



The Zucker Family School of Education
Charleston, South Carolina

Student Teaching Internship Guidelines

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

2020 - 2021

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INTRODUCTION

The Student Teaching Internship is 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 reinforces 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 Zucker Family School of Education Director of Clinical Practices, Partnerships, and Recruitment 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 of their respective National Specialized Professional Associations (SPA), meet the operating standards of the Council for the Accreditation of Educator Preparation (CAEP), comply with the regulations of the State's EXPANDED ADEPT TEACHING STANDARDS 4.0 legislation, and follow the guidelines provided by the South Carolina 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 the last course in the professional education sequence. The course assignment requires the Intern to complete sixty-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 Teaching Standards 4.0 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 EXPANDED ADEPT TEACHING STANDARDS 4.0 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, as 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 Expanded Adept Teaching Standards 4.0 weekly evaluations should be turned in weekly to the College Supervisor.

Stage 1 - Observation Week 1	<ul style="list-style-type: none"> ▪ Observe Cooperating Teachers' classes and instruction. ▪ Act as teacher assistant. ▪ Learn students' names and gather student information. ▪ Become familiar with physical building and bell schedule. ▪ Assist the Cooperating Teacher with non-instructional routine.
Stage 2 – Observing/Assisting Week 2	<ul style="list-style-type: none"> ▪ Continue to assist Cooperating Teacher. ▪ Work with students needing extra help. ▪ Determine the order you will assume responsibility for teaching classes. ▪ Complete and submit ADEPT Performance Standard (APS) 1: Long-Range Plan to College Supervisor.
Week 3	<ul style="list-style-type: none"> ▪ Begin teaching one class, using a lesson plan prepared jointly or modeled in an earlier class taught by the Cooperating Teacher. ▪ Continue with all other supporting/non-instructional activities.
Week 4	<ul style="list-style-type: none"> ▪ Add another class to your teaching responsibilities. ▪ Work on unit plans (APS 2 and 3: Unit Work Sample). Seek resources/assistance from the Cooperating Teacher and other appropriate sources. ▪ Begin writing lesson plans independently and submit to Cooperating Teacher for approval.
Week 5	<ul style="list-style-type: none"> ▪ Add another class to your teaching responsibilities. ▪ Assume most homeroom responsibilities, if applicable.
Stage 3 – Independent Teaching Weeks 6, 7, 8, 9, 10	<ul style="list-style-type: none"> ▪ Carry full instructional/class load responsibilities. ▪ Cooperating Teacher, student teaching Intern, and College Supervisor complete ADEPT Midterm Evaluation. ▪ Mid-term conference with College Supervisor.
Stage 4 – Phase-Out/Observation Week 11	<ul style="list-style-type: none"> ▪ Begin returning one or two classes to the Cooperating Teacher. ▪ Assume the role of assistant to the Cooperating Teacher.
Week 12	<ul style="list-style-type: none"> ▪ At week's end, return class instruction back to Cooperating Teacher.
Week 13	<ul style="list-style-type: none"> ▪ 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 with Two Rotations

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 Expanded ADEPT Teaching Standards 4.0 (SCTS 4.0) weekly evaluations should be turned in weekly to the College Supervisor.

Stage 1 - Observation Week 1	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 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. <i>Reflect on how your lesson could be improved by observing the teacher again and modeling other classes.</i> ▪ 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	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ Carry full instructional responsibilities. ▪ Complete and submit EXPANDED ADEPT TEACHING STANDARDS 4.0 Midterm Evaluation Summary (<i>optional at the discretion of College Supervisor</i>). ▪ Complete Professional Dispositions Score Sheet on LiveText.
Stage 4 – Phase-Out/ Observation Week 6	<ul style="list-style-type: none"> ▪ 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 13: 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 Zucker Family School of Education EXPANDED ADEPT TEACHING STANDARDS 4.0orientation 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 EXPANDED ADEPT TEACHING STANDARDS 4.0 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. Fraternalization 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

A Citadels' Content Supervisor, certified with 7-12 teaching experience in the content area of the teaching intern, will schedule a minimum of two classroom observations. The faculty member will use the South Carolina Teaching Standards 4.0 performance standards to assess the Intern's performance and ability to manage subject area content. This will be included in the student's LiveText portfolio in the Zucker Family School of Education and reviewed by the College Supervisor at the time of the midterm and final evaluation process to aid in the determination of the student Intern's course grade. The criteria for judging content knowledge and performance is based on the indicators reflected in the South Carolina Teaching Standards 4.0 performance standards. Please refer to the appendix for specific content indicators.

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 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 EXPANDED ADEPT TEACHING STANDARDS 4.0 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.

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.

J. 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.

K. 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 South Carolina Teaching Standards 4.0 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;
20. and, 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).

Section 7: South Carolina Expanded ADEPT Teaching Standards 4.0 Guidelines

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 became a vital part of the state's overall teacher quality initiative. The Expanded ADEPT Support and Evaluation System (SCTS 4.0) represents yet another step in the journey of improving professional practice for the benefit of students. The Expanded ADEPT Support and Evaluation System 4.0 is designed for the continuous professional development of educators at all performance levels through an evaluation system that is valid, reliable, and fair and produces actionable and constructive feedback in support of professional growth. To better support educators with specific feedback related to professional practice, the South Carolina Department of Education (SCDE) adopted the National Institute for Excellence in Teaching (NIET) Teaching Standards 4.0 rubric. A working group of education stakeholders from across the state identified the NIET Teaching Standards 4.0 rubric as a tool that provides a common language for educator professional growth and development, providing relevant feedback that is necessary to build effective instructional leaders and college- and career-ready students. Implementation of the SC Teaching Standards 4.0 rubric will take place gradually, with training and preparation taking place in teacher preparation programs and districts prior to full implementation in 2018–19.

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 EXPANDED ADEPT TEACHING STANDARDS 4.0 requirements in order to be eligible to advance to a professional teaching certificate. As its name implies, the EXPANDED ADEPT TEACHING STANDARDS 4.0 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 EXPANDED ADEPT TEACHING STANDARDS 4.0 performance standards. EXPANDED ADEPT TEACHING STANDARDS 4.0 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 Expanded ADEPT Teaching Standards 4.0.

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 based on 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 EXPANDED ADEPT TEACHING STANDARDS 4.0 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 EXPANDED ADEPT TEACHING STANDARDS 4.0 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 EXPANDED ADEPT TEACHING STANDARDS 4.0 Performance Standards for Classroom-Based Teachers

Introduction

Central to the Expanded Adept Teaching Standards 4.0 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 Expanded Adept Teaching Standards 4.0 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.

The Expanded Adept Teaching Standards 4.0 consists of four performance standard domains for classroom-based teachers. For the purposes of the Expanded Adept Teaching Standards 4.0, 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).

There are four Expanded Adept Teaching Standards 4.0 Performance Standards for classroom-based teachers that are grouped into four domains:

Domain 1: Instruction

- Standards and Objectives
- Motivating Students
- Presenting Instructional Content
- Lesson Structure and Pacing
- Activities and Materials
- Questioning
- Academic Feedback
- Grouping Students
- Teacher Content Knowledge
- Teacher Knowledge of Students
- Thinking
- Problem Solving

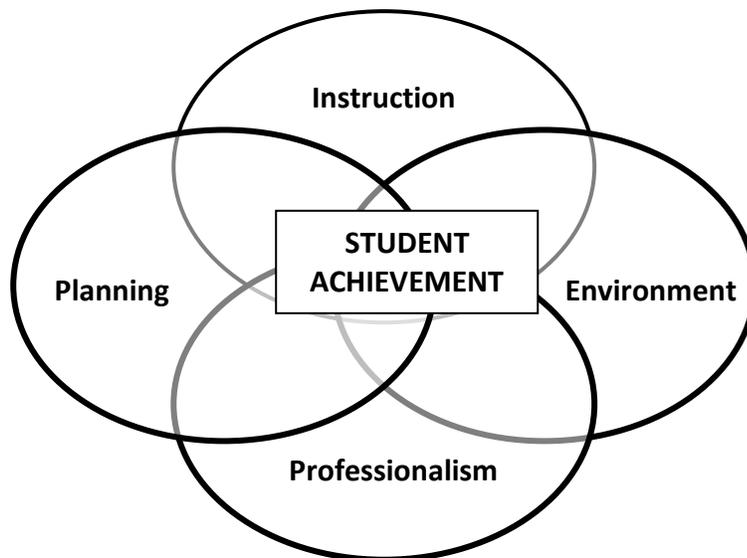
Domain 2: Planning

- Instructional Plans
- Student Work
- Assessment

Domain 3: Environment

- Expectations
- Managing Student behavior
- Environment
- Respectful Culture

Domain 4: Professionalism



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. 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 Expanded Adept Teaching Standards 4.0 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 Expanded Adept Teaching Standards 4.0 system. As such, student achievement has a direct relationship to each of the Expanded Adept Teaching Standards 4.0 domains for classroom-based teachers (instruction, planning, environment, and professionalism) and the related Expanded Adept Teaching Standards 4.0 Performance Standards.

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*].

South Carolina Teaching Standards 4.0 Performance Standards and Indicators

	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
Standards/Objectives	<ul style="list-style-type: none"> • All learning objectives and state content standards are explicitly communicated. • Sub-objectives are aligned and logically sequenced to the lesson’s major objective. • Learning objectives are: (a) consistently connected to what students have previously learned, (b) know from life experiences, and (c) integrated with other disciplines. • Expectations for each student’s performance are clear, demanding, and high. • State standards are displayed referenced throughout the lesson with explanations. <p>There is evidence that most students demonstrate mastery of the objective.</p>	<ul style="list-style-type: none"> • Most learning objectives and state content standards are communicated. • Sub-objectives are mostly aligned to the lesson’s major objective. • Learning objectives are connected to what students have previously learned. • Expectations for student performance are clear, demanding and high. • State standards are displayed and referenced in the lesson. • There is evidence that most students demonstrate mastery of the objective. 	<ul style="list-style-type: none"> • Some learning objectives and state content standards are communicated. • Sub-objectives are sometimes aligned to the lesson’s major objective. • Learning objectives are not clearly connected to what students have previously learned. • Expectations for student performance are clear. • State standards are appropriately displayed • There is evidence that some of the students demonstrate mastery of the objective. 	<ul style="list-style-type: none"> • Learning objectives and state content standards are not communicated. • Sub-objectives are rarely aligned to the lesson’s major objective. • Learning objectives are rarely connected to what students have previously learned. • Expectations for student performance are vague. • State standards are not appropriately displayed. <p>There is evidence that few students demonstrate mastery of the objective.</p>
Motivating Students	<ul style="list-style-type: none"> • The teacher consistently and explicitly organizes the content so that it is personally meaningful, relevant and intellectually engaging to all students. • The teacher consistently develops learning experiences where inquiry, curiosity and exploration are valued. • The teacher consistently reinforces and rewards effort. 	<ul style="list-style-type: none"> • The teacher often organizes the content so that it is personally meaningful, relevant and intellectually engaging to most students. • The teacher often develops learning experiences where inquiry, curiosity and exploration are valued. • The teacher regularly reinforces and rewards effort. 	<ul style="list-style-type: none"> • The teacher sometimes organizes the content so that it is personally meaningful, relevant and engaging to some students. • The teacher sometimes develops learning experiences where inquiry, curiosity and exploration are valued. • The teacher sometimes reinforces and rewards effort. 	<ul style="list-style-type: none"> • The teacher rarely organizes the content so that it is personally meaningful, relevant and engaging to students. • The teacher rarely develops learning experiences where inquiry, curiosity and exploration are valued. • The teacher rarely reinforces and rewards effort.

Instructional Content	<p>Presentation of content always includes:</p> <ul style="list-style-type: none"> • visuals that establish: the purpose of the lesson, preview the organization of the lesson, and include reflective Internal summaries of the lesson. • Explicit examples, illustrations, analogies, and labels for new concepts and ideas. • modeling by the teacher to demonstrate his or her performance expectations throughout the lesson. • concise communication. • logical sequencing and segmenting. • all essential information. • no irrelevant, confusing, or non- essential information. 	<p>Presentation of content most of the time includes:</p> <ul style="list-style-type: none"> • visuals that establish the purpose of the lesson, preview the organization of the lesson, and include reflective Internal summaries of the lesson. • examples, illustrations, analogies, and labels for new concepts and ideas. • modeling by the teacher to demonstrate his or her performance expectations. • concise communication. • logical sequencing and segmenting. • all essential information. • no irrelevant, confusing, or non- essential information. 	<p>Presentation of content sometimes includes:</p> <ul style="list-style-type: none"> • visuals that establish the purpose of the lesson, preview the organization of the lesson, and include Internal summaries of the lesson • examples, illustrations, analogies, and labels for new concepts and ideas. • modeling by the teacher to demonstrate his or her performance expectations. • concise communication. • logical sequencing and segmenting. • all essential information • no irrelevant, confusing, or non- essential information. 	<p>Presentation of content rarely includes:</p> <ul style="list-style-type: none"> • visuals that establish the purpose of the lesson, preview the organization of the lesson, and include Internal summaries of the lesson. • examples, illustrations, analogies, and labels for new concepts and ideas. • modeling by the teacher to demonstrate his or her performance expectations. • concise communication. • logical sequencing and segmenting. • all essential information. • no irrelevant, confusing, or non- essential information.
Lesson Structure	<ul style="list-style-type: none"> • The lesson starts promptly. • The lesson's structure is coherent, with a significant beginning, middle, end, and extended time for reflection. • Pacing is brisk, and provides many opportunities for individual students who progress at different learning rates. • Routines for distributing materials are seamless. • No instructional time is lost during transitions. 	<ul style="list-style-type: none"> • The lesson starts promptly. • The lesson's structure is coherent, with a beginning, middle, and end and reflection. • Pacing is appropriate, and sometimes provides opportunities for students who progress at different learning rates. • Routines for distributing materials are efficient. • Little instructional time is lost during transitions. 	<ul style="list-style-type: none"> • The lesson starts somewhat promptly. • The lesson's structure is coherent, with a beginning, middle, and end. • Pacing is appropriate for some students and rarely provides opportunities for students who progress at different learning rates. • Routines for distributing materials are efficient. • Instructional time is lost during transitions. 	<ul style="list-style-type: none"> • The lesson does not start promptly. • The lesson has a structure, but may be missing closure or introductory elements. • Pacing is appropriate for few students, and does not provide opportunities for students who progress at different learning rates. • Routines for distributing materials are inefficient. • Considerable time is lost during transitions.

Activities/Materials	<p>Activities and materials include all of the following:</p> <ul style="list-style-type: none"> • support the lesson objectives. • are challenging. • sustain students' attention. • elicit a variety of thinking. • provide time for reflection. • are relevant to students' lives. • provide opportunities for student to student interaction. • induce student curiosity and suspense. • provide students with choices. • incorporate multimedia and technology which enhances student learning and thinking. • incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, cultural centers, etc.). • In addition, sometimes activities are game-like, involve simulations, require creating products, and demand self- direction and self-monitoring. 	<p>Activities and materials include most of the following:</p> <ul style="list-style-type: none"> • support the lesson objectives. • are challenging. • sustain students' attention. • elicit a variety of thinking. • provide time for reflection. • are relevant to students' lives. • provide opportunities for student to student interaction. • induce student curiosity and suspense. • provide students with choices. • incorporate multimedia and technology. • incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, cultural centers, etc.). 	<p>Activities and materials include some of the following:</p> <ul style="list-style-type: none"> • support the lesson objectives. • are challenging. • sustain students' attention. • elicit a variety of thinking. • provide time for reflection. • are relevant to students' lives. • provide opportunities for student to student interaction. • induce student curiosity and suspense. • provide students with choices. • incorporate multimedia and technology. • incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, cultural centers, etc.). 	<p>Activities and materials include few of the following:</p> <ul style="list-style-type: none"> • support the lesson objectives. • are challenging. • sustain students' attention. • elicit a variety of thinking. • provide time for reflection. • are relevant to students' lives. • provide opportunities for student to student interaction. • induce student curiosity and suspense. • provide students with choices. • incorporate multimedia and technology. • incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, etc.).
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Questioning	<p>Teacher questions are varied and high quality providing a consistently balanced mix of question types:</p> <ul style="list-style-type: none"> ○ knowledge and comprehension, ○ application and analysis, and ○ creation and evaluation. <ul style="list-style-type: none"> • Questions are consistently purposeful and coherent. • A high frequency of questions is asked. • Questions are consistently sequenced with attention to the instructional goals. • Questions regularly require active responses (e.g., whole class signaling, choral responses, written and shared responses, or group and individual answers). • Wait time (3-5 seconds) is consistently provided. • The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex. • Students generate higher order questions that lead to further inquiry and self-directed learning. 	<p>Teacher questions are varied and high quality providing a balanced mix of question types:</p> <ul style="list-style-type: none"> ○ knowledge and comprehension, ○ application and analysis, and ○ creation and evaluation. <ul style="list-style-type: none"> • Questions are usually purposeful and coherent. • A moderate frequency of questions asked. • Questions are often sequenced with attention to the instructional goals. • Questions sometimes require active responses (e.g., whole class signaling, choral responses, or group and individual answers). • Wait time is often provided. • The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex. • Students generate questions that lead to further inquiry and self-directed learning. 	<p>Teacher questions are varied and high quality providing for some, but not all, question types:</p> <ul style="list-style-type: none"> ○ knowledge and comprehension, ○ application and analysis, and ○ creation and evaluation. <ul style="list-style-type: none"> • Questions are sometimes purposeful and coherent. • A moderate frequency of questions asked. • Questions are sometimes sequenced with attention to the instructional goals. • Questions sometimes require active responses (e.g., whole class signaling, choral responses, or group and individual answers). • Wait time is sometimes provided. • The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex. 	<p>Teacher questions are inconsistent in quality and include few question types:</p> <ul style="list-style-type: none"> ○ knowledge and comprehension, ○ application and analysis, and ○ creation and evaluation. <ul style="list-style-type: none"> • Questions are random and lack coherence. • A low frequency of questions is asked. • Questions are rarely sequenced with attention to the instructional goals. • Questions rarely require active responses (e.g., whole class signaling, choral responses, or group and individual answers). • Wait time is inconsistently provided. • The teacher mostly calls on volunteers and high ability students.
Academic Feedback	<ul style="list-style-type: none"> • Oral and written feedback is consistently academically focused, frequent, and high quality. • Feedback is frequently given during guided practice and homework review. • The teacher circulates to prompt student thinking, assess each student's progress, and provide individual feedback. • Feedback from students is consistently used to monitor and adjust instruction. • Teacher engages students in giving specific and high quality feedback to one another. 	<ul style="list-style-type: none"> • Oral and written feedback is mostly academically focused, frequent, and mostly high quality. • Feedback is often given during guided practice and homework review. • The teacher circulates regularly during instructional activities to support engagement, and monitor student work. • Feedback from students is regularly used to monitor and adjust instruction. • Teacher engages students in giving feedback to one another. 	<ul style="list-style-type: none"> • Oral and written feedback is sometimes academically focused, frequent, and mostly high quality. • Feedback is sometimes given during guided practice and homework review. • The teacher circulates sometimes during instructional activities to support engagement, and monitor student work. • Feedback from students is sometimes used to monitor and adjust instruction. 	<ul style="list-style-type: none"> • The quality and timeliness of feedback is inconsistent. • Feedback is rarely given during guided practice and homework review. • The teacher circulates during instructional activities, but monitors mostly behavior. • Feedback from students is rarely used to monitor or adjust instruction.

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

Thinking	<p>The teacher thoroughly teaches three types of thinking:</p> <ul style="list-style-type: none"> analytical thinking where students analyze, compare and contrast, and evaluate and explain information. practical thinking where students use, apply, and implement what they learn in real-life scenarios. creative thinking where students create, design, imagine and suppose. research-based thinking where students explore and review a variety of ideas, models, and solutions to problems. <p>The teacher consistently provides opportunities where students:</p> <ul style="list-style-type: none"> generate a variety of ideas and alternatives. analyze problems from multiple perspectives and viewpoints. monitor their thinking to insure that they understand what they are learning, are attending to critical information, and are aware of the learning strategies that they are using and why. 	<p>The teacher thoroughly teaches two types of thinking:</p> <ul style="list-style-type: none"> analytical thinking where students analyze, compare and contrast, and evaluate and explain information. practical thinking where students use, apply, and implement what they learn in real-life scenarios. creative thinking where students create, design, imagine and suppose. research-based thinking where students explore and review a variety of ideas, models, and solutions to problems. <p>The teacher regularly provides opportunities where students:</p> <ul style="list-style-type: none"> generate a variety of ideas and alternatives. analyze problems from multiple perspectives and viewpoints. 	<p>The teacher attempts to teach one of the following types of thinking:</p> <ul style="list-style-type: none"> analytical thinking where students analyze, compare and contrast, and evaluate and explain information. practical thinking where students use, apply, and implement what they learn in real-life scenarios. creative thinking where students create, design, imagine and suppose. research-based thinking where students explore and review a variety of ideas, models, and solutions to problems. <p>The teacher sometimes provides opportunities where students:</p> <ul style="list-style-type: none"> generate a variety of ideas and alternatives. analyze problems from multiple perspectives and viewpoints. 	<p>The teacher implements no learning experiences that thoroughly teach any type of thinking.</p> <p>The teacher provides few opportunities where students:</p> <ul style="list-style-type: none"> generate a variety of ideas and alternatives. analyze problems from multiple perspectives and viewpoints.
Problem Solving	<p>The teacher implements activities that teach and reinforce 3 or more of the following problem solving types:</p> <ul style="list-style-type: none"> Abstraction Categorization Drawing Conclusions/Justifying Solutions Predicting Outcomes Observing and Experimenting Improving Solutions Identifying Relevant/Irrelevant Information Generating Ideas Creating and Designing 	<p>The teacher implements activities that teach and reinforce 2 of the following problem solving types:</p> <ul style="list-style-type: none"> Abstraction Categorization Drawing Conclusions/Justifying Solution Predicting Outcomes Observing and Experimenting Improving Solutions Identifying Relevant/Irrelevant Information Generating Ideas Creating and Designing 	<p>The teacher implements activities that teach and reinforce 1 of the following problem solving types:</p> <ul style="list-style-type: none"> Abstraction Categorization Drawing Conclusions/Justifying Solution Predicting Outcomes Observing and Experimenting Improving Solutions Identifying Relevant/Irrelevant Information Generating Ideas Creating and Designing 	<p>The teacher implements no activities that teach and reinforce any of the following problem solving types:</p> <ul style="list-style-type: none"> Abstraction Categorization Drawing Conclusions/Justifying Solution Predicting Outcomes Observing and Experimenting Improving Solutions Identifying Relevant/Irrelevant Information Generating Ideas Creating and Designing

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>).

EXPANDED ADEPT TEACHING STANDARDS 4.0 PERFORMANCE STANDARDS

All South Carolina teacher education programs that prepare candidates for initial certification as classroom-based teachers must ensure that the Expanded 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 EXPANDED ADEPT TEACHING STANDARDS 4.0 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 Institutes of Higher Education (IHE) assistance and evaluation processes; expectations relative to candidates' performance on each of the EXPANDED ADEPT TEACHING STANDARDS 4.0; 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 Expanded Adept Teaching Standards 4.0 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 Expanded 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.

EXPANDED ADEPT TEACHING STANDARDS 4.0 PLANS

Each teacher education program must submit an Expanded Adept Teaching Standards 4.0 plan to the South Carolina State Department of Education by July 1 annually. The Expanded Adept Teaching Standards 4.0 plan must be submitted in conjunction with the teacher education program's annual assessment and diversity plan/report.

The EXPANDED ADEPT TEACHING STANDARDS 4.0 plan must describe or reference the specific ways in which the teacher education program prepares teacher candidates by integrating the EXPANDED ADEPT TEACHING STANDARDS 4.0 throughout course work and field experiences.

The Expanded Adept Teaching Standards 4.0 plan must describe or reference the specific ways in which the program implements all requirements for the clinical practice. It should include 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 Expanded ADEPT preparation, evaluation, and assistance processes; analyzing the results; and using the data to make continuous program improvements.

Initial Expanded Adept Teaching Standards 4.0 plans will be reviewed by an SDE-appointed team of educators and must be approved by the State Board of Education prior to implementation. Expanded 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 Expanded 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 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

I. Admission to Professional Education Program	II. Admission to Internship	III. Completion of Internship	IV. Program Completion and Recommendation for Certification
Praxis Core Passing Score or minimum 1100 on SAT or 22 ACT Score	Praxis II Specialty/Content Area passing scores must be on file prior to Internship		PLT Passing Score
Professional Dispositions Evaluation	Professional Dispositions Evaluation (<i>in Methods courses</i>)	Professional Dispositions Evaluation	
	Field Experience Observation Evaluation (<i>in Methods courses</i>)	ADEPT Summary Consensus Evaluation (by Cooperating Teacher, College Supervisor, and Student Teacher Intern)	
	Long-Range Plan and Unit Work Sample (UWS) Evaluation (<i>in Methods courses</i>)	Final Portfolio Evaluation by College Supervisor *	
		Content Indicator Evaluation by Content Area Faculty	

* Additional program faculty will evaluate the Final Portfolio and Content Indicators to increase assessment reliability.

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

I. Admission into Professional Education Senior Level Study	II. Admission to Internship	III. Completion of Internship	IV. Program Completion and Recommendation for Certification
Minimum 2.75 GPA Overall	Minimum 2.75 GPA Overall	Minimum 2.75 GPA Overall	Minimum 2.75 GPA Overall
Application	Application		
Completion of 45 semester hours	Completion of all Professional Education <u>AND</u> Content coursework, except Internship		Completion of all requirements for graduation
Passing grade in EDUC 101 and 202 <u>OR</u> PHED 201	Completion of 100 clock hours of field experiences	Minimum B grade in Internship	
	Certification Application <u>AND</u> Background Check		Degree posted by Registrar Office
Approval by Admission and Retention Committee Application will be reviewed	Faculty and Director of Internships and Field Experiences	College Internship Supervisor and Director of Internships & Field Experiences	Approval by the Dean in the School of Education

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

I. Admission to Professional Education Program	II. Admission to Internship	III. Completion of Internship	IV. Program Completion and Recommendation for Certification
Minimum Score of 396 on MAT <u>OR</u> 291 on Revised GRE 8/11 or 900 on old GRE	Praxis II Specialty/Content Area Passing Score(s)		PLT Passing Score
Professional Dispositions Evaluation	Professional Dispositions Evaluation (<i>in Methods courses</i>)	Professional Dispositions Evaluation	
	Field Experience Observation Evaluation (Expanded ADEPT Performance Standards 4..0 <i>in Methods courses</i>)	ADEPT Summary Consensus Evaluation (by Cooperating Teacher, College Supervisor, and candidate) (Expanded	

		ADEPT Performance Standards 4..0)	
	Long-Range Plan and Unit Work Sample (UWS) Evaluation <i>(in Methods courses)</i>	Final Portfolio Evaluation (by College Supervisor* Expanded ADEPT Performance Standards 4..0	
	Research Competency (<i>EDUC 512</i>)	Content Indicator Evaluation (by Cooperating Teacher*) (Expanded ADEPT Performance Standards 4..0)	

* Additional program faculty will evaluate the Final Portfolio and Content Indicators to increase assessment reliability.

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

I. Admission to Professional Education Program	II. Admission to Internship	III. Completion of Internship	IV. Program Completion and Recommendation for Certification
Minimum 2.50 GPA Overall Undergraduate	Minimum 3.00 GPA Overall	Minimum 3.00 GPA Overall	Minimum 3.00 GPA Overall
Application	Application		Degree posted by Registrar Office
Program of Study	Completion of all Professional Education <u>AND</u> Content coursework, except Internship	Minimum B grade in Internship	Completion of all requirements for graduation
	No more than two C grades in MAT Program		
	Completion of a minimum of 75 clock hours of field experiences		
	Certification Application <u>a</u>		

	Background Check		
Approval by Admission and Retention Committee	Faculty and Director of Internships & Field Experiences	College Internship Supervisor and Director of Internships and Field Experiences	Approval by the Dean in the School of Education

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 Expanded ADEPT Performance Standards including ADEPT Summary Consensus Candidate Evaluation; and
2. Final Portfolio Evaluation, Content Indicator Evaluation, and Professional Dispositions.

D. Assessment Tool – College LiveText solutions™ <http://college.livetext.com>

The student teaching Internship portfolio and assessments are maintained on the web-based LiveText system. 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 Expanded ADEPT Support and Evaluation System

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 that 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 Expanded ADEPT Support and Evaluation System provides the foundation and continuity for all regulations, procedures, and programs in the Expanded 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 Expanded ADEPT Teaching Standards

4.0 were developed based on several sources of information: the skills and behaviors assessed by the APT; the State Board of Education Content Criteria for Evaluating Annual and Continuing Contract Teachers; South Carolina's Curriculum Frameworks; the Model Standards for Beginning Teacher Licensing and Development (INTASC); the National Board of Professional Teaching Standards (NBPTS); and the National Institute for Effective Teaching.

The Expanded ADEPT System Teaching Standards 4.0 contains a specific range of interrelated knowledge and skills covered by the standards that describes the level of job performance competent professional teachers should demonstrate on a typical basis. Performance in each standard is rated Exemplary, Proficient, Approaching Proficiency, and Emerging and interpreted in context.

The Expanded Adept Teaching Standards 4.0 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 domain 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 SCTS 4.0 will also provide a focus for evaluation and professional development activities for continuing contract teachers.

All student teaching Interns will attend the Expanded ADEPT System Performance Standards 4.0 Orientation Session during the professional seminar conducted prior to beginning and during their student teaching Internship placement.

F. Expanded ADEPT SCTS 4.0 Evidence Documentation

Over the course of a minimum of eight formative and summative observations, College Supervisors and Cooperating Teacher collect evidence of the Intern's progress in each of the Expanded ADEPT SCTS 4.0 indicators. Follow-up conferences should will be held within one week of the observation to discuss strengths and weaknesses of teaching performance. Student Teaching Interns are provided written documentation of identified strengths and weaknesses, and growth strategies should be discussed. A growth and development 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 ZFSOE Expanded ADEPT SCTS 4.0 Weekly Student Teaching Internship Evaluation Forms.

G. Expanded ADEPT SCTS Teaching Standards 4.0 Evaluation and Grading Criteria

The state Expanded ADEPT Consensus Approach is used to assess Student Teacher Interns. In this approach, the College Supervisor(s) and Cooperating Teacher reach consensus scores for each Indicator and Domain by using scores and evidence from each individual observation.

Summative observations are part of the scoring of the Planning, Instruction, and Environment domains. Professionalism is scored at the midterm and end of the Student Teaching Internship. Student Teacher Interns receive individual scores from each summative observation. During post-observation conferences, Interns receive an area of Reinforcement and Refinement. Following each summative classroom observation, the College Supervisor will score each Indicator and Domain using the scoring rules provided in the SCTS user manual. The College Supervisor will store the evidence electronically in LiveText and in hard copy. At the midpoint of the Internship after which the College Supervisor and Cooperating Teacher have conducted at least three observations, a consensus meeting will occur. During the consensus meeting, the College Supervisor, Cooperating Teacher and Student Teacher Intern will discuss scores for

each Indicator. Two scoring meetings must occur during the Student Teaching Internship, one at the midterm and one at the end of the Internship. The Student Teacher Intern must complete one Professional Self-Review prior to the midterm and final consensus meetings.

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

Midterm and final evaluations represent the summative evaluation component of the Expanded ADEPT support and evaluation process. Evaluation results are documented to protect Interns 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 Clinical Practices, Partnerships and Recruitment, 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 four possible judgments for each key element, Exemplary, Proficient, Approaching Proficiency, and Emerging.

The decision must be recorded on Summary Evaluation Form. After completing this documentation the College Supervisor, Cooperating Teacher, and Student Teaching Intern should date and sign the summary form. The Cooperating Teacher will complete the final grade recommendation and give it to the College Supervisor.

I. Grading System

Domain Weightings - The following weightings are applied to each domain and are used to calculate domain composite scores for the Student Teacher Intern.

- Planning = 20 percent
- Instruction = 50 percent
- Environment = 20 percent
- Professionalism = 10 percent

Example 1: Student Teacher Intern A receives the following domain scores.

- Planning = 3.25
- Instruction = 3.21
- Environment = 3.45
- Professionalism = 3.75

The domain weightings to reach a weighted score for each domain then multiply the domain scores.

- Planning = $3.25 \times .2 = .65$
- Instruction = $3.21 \times .5 = 1.605$
- Environment = $3.45 \times .2 = .69$
- Professionalism = $3.75 \times .1 = .375$

These weighted scores are then added together to reach the Student Teacher Intern's overall composite score. In the example, Student Teacher Intern A would receive an overall composite score of 3.32: $.65 + 1.605 + .69 + .375 = 3.32$ (**Proficient**).

Overall Evaluation Ratings

The table below will determine the appropriate rating associated with each composite domain score.

Composite Score Range SCTS Ratings	Composite Score Range SCTS Ratings
1.00 – 1.24 = 1.0	Unsatisfactory
1.25 – 1.75 = 1.5	Needs Improvement
1.76 – 2.25 = 2.0	Needs Improvement
2.26 – 2.75 = 2.5	Proficient
2.76 – 3.25 = 3.0	Proficient
3.26 – 3.75 = 3.5	Proficient
3.76 – 4.00 = 4.0	Exemplary

Student Teacher Interns must score minimum score of 2.26 or higher at the final consensus conference.

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

<input type="checkbox"/>	Introduction	1
<input type="checkbox"/>	Resume	2
<input type="checkbox"/>	Teaching Philosophy	3
<input type="checkbox"/>	Student Teaching Internship Schedule	4
<input type="checkbox"/>	Student Teaching Intern Weekly Log	5
<input type="checkbox"/>	Cooperating Teacher Weekly Evaluation of Intern	6
<input type="checkbox"/>	APS 1: Long-Range Plan	7
<input type="checkbox"/>	APS 2 & APS 3: Short-Range Plan - UNIT WORK SAMPLE	8
<input type="checkbox"/>	Lesson Plans	9
<input type="checkbox"/>	Reflection on Instruction and Student Learning	10
<input type="checkbox"/>	Classroom Management Plan	11
<input type="checkbox"/>	APS 10: Fulfilling Professional Responsibilities	12
<input type="checkbox"/>	ADEPT Midterm and Final Evaluations	13
<input type="checkbox"/>	Rural-Urban-Suburban Observation Report	14
<input type="checkbox"/>	Resources for Accommodating Special Needs Students	15
<input type="checkbox"/>	Standards	16

**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, 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, 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 (NCTM7, 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, 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, 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, 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
 - Safety and Welfare (NSTA 9 and S1- Nature of Science (NSTA 2)
 - Inquiry (NSTA 3)
 - Science Related Issues (NSTA 4)
 - 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, 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

<https://ed.sc.gov/educators/teaching-in-south-carolina/aspiring-educators/student-teaching/#completion>

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. The Dean in the Zucker Family School of Education signs the Verification of College Preparation Recommendation for Teacher Certificate after ALL requirements are 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 following web address:

<https://ed.sc.gov/educators/certification/cats/>

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 statewide teacher application system. This system allows a teacher who is seeking a teaching position to file one common application on-line, 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,
- Willful neglect of duty,
- Willful violation of the rules and regulation of the State Board of Education,
- Unprofessional conduct,
- Drunkenness,
- Cruelty,
- Crime against the law of this state or the United States,
- Immorality, any conduct involving moral turpitude,
- Dishonesty,
- Evident unfitness for the position for which one is employed,
- Sale or possession of narcotics,
- Obtaining or attempting to obtain a certificate by fraudulent means or through misrepresentation of material facts,

- Failure to comply with the provisions of a contract without the written consent of the local school board,
- Test security violation,
- Failure to comply with a court order for child support, 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.

