)</em></td>
<td>Professional Dispositions Evaluation</td>
<td></td>
</tr>
<tr>
<td>Field Experience Observation Evaluation <em>(ADEPT Performance Standards 4-9)</em> <em>(in Methods courses)</em></td>
<td>ADEPT Summary Consensus Evaluation (by cooperating teacher, college supervisor, and candidate) <em>(ADEPT Performance Standards 1-10)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Long-Range Plan and Unit Work Sample (UWS) Evaluation <em>(ADEPT Performance Standards 1-3)</em> <em>(in Methods courses)</em></td>
<td>Final Portfolio Evaluation (by college supervisor*) <em>(ADEPT Performance Standards 1-10)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Competency <em>(EDUC 512)</em></td>
<td>Content Indicator Evaluation (by cooperating teacher*) <em>(ADEPT Performance Standards 1-10)</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Under revision – additional program faculty will evaluate the Final Portfolio and Content Indicators to increase assessment reliability. Implementation will be fall semester 2012.

Other common assessments for all initial graduate MAT education programs are the following:
- Candidate Evaluation of Field Experience *(in Methods courses)*;
- Evaluation of College Supervisor *(in Internship)*;
- Evaluation of Cooperating Teacher *(in Internship)*;
- Program Exit Survey *(in last semester enrolled)*;
- Graduate Follow-Up Survey *(one year out)*; and
- Employer Follow-Up Survey *(one year out)*.
Additionally, the unit identified other requirements that are common to all initial graduate MAT education programs, which are indicated in the following table, and for which data are not collected.

**Table 4: TRANSITION POINTS AND OTHER COMMON REQUIREMENTS FOR INITIAL GRADUATE MAT EDUCATION PROGRAMS**

<table>
<thead>
<tr>
<th>I. Admission to Professional Education Program</th>
<th>II. Admission to Internship</th>
<th>III. Completion of Internship</th>
<th>IV. Program Completion and Recommendation for Certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum 2.50 GPA Overall Undergraduate</td>
<td>Minimum 3.00 GPA Overall</td>
<td>Minimum 3.00 GPA Overall</td>
<td>Minimum 3.00 GPA Overall</td>
</tr>
<tr>
<td>Application</td>
<td>Application</td>
<td></td>
<td>Degree posted by Registrar Office</td>
</tr>
<tr>
<td>Program of Study</td>
<td>Completion of all Professional Education AND Content coursework, except Internship</td>
<td>Minimum C+ grade in Internship</td>
<td>Completion of all requirements for graduation</td>
</tr>
<tr>
<td></td>
<td>No more than two C grades in MAT Program</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Completion of a minimum of 75 clock hours of field experiences</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Certification Application AND Background Check</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approval by Admission and Retention Committee</td>
<td>Faculty and Director of Internships &amp; Field Experiences</td>
<td>College Internship Supervisor and Director of Internships &amp; Field Experiences</td>
<td>Approval by the Dean in the School of Education</td>
</tr>
</tbody>
</table>

**B. Purpose**

The purpose of assessment is to state quantitatively and qualitatively the degree to which a teaching candidate possesses the knowledge, skills, and dispositions competencies necessary to become a successful teacher.

The evaluations conducted during the student teaching internship are a continuous process involving the student teaching intern, the cooperating teacher, and the college supervisor. Feedback on the intern’s performance will be provided in a timely manner to provide ample opportunity for interns to make necessary changes to improve. At any time, however, if it is determined that the student teaching intern is not progressing satisfactorily, he/she may be removed from the student teaching experience.

**C. Assessment Methods**

The basic sources for assessing the student teaching intern’s knowledge, skills and dispositions during the teaching internship are:

1. Data collected on the Professional Dispositions Evaluation and the ADEPT Performance Standards (APS) including ADEPT Summary Consensus Candidate Evaluation; and

D. Assessment Tool – College LiveText edu solutions™, http://college.livetext.com

The student teaching internship portfolio and assessments are maintained on the web-based system LiveText. Candidates and college supervisors have access to the system. The student teaching intern is expected to upload assignments and portfolio into his/her LiveText account. College Supervisors will assess assignments, portfolio and additional assessments on LiveText.

E. Overview of the ADEPT System Performance Standards

Articulated standards or expectations for competent practice are the defining attributes of any profession. They provide a blueprint for designing appropriate professional preparation programs, focusing assistance for novice members of the profession, designing assessments which may be used to make decisions about continued practice of the profession, and designing strategies for promoting continued professional growth and development. Research suggests that teaching is becoming an increasingly demanding profession and that successful practice requires mastery of complex bodies of knowledge and skill. Furthermore, research suggests that there is no one recipe for effective teaching and that attempts to define and assess teaching in terms of a set of discrete behaviors and skills vastly over-simplifies teachers' responsibilities. Rather, effective teaching requires a large repertoire of knowledge and skill that can be drawn upon, as needed, to handle ever changing contexts (e.g., different types of students and subject matter).

The ADEPT System Performance Standards (APS's) provide the foundation and continuity for all regulations, procedures, and programs in the ADEPT System. They articulate upgraded expectations for what all South Carolina teachers should know and be able to do and reflect fundamental principles of competent professional teaching. The APS's were developed based on several sources of information. They build on earlier efforts that developed the skills and behaviors assessed by the APT and the State Board of Education Content Criteria for Evaluating Annual and Continuing Contract Teachers, as well as more recent efforts including South Carolina's Curriculum Frameworks, the Model Standards for Beginning Teacher Licensing and Development, which were developed by the Interstate New Teacher Assessment and Support Consortium (INTASCO), and the National Board of Professional Teaching Standards (NBPTS).

Each ADEPT System APS contains a Standard Description, which describes the broad range of interrelated knowledge and skills covered by the standards, a set of Documentation Questions for assisting evaluators in recording evidence, and a Competent Performance Description that describes the level of job performance competent professional teachers should demonstrate on a typical basis. Performance in each standard is interpreted holistically and in context.

The ADEPT System APS's will provide the focus for formative evaluation and assistance activities for pre-service teachers during student teaching and for provisional contract teachers during Induction Programs. Annual contract teachers must pass an evaluation of their typical performance in each APS to become eligible for continuing contract status. During the evaluation process, evaluators will collect information on teachers' performance from a variety of sources including reviews of long-range plans, assessment interviews, reviews of teacher made instructional and assessment materials, and classroom observations. The APS's will also
provide a focus for evaluation and professional development activities for continuing contract teachers.

All student teaching interns will attend the ADEPT Orientation Session during the professional seminar conducted prior to beginning and during their student teaching internship placement.

F. ADEPT Evidence Documentation Sheet

Over the course of four to six observations, college supervisors will collect evidence of the intern's progress in each of the ADEPT Performance Standards. The cooperating teacher and college supervisor will complete a combined total of six ADEPT observations. For the purpose of discussing strengths and weaknesses of teaching performance, follow-up conferences between the college supervisor and student intern are to be held within one week of the last observation. Student teaching interns will be provided with written documentation of identified strengths and weaknesses, and remediation will be discussed. A remediation plan will be prepared in the event the intern does not attain competency in one or more of the Performance Standards.

Cooperating teachers are responsible for completing the ADEPT Weekly Student Teaching Internship Evaluation Forms.

G. ADEPT Evaluation and Grading Criteria

The state required ADEPT evaluation criteria are:

<table>
<thead>
<tr>
<th>Domain</th>
<th># of APSs</th>
<th>Total # Key Elements</th>
<th># Key Elements Needed to Pass</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning</td>
<td>3</td>
<td>11</td>
<td>≥10</td>
</tr>
<tr>
<td>Instruction</td>
<td>4</td>
<td>12</td>
<td>≥11</td>
</tr>
<tr>
<td>Environment</td>
<td>2</td>
<td>6</td>
<td>≥5</td>
</tr>
<tr>
<td>Professionalism</td>
<td>1</td>
<td>5</td>
<td>≥4</td>
</tr>
<tr>
<td>TOTAL</td>
<td>10</td>
<td>34</td>
<td></td>
</tr>
</tbody>
</table>

H. ADEPT Midterm Evaluation and Student Teaching Internship Evaluation Summary Form

Midterm and final evaluations represent the summative evaluation component of the ADEPT process. Evaluation results must be appropriately documented to protect teachers from arbitrary or capricious decisions. Written documentation also provides the intern with meaningful information to improve or enhance performance.

The midterm evaluation provides a checkpoint for future growth and development as a professional and should be completed by the college supervisor, cooperating teacher, and student teaching intern mid-way in the internship. The originals of all forms will be submitted to the Director of Internship & Field Experiences, and copies of the completed forms will be included in the intern's LiveText portfolio.
The final evaluation summary should be completed at the end of the last week of the student teaching internship. The student teaching intern may receive one of three possible judgments for each key element, Unsatisfactory, Developing Competence, or Competent.

The decision must be recorded, along with the APS Key Element level judgments, on the appropriate Summary Evaluation Sheet. After completing this documentation the college supervisor, cooperating teacher, and student teaching intern should date and sign the summary sheet. The cooperating teacher will complete the final grade recommendation and give it to the college supervisor.

I. Grading System

  Separate document

J. Assessment of Program and Personnel

  Student teaching interns will complete a “Program Exit Survey” on the School of Education teacher preparation program. Interns are asked to complete in LiveText the “Evaluation of College Supervisor,” the “Evaluation of Cooperating Teacher” and the “Candidate Field Experience Evaluation” forms. Samples of the evaluation forms are included in this handbook.
Section 9: Portfolio Requirements
Program Completion Portfolio (LiveText)

All student teaching interns are required to complete the “Program Completion” portfolio electronically on LiveText. The portfolio is assessed by the college supervisor to determine correctness, completeness, and compliance with internship requirements. The sections to be included in the portfolio are listed below, along with a brief description and list of template and forms. Some sections will also appear as assignments to be submitted to the college supervisor for review. You will need to upload to both assignments and portfolio. It is very important to keep the portfolio up-to-date. Details for completing the portfolio will be explained during the student teaching internship seminars.

LiveText Program Completion Portfolio Section Titles

<table>
<thead>
<tr>
<th>Section Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Resume</td>
<td>2</td>
</tr>
<tr>
<td>Teaching Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>Student Teaching Internship Schedule</td>
<td>4</td>
</tr>
<tr>
<td>Student Teaching Intern Weekly Log</td>
<td>5</td>
</tr>
<tr>
<td>Cooperating Teacher Weekly Evaluation of Intern</td>
<td>6</td>
</tr>
<tr>
<td>APS 1: Long-Range Plan</td>
<td>7</td>
</tr>
<tr>
<td>APS 2 &amp; APS 3: Short-Range Plan - UNIT WORK SAMPLE</td>
<td>8</td>
</tr>
<tr>
<td>Lesson Plans</td>
<td>9</td>
</tr>
<tr>
<td>APS 4-9: Reflection on Instruction and Student Learning</td>
<td>10</td>
</tr>
<tr>
<td>APS 8 &amp; APS 9: Classroom Management Plan</td>
<td>11</td>
</tr>
<tr>
<td>APS 10: Fulfilling Professional Responsibilities</td>
<td>12</td>
</tr>
<tr>
<td>ADEPT Midterm and Final Evaluations</td>
<td>13</td>
</tr>
<tr>
<td>Rural-Urban-Suburban Observation Report</td>
<td>14</td>
</tr>
<tr>
<td>Resources for Accommodating Special Needs Students</td>
<td>15</td>
</tr>
<tr>
<td>Standards</td>
<td>16</td>
</tr>
</tbody>
</table>
PROGRAM COMPLETION PORTFOLIO WORK SAMPLE GUIDELINES
ENGLISH LANGUAGE ARTS TEACHING CANDIDATE

Instructions:
Those who teach English Language Arts are expected to demonstrate both linguistic and pedagogical knowledge and skills. Complete and upload the following checked items into your LiveText®

Program Completion Portfolio:
✓ Table of Contents
✓ Introduction
✓ Resume including professional organization(s) (NCTE 1.3)
✓ Evidence of Professional Organization Participation (NCTE 1.3)
✓ Philosophy of Education – remember to include what you believe about teaching and learning and the role of culture, literature and cross-disciplinary content in education.
✓ Student Teaching Internship Schedule (NCTE 1.2, 1.3)
✓ Student Teaching Intern Weekly Logs (NCTE 1.2, 1.3)
✓ Cooperating Teacher Weekly Evaluation of Intern (NCTE 1.2, 1.3)
✓ Long-Range Plan (NCTE 3 & 4, SC-ADEPT 1)
✓ Short-Range Plan - UNIT WORK SAMPLE Plans (NCTE 3 &4, SC-ADEPT 2&3)
✓ Lesson Plans (SC-ADEPT 4-6)
✓ Reflection on Instruction and Student Learning (NCTE 3 &4, SC-ADEPT 4-9)
✓ Classroom Management Plan (NCTE, SC-ADEPT 8 & 9)
✓ Fulfilling Professional Responsibilities (NCTE, SC-ADEPT 10)
✓ Clinical Experience Essay – see MAT English Clinical Experience Essay (NCTE 2.1- 2.5, SC-ADEPT 1-10)
✓ ADEPT Midterm and Final Evaluations (NCTE 1.2, 1.3; SC-ADEPT 1-10)
✓ Rural-Urban-Suburban Observation Report (NCTE 1.2, 1.3, 3.1.3, 3.1.4)
✓ Resources for Accommodating Special Needs Students Notebook created in EDUC 312 or EDUC 514 (NCTE 2.1,2.2, 2.3)
✓ Standards - Listing of ADEPT Performance Standards, Conceptual Framework, and SC EEDA
PROGRAM COMPLETION PORTFOLIO WORK SAMPLE GUIDELINES
MATHEMATICS TEACHING CANDIDATE

Instructions:
Those who teach Mathematics are expected to demonstrate both linguistic and pedagogical knowledge and skills. Complete and upload the following checked items into your LiveText®

Program Completion Portfolio:
✓ Table of Contents
✓ Introduction
✓ Resume including professional organization(s)
✓ Evidence of Professional Organization Participation
✓ Philosophy of Education – remember to include what you believe about teaching and learning and the role of culture, literature and cross-disciplinary content in education.
✓ Student Teaching Internship Schedule
✓ Student Teaching Intern Weekly Logs
✓ Cooperating Teacher Weekly Evaluation of intern
✓ Long-Range Plan (SC-ADEPT 1, SC Safe Schools Act, SC EEDA)
✓ Short-Range Plans - UNIT WORK SAMPLE Plans (NCTM 7,8, SC-ADEPT 2 & 3)
  Make sure you have addressed how you know that you have increased student mathematical knowledge in the following areas:
✓ Reflection on Instruction and Student Learning (NCTM 16.3, SC-ADEPT 4-9)
  Make sure you have addressed how you know that you have increased student mathematical knowledge in the following areas:
  • Mathematical Problem Solving (NCTM 1)
  • Reasoning and Proof (NCTM 2)
  • Mathematical Communication (NCTM 3)
  • Mathematical Connections (NCTM 4)
  • Mathematical Representation (NCTM 5)
  • Technology (NCTM 6)
✓ Lesson Plans (SC-ADEPT 4-6)
✓ Classroom Management Plan (NCTM, SC-ADEPT 8 & 9, SC Safe Schools Act)
✓ Fulfilling Professional Responsibilities (SC-ADEPT 10)
✓ ADEPT Midterm and Final Evaluations (SC-ADEPT 1-10)
✓ Rural-Urban-Suburban Observation Report
✓ Resources for Accommodating Special Needs Students Notebook created in EDUC 312 or EDUC 514 (NCTM 7, SC-ADEPT 8 & 9, SC Safe Schools Act)
✓ Standards - Listing of ADEPT Performance Standards, Conceptual Framework, and SC EEDA

PROGRAM COMPLETION PORTFOLIO WORK SAMPLE GUIDELINES
MODERN LANGUAGE TEACHING CANDIDATE
Instructions:
Those who teach Modern Languages are expected to demonstrate both linguistic and pedagogical knowledge and skills. Complete and upload the following checked items into your LiveText®

Program Completion Portfolio:
- Table of Contents
- Introduction
- Resume including professional organization(s) (ACTFL 1.a)
- Evidence of Professional Organization Participation (ACTFL 1.a)
- Philosophy of Education – remember to include what you believe about teaching and learning and the role of culture, literature and cross-disciplinary content in education.
- Video and analyses of presentations made to others using the language you plan to teach. – At least 2 (ACTFL 1a)
- Synthesis of interpretive tasks – include one example of each - listening of news broadcast, reading a literary text and viewing a film – Make sure you reflect on your learning process and how using such a material might help your students learn (ACTFL 2.a-c)
- Analyses of interviews demonstrating interaction with native speaker(s) of the target Language (ACTFL 1.c, 2.a-b)
- Reflections on study abroad and/or immersion experiences and experiences in target language communities (ACTFL 1.c)
- Student Teaching Internship Schedule
- Student Teaching Intern Weekly Logs
- Cooperating Teacher Weekly Evaluation of intern
- Long-Range Plan (ACTFL 2.c, 3.a-b, 4.a-c, 5.a-c, 6.b, SC-ADEPT 1)
- Short-Range Plan - UNIT WORK SAMPLE Plans (ACTFL 2.c, 3-5, SC-ADEPT 2 & 3) Please also see the following pages for a template and ACTFL alignment
- Lesson Plans (SC-ADEPT 4-6)
- Reflection on Instruction and Student Learning (ACTFL 3.a-b, SC-ADEPT 4-9)
- Classroom Management Plan (ACTFL 3.a-b, SC-ADEPT 8 & 9)
- Fulfilling Professional Responsibilities (ACTFL 6.a-b, SC-ADEPT 10)
- Your 5 and 10 year plan for continuous language and cultural growth after program completion. (ACTFL 1.a)
- ADEPT Midterm and Final Evaluations (SC-ADEPT 1-10)
- Rural-Urban-Suburban Observation Report
- Resources for Accommodating Special Needs Students Notebook created in EDUC 312 (ACTFL 3.a-b, 5a-c)
- Standards - Listing of ADEPT Performance Standards, Conceptual Framework, and SC EEDA
PROGRAM COMPLETION PORTFOLIO WORK SAMPLE GUIDELINES
PHYSICAL EDUCATION TEACHING CANDIDATE

Instructions:
Those who teach Physical Education K-12 are expected to demonstrate both linguistic and pedagogical knowledge and skills. Complete and upload the following checked items into your LiveText®

Program Completion Portfolio:
✓ Table of Contents
✓ Introduction
✓ Resume including professional organization(s)
✓ Evidence of Professional Organization Participation
✓ Philosophy of Education – remember to include what you believe about teaching and learning and the role of culture, literature and cross-disciplinary content in education.
✓ Student Teaching Internship Schedule – Placement 1 and Placement 2
✓ Student Teaching Intern Weekly Log
✓ Cooperating Teacher Weekly Evaluation of Intern
✓ Long-Range Plan (NASPE 3.1, 3.2, 3.3, 3.4, 5.2, SC-ADEPT 1, SC Safe Schools Act, SC EEDA)
✓ Short-Range Plans - UNIT WORK SAMPLE Plans (NASPE 3.2, 3.6, 5.1, 5.3, 5.3, SC-ADEPT 2 & 3)
✓ Lesson Plans (NASPE 1, 3.3, 3.6, 4.1, 4.2, 4.6, 6.1, SC-ADEPT 4-6)
✓ Reflection on Instruction and Student Learning (NASPE 5.2, SC-ADEPT 4-9)
✓ Classroom Management Plan (NASPE 4.4, 4.5, 4.6, 6.4, SC-ADEPT 8 & 9, SC Safe Schools Act)
✓ Fulfilling Professional Responsibilities (NASPE 6.1, 6.2, 6.3, 6.4, SC-ADEPT 10)
✓ ADEPT Midterm and Final Evaluations (NASPE 1, 3, 4, 5, 6, SC-ADEPT 1-10)
✓ Rural-Urban-Suburban Observation Report
✓ Resources for Accommodating Special Needs Students Notebook created in EDUC 312 or EDUC 514 (NASPE 3.3, 4.2, SC-ADEPT 8 & 9, SC Safe Schools Act)
✓ Standards - Listing of ADEPT Performance Standards, Conceptual Framework, and SC EEDA
PROGRAM COMPLETION PORTFOLIO WORK SAMPLE GUIDELINES
SCIENCE TEACHING CANDIDATE

Instructions:
Those who teach Science are expected to demonstrate both linguistic and pedagogical knowledge and skills. Complete and upload the following checked items into your LiveText®

Program Completion Portfolio:
✓ Table of Contents
✓ Introduction
✓ Resume including professional organization(s)
✓ Evidence of Professional Organization Participation
✓ Philosophy of Education – remember to include what you believe about teaching and learning and the role of culture, literature and cross-disciplinary content in education.
✓ Student Teaching Internship Schedule
✓ Student Teaching Intern Weekly Log
✓ Cooperating Teacher Weekly Evaluation of Intern
✓ Long-Range Plan (, SC-ADEPT 1, SC Safe Schools Act, SC EEDA)
✓ Short-Range Plans - UNIT WORK SAMPLE Plans (NSTA 1a, b,e,2b, 2c,6, 7, 8,9, NSTA S 1-4,, SC-ADEPT 2 & 3) Make sure you have included Safety considerations and lesson plan examples for
  o Safety and Welfare (NSTA 9 and S1- Nature of Science (NSTA 2)
  o Inquiry (NSTA 3)
  o Science Related Issues (NSTA 4)
  o Science in the Community (NSTA 7, SC EEDA)
✓ Lesson Plans (SC-ADEPT 4-6)
✓ Reflection on Instruction and Student Learning (NSTA 6-8, SC-ADEPT 4-9)
✓ Classroom Management Plan (NSTA 5, SC-ADEPT 8 & 9, SC Safe Schools Act)
✓ Fulfilling Professional Responsibilities (, SC-ADEPT 10)
✓ ADEPT Midterm and Final Evaluations (SC-ADEPT 1-10)
✓ Rural-Urban-Suburban Observation Report (NSTA 5)
✓ Resources for Accommodating Special Needs Students Notebook created in EDUC 312 or EDUC 514 (NSTA 5, SC-ADEPT 8 & 9, SC Safe Schools Act)
✓ Standards - Listing of ADEPT Performance Standards, Conceptual Framework, and SC EEDA
PROGRAM COMPLETION PORTFOLIO WORK SAMPLE GUIDELINES
SOCIAL STUDIES TEACHING CANDIDATE

Instructions:
✓ Those who teach Social Studies are expected to demonstrate both linguistic and pedagogical knowledge and skills. Complete and upload the following checked items into your LiveText®

Program Completion Portfolio:
✓ Introduction
✓ Table of Contents
✓ Resume including professional organization(s)
✓ Evidence of Professional Organization Participation
✓ Philosophy of Education – remember to include what you believe about teaching and learning and the role of culture, literature and cross-disciplinary content in education.
✓ Student Teaching Internship Schedule
✓ Student Teaching Intern Weekly Log
✓ Cooperating Teacher Weekly Evaluation of Intern
✓ Long-Range Plan (SC-ADEPT 1, SC Safe Schools Act, SC EEDA)
✓ Short-Range Plans - UNIT WORK SAMPLE Plans (NCSS 1, SC-ADEPT 2 & 3)
Make sure you have addressed all of the Social Studies Themes:
  • Culture and Cultural Diversity
  • Time, Continuity, and Change
  • People, Places and Environments
  • Individual Development and Identity
  • Individuals, Groups and Institutions
  • Power, Authority, and Governance
  • Production, Distribution and Consumption
  • Science, Technology, and Society
  • Global Connections
  • Civic Ideals and Practices
✓ Lesson Plans (SC-ADEPT 4-6)
✓ Reflection on Instruction and Student Learning (SC-ADEPT 4-9)
✓ Classroom Management Plan (SC-ADEPT 8 & 9, SC Safe Schools Act)
✓ Fulfilling Professional Responsibilities (SC-ADEPT 10)
✓ ADEPT Midterm and Final Evaluations (SC-ADEPT 1-10)
✓ Rural-Urban-Suburban Observation Report
✓ Resources for Accommodating Special Needs Students Notebook created in EDUC 312 or EDUC 514 (SC-ADEPT 8 & 9, SC Safe Schools Act)
✓ Standards - Listing of ADEPT Performance Standards, Conceptual Framework, and SC EEDA
Section 10: Overview of Educator Certification
http://ed.sc.gov/agency/se/Educator-Certification-Recruitment-and-Preparation/Certification/

CERTIFICATION REQUIREMENTS

Each state in the United States requires a person to have a certificate or license to teach in its public school. This requirement protects the students and helps insure that all children in the United States are taught by highly qualified teachers who have met the established standards of quality through their teacher preparation program.

The Citadel Teacher Education teacher candidates will be recommended for certification in the state of South Carolina only if they have met all the School of Education requirements as outlined in the course catalog or official program of study. Verification of College Preparation Recommendation for Teacher Certificate is signed by the Dean in the School of Education only after ALL requirements have been successfully met. This form is sent to the South Carolina State Department of Education, Office of Educator Certification who then give final approval and issue the official certification. Typically this process takes from 4 – 12 weeks to be completed.

South Carolina certification status can be accessed through the follow web address: https://scteachers.ed.sc.gov/apps/mycert/logon.cfm

For teacher candidates considering certification or licensure in another state, a candidate should obtain his or her South Carolina certificate first. Many states have reciprocity agreements with South Carolina. These agreements make it possible for a person to be qualified for initial certification or licensure in those states.

SOUTH CAROLINA TEACHER APPLICATION SYSTEM

The (CERRA) maintains South Carolina’s state-wide teacher application system. This system allows a teacher who is seeking a teaching position to file one common application online, to learn about job openings throughout the state and to post or activate her or his application for school districts to view. Creating a profile through the application can be started during the student teaching internship.

The South Carolina Teacher Application System can be accessed through CERRA at: http://www.winthrop.edu/scteach

STANDARDS OF CONDUCT FOR SOUTH CAROLINA EDUCATORS

Pursuant to State Board of Regulations 43-58, the State Board of Education has the legal authority to deny, revoke, or suspend a certificate, or issue a public reprimand, for the follow causes:

- Incompetence,
- Wilful neglect of duty,
- Wilful violation of the rules and regulation of the State Board of Education,
- Unprofessional conduct,
- Drunkenness,
- Cruelty,
- Crime against the law of this state or the United States,
- Immorality, any conduct involving moral turpitude,
- Dishonesty,
- Evident unfitness for the position for which one is employed,
- Sale or possession of narcotics,
- Obtaining or attempting to obtain a certificate by fraudulent means or through misrepresentation of material facts,
- Failure to comply with the provisions of a contract without the written consent of
the local school board,
- Test security violation,
- Failure to comply with a court order for child support, and failure for a second time to complete successfully the formal evaluation process as an annual contract teacher.

The State Board of Education may impose any one of the following disciplinary actions on an educator certificate:
- Permanent revocation,
- Revocation with the right to reapply after three years,
- Suspension for a specified period of time,
- Suspension for a specified period of time, upon satisfaction of certain conditions such as drug or alcohol testing,
- Counseling, or treatment; psychiatric testing, counseling, or treatment; or other conditions appropriate to the facts of the case;
- Public reprimand.

The process for taking disciplinary action on an educator certificate:
1. The Department of Education may learn of possible grounds for disciplinary action on an educator certificate from a school district superintendent pursuant to State Board of Education Regulation 43-58.1, other states, the media, and individual complaints.
2. Once the Department of Education learns of conduct that may constitute just cause for disciplinary action, the Department will notify the educator of pending disciplinary action and of the educator's right to a hearing. The educator has fifteen days from the receipt of the notice to make a written request for a hearing.
3. If the educator fails to request a hearing within this time frame, he or she will waive the right to a hearing and the State Board may impose disciplinary action based on the information present by the Department.
4. If the educator requests a hearing, a hearing will be conducted before the Board or a hearing officer, pursuant to State Board of Education Rule BACK, Procedures for Educator Certification Hearings.

South Carolina educators have had disciplinary action taken on their certificates for
- Pursuing a personal, inappropriate relationship with a student;
- Touching a student inappropriately;
- Engaging in a physical altercation with a student;
- Supplying alcohol or drugs to a student;
- Using a school computer to view or download pornography;
- Sending or receiving prurient emails;
- Violating test security;
- Violating state or federal laws involving drugs or alcohol or other illegal behavior;
- Embezzling public funds;
- Committing breach of trust; and
- Breaching a teaching contract.

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

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