University of South Carolina Beaufort
Educator Preparation Program

HANDBOOK
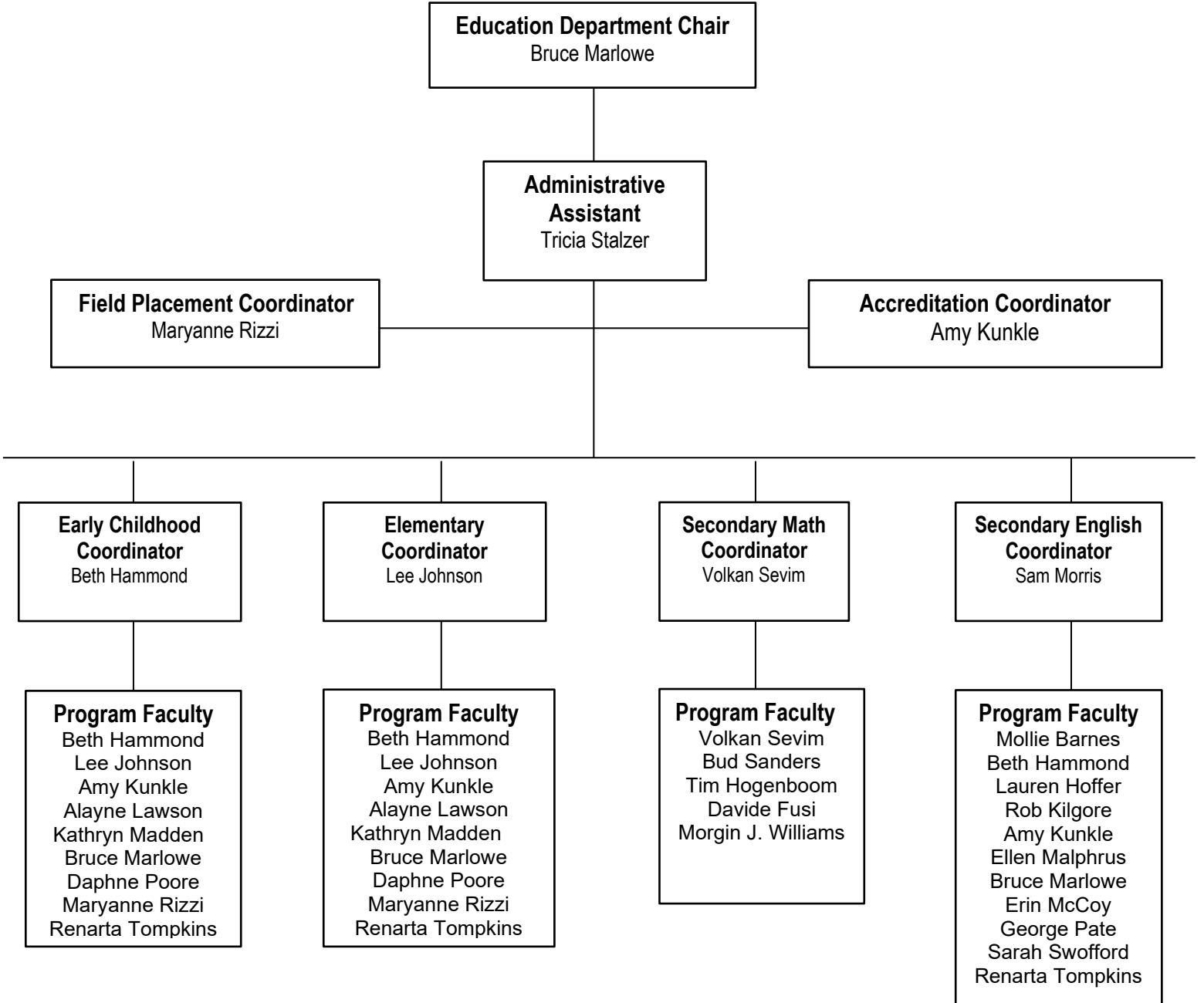
2023-2024

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2023-2024 USCB EDUCATOR PREPARATION PROGRAM

Organizational Chart

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Maryanne Rizzi

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Elementary Coordinator
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Secondary Math Coordinator
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Secondary English Coordinator
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VISION, MISSION, AND PHILOSOPHY

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

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

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

Specifically, we believe that:

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

PURPOSE AND GOALS

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

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

BASIC PROGRAM REQUIREMENTS

USCB offers four teacher certification programs: Early Childhood Education (grades pre-K-3rd); Elementary Education (grades 2-6); Secondary English (grades 9-12); and Secondary Mathematics (grades 9-12). Program Advisement sheets for each of these programs can be found in the Appendix (starting on p.32).

Confidential Information

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

Criminal Background Check Requirements

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

South Carolina requires a state criminal records check supported by fingerprints by the FBI in the semester before the Internship. This check will need to be repeated if the candidate does not apply for certification within twelve months. Candidates not cleared by this review will not be permitted to begin their Internship. It is very important that the background check questions on the certification application be answered truthfully. Failure to answer the questions truthfully could result in denial of certification.

Teacher candidates are required to disclose whether they have ever been arrested, convicted, found guilty, entered a plea of no contest, paid a fine, or otherwise had adjudication withheld in a criminal offense other than a minor traffic offense. Candidates who are arrested at any time while a student at USCB by any law enforcement agency are required to inform Ms. Stalzer in the Department of Education within 72 hours of the arrest. Any criminal record that has not been sealed or expunged by written court order must be reported. Field-based practicum assignments may be undertaken only after candidates obtain a satisfactory South Carolina Law Enforcement Division (SLED) report. The Department of Education advises candidates of their alternatives when they are denied clearance for practicum assignment. Candidates with questions should consult with their academic advisors.

Professional Dispositions

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

CANDIDATE PROGRESSION

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

Program Benchmark	Requirements for Entry
Pre-Professional	• Attend the Pre-Professional Orientation prior to the completion of EDCI 100*
Professional	• Maintain a cumulative 2.75 GPA in all undergraduate coursework. • Complete all pre-professional and all required content area courses with a "C" or better in each course. • Attain an overall GPA of 3.0 in all Department of Education courses.** • Complete all general education and content area requirements. • Achieve passing scores on all three sections of the Praxis Core exam or earn a 22 on the ACT or 1100 on the SAT (score of 550 on the Evidence-based Reading and Writing portion may exempt the Reading and Writing subtests of Praxis Core; score of 550 on Math portion may exempt Mathematics subtest of Praxis Core)*** (See Appendix for additional details.) • Complete the Ethics Training Module (email Dr. Hammond for link to Ethics Module at mailto:ejh49@uscb.edu) and provide a Certificate of Achievement • Complete a criminal background check from SLED. • Complete 25 hours working with children or adolescents or the Teacher Cadet Program (See Appendix for additional details). • Attend the Professional Program Orientation
Internship	• Pass all Practicum experiences. • Pass the Praxis II exam for area of certification. • Pass the Internship Eligibility Presentation.
Program Completion	• Pass the Clinical Internship • Pass the Internship Seminar • Pass the PLT exam for grade-span of certification • Receive a college recommendation for educator certification to teach in South Carolina.

*Teacher Cadet candidates must attend an orientation prior to applying for the Professional Program

**Students pursuing secondary licensure must maintain an overall GPA of 3.0 in certain content area courses, as determined by the specific secondary certification program. Please see Program of Study Advisement Tracks (p.31) for specific requirements in the Appendix.

***Must have a score of at least 550 on the math, reading and writing sections of the SAT.

ADMISSION INTO THE PROFESSIONAL PROGRAM

Teacher candidates seeking to enter the Professional Program must complete the Professional Program Admission Checklist (p.29, Appendix). Admission into the Professional Program requires that every item on the Checklist is completed. Once the Checklist is completed, candidates must present it, along with appropriate documentation (e.g., official Praxis scores; clear criminal background check, etc.), to their academic advisor for review and signature. After obtaining the advisor's signature, candidates should present the signed checklist and documentation to the Chair of the Department of Education for approval.

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

Praxis Core/ACT/SAT Requirement
Teacher candidates must successfully complete the Praxis Core exam series (Reading, Writing, and Mathematics subtests) or achieve an acceptable exemption score on the ACT or SAT prior to being admitted into the Professional Program. Passing scores on the Praxis Core exams include: Reading: 156, Writing: 158, and Mathematics: 150. A score of 22 on the ACT or 1100 on the SAT can be used to exempt the Praxis Core Exam. Additionally, a score of at least 550 on the Evidence-based Reading and Writing or Mathematics portion of the SAT can be used to exempt some or all sections of the Praxis Core exam. Additional information related to the Praxis Core examination can be found in the Appendix (p.24).

Ethics Training Module
Per South Carolina Department of Education policy, all candidates prepared for certification must have instruction in educators' ethics throughout coursework, field experiences, and internships. Candidates must take part in a State approved educator ethics awareness training program. USCB has selected SafeSchools as the ethics training program for all teacher candidates. Candidates must present a Certificate of completion when applying for admission into the Professional Program. Please email Dr. Beth Hammond (ejh49@uscb.edu) when you are ready to take the course. Dr. Hammond will provide login information and the link to access the course.

Working with Children
Admission into the Professional Program requires a minimum of twenty-five hours working with school-aged children in the teacher candidate's area of certification. These hours must be documented and verified by a supervisor, teacher, and/or employer. If a teacher candidate has completed Teacher Cadet while in high school that experience can be used in place of the required twenty-five hours. Specific details about appropriate experiences can be found in the Appendix (p.30).

PROFESSIONAL PROGRAM BENCHMARKS

Transition to Internship
Candidates seeking to enter Internship must first pass all of their practicum experiences (see the Field Handbook for how these are assessed), their required Praxis II exams, and the Presentation for Internship Eligibility (PIE).

Praxis II Exams
The specific teacher education program in which the candidate is enrolled determines which Praxis exam they must pass in order to enter Internship. Candidates can find the required tests they need to take in the Appendix (p.24).

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

Immediately following the question-and-answer period, the candidate will leave the room and the presentation will be assessed by the evaluators using the scoring rubric (p.27; Appendix). When the evaluators reach consensus, the candidate will be invited to return to the room for feedback.

The Presentation for Internship Eligibility is evaluated on a pass/fail basis. Teacher candidates will be provided with a synopsis of the strengths of their presentation as well as the areas the evaluators believe warrant improvement. Teacher candidates will be informed of their evaluation at the conclusion of the session. Teacher candidates who do not pass the Presentations for Internship Eligibility will be given the choice of rescheduling another presentation at a later date or leaving the certification program.

Program Completion
Successful completion of the certification program requires earning a passing grade in both Internship (see the Field Manual for how this is assessed) and Internship Senior Seminar. In the case of the Secondary English program, students must successfully complete ENGL 482: Secondary ELA Seminar (3-credits) and ENGL 491: English Capstone (1-credit; ENGL 491 is only offered in the Spring) in the teacher candidates' final semester, concurrent with the 12-hour internship.

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

Commencement Participation Policy

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

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

SOUTH CAROLINA EDUCATOR CERTIFICATION REQUIREMENTS

In order to earn South Carolina teacher certification, candidates must:
- Obtain fingerprint clearance, prior to Internship (which occurs in the last semester of the program) through IndentoGo: https://sc.ibtfingerprint.com/ .
- Submit an application to the South Carolina Department of Education prior to Internship: https://ed.sc.gov/educators/teaching-in-south-carolina/aspiring-educators/ . The application includes:
  - A processing fee for the South Carolina Department of Education
  - The application form completed by the candidate for the South Carolina Department of Education, Educator Application.
  - A request form for an official transcript and applicable fee(s)
  - Copy of social security card
- Complete the approved program of study and hold a Bachelor's Degree.
- Receive passing scores on the required Praxis II and PLT Exams and submit these scores to both USCB and the South Carolina Department of Education.

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

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

APPENDIX A

SCTS 4.0 EVALUATION RUBRIC WITH PROFESSIONALISM DOMAIN

INSTRUCTION			
Exemplary (4)	**Proficient (3)**	**Needs Improvement (2)**	**Unsatisfactory (1)**
Standards and Objectives			
• All learning objectives and state content standards are explicitly communicated. • Sub-objectives are aligned and logically sequenced to the lesson's major objective. • Learning objectives are: (a) consistently connected to what students have previously learned, (b) know from life experiences and (c) integrated with other disciplines • Expectations for each student's performance are clear, demanding, and high. • State standards are displayed, referenced throughout the lesson with explanations. • There is evidence that most students demonstrate mastery of the objective.	• 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.	• Some learning objectives and state content standards are communicated. • Sub-objectives are sometimes aligned to the lesson's major objective. • Learning objectives are not clearly connected to what students have previously learned. • Expectations for student performance are clear. • State standards are appropriately displayed. • There is evidence that some students demonstrate mastery of the objective.	• Some learning objectives and state content standards are not communicated. • Sub-objectives are rarely aligned to the lesson's major objective. • Learning objectives are rarely connected to what students have previously learned. • Expectations for student performance are vague. • State standards are not appropriately displayed. • There is evidence that few students demonstrate mastery of the objective.
Motivating Students			
• 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.	• The teacher often organizes the content so that it is personally meaningful, relevant, and intellectually engaging to all students. • The teacher often develops learning experiences where inquiry, curiosity and exploration are valued. • The teacher regularly reinforces and rewards effort.	• 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.	• The teacher rarely organizes the content so that it is personally meaningful, relevant, and engaging to students. • The teacher rarely develops learning experiences where inquiry, curiosity and exploration are valued. • The teacher rarely reinforces and rewards effort.
Presenting Instructional Content			
Presentation of content always includes: • 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.	Presentation of content most of the time includes: • 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.	Presentation of content sometimes includes: • 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.	Presentation of content rarely includes: • visuals that establish the purpose of the lesson, preview the organization of the lesson and include reflective internal summaries of the lesson. • examples, illustrations, analogies and labels for new concepts and ideas. • modeling by the teacher to demonstrate his or her performance expectations. • concise communication. • logical sequencing and segmenting. • all essential information. • no irrelevant, confusing, or non-essential information.

	INSTRUCTION (Continued)			
	Exemplary (4)	**Proficient (3)**	**Needs Improvement (2)**	**Unsatisfactory (1)**
Lesson Structure and Pacing	• 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.	• The lesson starts promptly. • The lesson's structure is coherent, with a beginning, middle, end and reflection. • Pacing is appropriate and sometimes provides opportunities for students who progress at different learning rates. • Routines for distributing materials are efficient. • Little instructional time is lost during transitions.	• 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.	• The lesson does not start promptly. • The lesson has a structure but may be missing closure or introductory elements. • Pacing is appropriate, for few students and does not provide opportunities for students who progress at different learning rates. • Routines for distributing materials are inefficient. • Considerable time is lost during transitions.
Activities and Materials	Activities and materials include all of the following: • Support the lesson objectives • Challenging • Sustain students' attention • Elicit a variety of thinking • Provide time for reflection • Relevant to student's lives • Provide opportunities for student-to-student interaction • Induce student curiosity and suspense • Provide students with choices • Incorporate multimedia and technology which enhances student learning and thinking • Incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from cultural centers, etc.) • In addition, sometimes activities are game-like, involve simulations, require creating products and demand self-direction and self-monitoring.	Activities and materials include most of the following: • Support the lesson objectives • Challenging • Sustain students' attention • Elicit a variety of thinking • Provide time for reflection • Relevant to student's lives • Provide opportunities for student-to-student interaction • Induce student curiosity and suspense • Provide students with choices • Incorporate multimedia and technology • Incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from cultural centers, etc.).	Activities and materials include some of the following: • Support the lesson objectives • Challenging • Sustain students' attention • Elicit a variety of thinking • Provide time for reflection • Relevant to student's lives • Provide opportunities for student-to-student interaction • Induce student curiosity and suspense • Provide students with choices • Incorporate multimedia and technology • Incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from cultural centers, etc.).	Activities and materials include few of the following: • Support the lesson objectives • Challenging • Sustain students' attention • Elicit a variety of thinking • Provide time for reflection • Relevant to student's lives • Provide opportunities for student-to-student interaction • Induce student curiosity and suspense • Provide students with choices • Incorporate multimedia and technology • Incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from cultural centers, etc.).

	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
Questioning	Teacher questions are varied and high quality, providing a consistently balanced mix of question types: ○ Knowledge and comprehension ○ Application and analysis ○ Creation and evaluation • Questions are consistently purposeful and coherent • A high frequency of questions is asked • Questions are consistently sequenced with attention to the instructional goals • Questions regularly require active responses (e.g., whole class signaling, choral responses, written and shared responses, or group and individual answers) • Wait time (three-five seconds) is consistently provided • The teacher calls on volunteers and non-volunteers and a balance of students based on ability and gender • Students generate higher-order questions that lead to further inquiry and self-directed learning.	Teacher questions are varied and high quality, providing a balanced mix of question types: ○ Knowledge and comprehension ○ Application and analysis ○ Creation and evaluation • Questions are usually purposeful and coherent • A moderate frequency of questions is asked • Questions are often sequenced with attention to the instructional goals • Questions sometimes require active responses (e.g., whole class signaling, choral responses, written and shared responses, or group and individual answers) • Wait time is often provided • The teacher calls on volunteers and non-volunteers and a balance of students based on ability and gender • Students generate questions that lead to further inquiry and self-directed learning.	Teacher questions are varied and high quality, providing some, but not all, question types: ○ Knowledge and comprehension ○ Application and analysis ○ Creation and evaluation • Questions are sometimes purposeful and coherent • A moderate frequency of questions is asked • Questions are sometimes sequenced with attention to the instructional goals • Questions sometimes require active responses (e.g., whole class signaling, choral responses, written and shared responses, or group and individual answers) • Wait time is sometimes provided • The teacher calls on volunteers and non-volunteers and a balance of students based on ability and gender • Students generate questions that lead to further inquiry and self-directed learning.	Teacher questions are inconsistent in quality and include few question types: ○ Knowledge and comprehension ○ Application and analysis ○ Creation and evaluation • Questions are random and lack coherence • A moderate frequency of questions is asked • Questions are rarely sequenced with attention to the instructional goals • Questions rarely require active responses (e.g., whole class signaling, choral responses, written and shared responses, or group and individual answers) • Wait time is inconsistently provided • The teacher mostly calls on volunteers and high-ability students.
Academic Feedback	• 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.	• Oral and written feedback is mostly academically focused and mostly high quality. • Feedback is often given during guided practice and homework review. • The teacher circulates regularly during instructional activities to support engagement and monitor student work. • Feedback from students is regularly used to monitor and adjust instruction. • Teacher engages students in giving feedback to one another.	• Oral and written feedback is sometimes academically focused and mostly high quality. • Feedback is sometimes given during guided practice and homework review. • The teacher circulates sometimes during instructional activities to support engagement and monitor student work. • Feedback from students is sometimes used to monitor and adjust instruction.	• 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.

	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
Grouping Students	• 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.	• 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.	• The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero- or homogenous ability) sometimes enhance student understanding and learning efficiency. • Some students in groups know their roles, responsibilities and group-work expectations. • Some students participating in groups are held accountable for group work and individual work. • Instructional group composition is varied (e.g., race, gender, ability, and age) to sometimes accomplish the goals of the lesson.	• The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero- or homogenous ability) inhibit student understanding and learning efficiency. • Few students in groups know their roles, responsibilities, and group-work expectations. • Few students participating in groups are held accountable for group work and individual work. • Instructional group composition remains unchanged, irrespective of the learning and instructional goals of a lesson.
Teacher Content Knowledge	• Teacher displays extensive content knowledge of all the subjects she or he teaches. • Teacher consistently implements a variety of subject-specific instructional strategies to enhance student-content knowledge.[2] • The teacher consistently highlights key concepts and ideas and uses them as bases to connect other powerful ideas. • Limited content is taught in sufficient depth to allow for the development of understanding.	• Teacher displays accurate content knowledge of all the subjects she or he teaches. • Teacher regularly implements a variety of subject-specific instructional strategies to enhance student-content knowledge. • The teacher regularly highlights key concepts and ideas and uses them as bases to connect other powerful ideas.	• Teacher displays adequate content knowledge of all the subjects she or he teaches. • Teacher sometimes implements a variety of subject-specific instructional strategies to enhance student-content knowledge. • The teacher sometimes highlights key concepts and ideas and uses them as bases to connect other powerful ideas.	• Teacher displays under-developed content knowledge in several subject areas. • Teacher rarely implements a variety of subject- specific instructional strategies to enhance student-content knowledge. • The teacher does not understand key concepts and ideas in the discipline and therefore presents content in an unconnected way.
Teacher Knowledge of Students[3]	• 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.	• Teacher practices display understanding of most student's anticipated learning difficulties. • Teacher practices regularly incorporate student interests and cultural heritage. • Teacher regularly provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.	• Teacher practices display understanding of some student's anticipated learning difficulties. • Teacher practices sometimes incorporate student interests and cultural heritage. • Teacher sometimes provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.	• Teacher practices demonstrate minimal knowledge of student's anticipated learning difficulties. • Teacher practices rarely incorporate student interests or cultural heritage. • Teacher practices demonstrate little differentiation of instructional methods or content.

INSTRUCTION (Continued)

	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
Thinking	The teacher thoroughly teaches **three** of the following types of thinking: • Analytical thinking in which students analyze, compare, and contrast and evaluate and explain information[4] • Practical thinking in which students use, apply, and implement what they learn in real-life scenarios[5] • Creative thinking, in which students create, design, imagine and suppose[6] • Research-based thinking in which students explore and review a variety of ideas, models, and solutions to problems[7] • Instructional groups facilitate opportunities for students to set goals, reflect on and evaluate their learning. The teacher consistently provides opportunities in which students: • 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.	The teacher thoroughly teaches **two** of the following types of thinking: • Analytical thinking in which students analyze, compare, and contrast and evaluate and explain information • Practical thinking in which students use, apply, and implement what they learn in real-life scenarios • Creative thinking, in which students create, design, imagine and suppose • Research-based thinking in which students explore and review a variety of ideas, models, and solutions to problems • Instructional groups facilitate opportunities for students to set goals, reflect on and evaluate their learning. The teacher regularly provides opportunities in which students: • Generate a variety of ideas and alternatives • Analyze problems from multiple perspectives and viewpoints	The teacher attempts to thoroughly teach one of the following types of thinking: • Analytical thinking in which students analyze, compare, and contrast and evaluate and explain information • Practical thinking in which students use, apply, and implement what they learn in real-life scenarios • Creative thinking, in which students create, design, imagine and suppose • Research-based thinking in which students explore and review a variety of ideas, models, and solutions to problems • Instructional groups facilitate opportunities for students to set goals, reflect on and evaluate their learning. The teacher sometimes provides opportunities in which students: • Generate a variety of ideas and alternatives • Analyze problems from multiple perspectives and viewpoints	The teacher implements no learning experiences that thoroughly teach any type of thinking. The teacher provides few opportunities where students: • Generate a variety of ideas and alternatives • Analyze problems from multiple perspectives and viewpoints
Problem Solving	The teacher implements activities that teach and reinforce **three** or more of the following problem-solving types: • Abstraction • Categorization • Drawing Conclusions/ Justifying Solutions • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/ Irrelevant Information • Generating Ideas • Creating and Designing	The teacher implements activities that teach and reinforce **two** or more of the following problem-solving types: • Abstraction • Categorization • Drawing Conclusions/ Justifying Solutions • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/ Irrelevant Information • Generating Ideas • Creating and Designing	The teacher implements activities that teach and reinforce one of the following problem-solving types: • Abstraction • Categorization • Drawing Conclusions/ Justifying Solutions • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/ Irrelevant Information • Generating Ideas • Creating and Designing	The teacher implements no activities that teach and reinforce the following problem-solving types: • Abstraction • Categorization • Drawing Conclusions/ Justifying Solutions • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/ Irrelevant Information • Generating Ideas • Creating and Designing
	Consistent Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher Facilitates the Learning	Some Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher Facilitates the Learning	Moving Towards Student-Centered Learning/ Student Ownership of Learning Consistent Reliance on Teacher Direction	Heavy Emphasis on Teacher Direction – Minimal Evidence of Student Ownership of Learning

PLANNING

	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)

Instructional Plans	Instructional plans include:
	• Measurable and explicit goals aligned to state content standards
	• Activities, materials, and assessments that:
	  o Align to state standards
	  o Sequence from basic to complex
	  o Build on prior student knowledge, are relevant to students' lives and integrate other disciplines
	  o Provide appropriate time for student work, student reflection and lesson and unit closure.
	• Evidence that plan is appropriate for the age, knowledge, and interests of all learners
	• Evidence that the plan provides regular opportunities to accommodate individual student needs
		Instructional plans include:
		• Goals aligned to state content standards
		• Activities, materials, and assessments that:
		  o Align to state standards
		  o Sequence from basic to complex
		  o Build on prior student knowledge
		  o Provide appropriate time for student work and lesson and unit closure
		• Evidence that plan is appropriate for the age, knowledge, and interests of most learners
		• Evidence that the plan provides some opportunities to accommodate individual student needs
			Instructional plans include:
			• Some goals aligned to state content standards
			• Activities, materials, and assessments that:
			  o Sometimes align to state standards
			  o Sometimes sequenced from basic to complex
			  o Sometimes build on prior student knowledge
			  o Sometimes provide appropriate time for student work and lesson and unit closure
			• Some evidence that plan is appropriate for the age, knowledge, and interests of most learners
			• Evidence that the plan provides some opportunities to accommodate individual student needs
				Instructional plans include:
				• Few goals aligned to state content standards
				• Activities, materials, and assessments that:
				  o Rarely align to state standards
				  o Rarely sequenced in logical order
				  o Rarely build on prior student knowledge
				  o Inconsistently provide time for student work and lesson and unit closure
				• Little evidence that plan is appropriate for the age, knowledge, and interests of most learners
				• Little evidence that the plan provides some opportunities to accommodate individual student needs

Student Work[1]	Assignments require students to: • Organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it • Draw conclusions, make generalizations and produce arguments that are supported through extended writing • Connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives both inside and outside of school	Assignments require students to: • Interpret and analyze information rather than reproduce it • Draw conclusions and support them through writing • Connect what they are learning to experiences, observations, feelings or situations significant in their daily lives both inside and outside of school	Assignments require students to: • Interpret information rather than reproduce it • Sometimes draw conclusions and support them through writing • Sometimes connect what they are learning to prior learning	Assignments require students to: • Mostly reproduce information • Rarely draw conclusions and support them through writing • Rarely connect what they are learning to prior learning or life experiences
Assessment	Assessment Plans: • Are consistently aligned with state content standards. • Have clear appropriate measurement criteria. • Measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple-choice test. • Require extended written tasks. • Are portfolio-based with clear illustrations of student progress toward state content standards. • Include descriptions of how assessment results will be used to inform future instruction.	Assessment Plans: • Are aligned with state content standards. • Have clear measurement criteria. • Measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple-choice test. • Require written tasks. • Include performance checks throughout the school year.	Assessment Plans: • Are sometimes aligned with state content standards. • Have measurement criteria. • Measure student performance in more than one way (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple-choice test. • Require limited written tasks. • Include performance checks but may not be monitored consistently.	Assessment Plans: • Are rarely aligned with state content standards. • Have ambiguous measurement criteria. • Measure student performance in less than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple-choice test. • Require limited written tasks. • Include performance checks although the purpose of these checks is not clear.

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THE ENVIRONMENT

	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
	Consistent Evidence of Student-Centered Learning/Student Ownership of Learning – Teacher and Students Facilitate the Learning	*Some Evidence of Student-Centered Learning/Student Ownership of Learning – Teacher Facilitates the Learning*	*Moving Toward Student-Centered Learning/Student Ownership of Learning Consistent Reliance on Teacher Direction*	*Heavy Emphasis on Teacher Direction – Minimal Evidence of Student Ownership of Learning*
Expectations	• Teacher engages students in learning with clear and rigorous academic expectations for every student and actively uses aligned and differentiated materials and resources to ensure equitable access to learning. • Students regularly learn from their mistakes and can describe their thinking on what they learned. • Teacher creates learning opportunities where all students consistently experience success. • Students lead opportunities that support learning. • Students take initiative to meet or exceed teacher expectations. • Teacher optimizes instructional time to ensure each student meets their learning goals.	• Teacher engages students in learning with clear and rigorous academic expectations for every student with aligned materials and resources for students to access. • Teacher encourages students to learn from mistakes. • Teacher creates learning opportunities all students can experience success. • Students complete their work according to teacher expectations.	• Teacher engages students in learning with clear and rigorous academic expectations for most students. • Teacher encourages students to learn from mistakes. • Teacher creates learning opportunities where some students can experience success. • Teacher expectations for student work are not clear for all students.	• Teacher expectations are not rigorous for every student. • Teacher creates an environment where mistakes and failure are not viewed as learning experiences. • Teacher does not create learning opportunities where students can experience success. • Student work is rarely completed to meet teacher expectations.
Engaging Students and Managing Student Behavior	• Students are consistently well-behaved and on task. • Teacher and students establish clear rules and expectations for learning and behavior. • The teacher consistently uses techniques such as intrinsic motivation, social approval, contingent activities, and consequences to maintain appropriate student behavior. • The teacher overlooks inconsequential behavior. • The teacher deals with students who have caused disruptions rather than the entire class. • The teacher attends to disruptions quickly, firmly and consistently with no interruption to instruction.	• Students are mostly well-behaved and on task, some minor learning disruptions may occur. • Teacher establishes rules for learning and behavior. • The teacher uses several techniques such as intrinsic motivation, social approval, contingent activities and consequences to maintain appropriate student behavior. • The teacher overlooks most inconsequential behavior, but other times addresses it, stopping the lesson. • The teacher attends to disruptions firmly and consistently with minimal interruption to instruction.	• Student behavior is inconsistent with several students off task, minor learning disruptions are frequent. • Teacher establishes rules for learning and behavior. • The teacher uses some techniques such as intrinsic motivation, social approval, contingent activities and consequences to maintain appropriate student behavior. • The teacher overlooks some inconsequential behavior, but other times addresses it, stopping the lesson. • The teacher inconsistently deals with students who have caused disruptions, and frequently addresses the entire class.	• Students are not well-behaved and are often off-task. • Teacher establishes few rules for learning and behavior. • The teacher uses few techniques to maintain appropriate student behavior. • The teacher does not distinguish between inconsequential behavior and inappropriate behavior. • Disruptions frequently interrupt instruction.

	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
	THE ENVIRONMENT (Continued)			
	Consistent Evidence of Student-Centered Learning/Student Ownership of Learning – Teacher and Students Facilitate the Learning	*Some Evidence of Student-Centered Learning/Student Ownership of Learning – Teacher Facilitates the Learning*	*Moving Toward Student-Centered Learning/Student Ownership of Learning Consistent Reliance on Teacher Direction*	*Heavy Emphasis on Teacher Direction – Minimal Evidence of Student Ownership of Learning*
Environment	The classroom • welcomes all students and guests and provides a safe space for all students to take risks and interact with peers. • is clearly organized and designed for and with students to promote learning for all. • has supplies, equipment, and resources easily and readily accessible to provide equitable opportunities for all students. • displays current student work that promotes a positive and inclusive classroom environment. • Is consistently arranged to maximize individual and group learning and to reinforce a positive classroom culture.	The classroom • welcomes all students and guests. • is organized to promote learning for all students. • has supplies, equipment, and resources accessible to provide equitable opportunities for students. • displays current student work. • is arranged to promote individual and group learning.	The classroom • welcomes most students and guests. • is somewhat organized to promote learning for all students. • has supplies, equipment, and resources accessible. • displayed student work is not updated regularly. • is sometimes arranged to promote individual and group learning.	The classroom • is somewhat uninviting. • is not organized to promote student learning. • supplies, equipment, and resources are difficult to access. • does not display student work. • is not arranged to promote group learning.
Respectful Culture	• Teacher-student and student-student interactions demonstrate caring and respect for one another and celebrate and acknowledge all students' background and culture. • Teacher fosters positive teacher-to-student and student-to-student interactions that demonstrate overall care, kindness, and respect for one another. • Teacher seeks out and is receptive to the interests and opinions of all students. • Positive relationships and interdependence characterize the classroom.	• Teacher-student interactions are generally positive and reflect awareness and consideration of all students' background and culture. • Teacher and students exhibit respect and kindness for the teacher and each other; classroom is free of unhealthy conflict, sarcasm, and put-downs. • Teacher is receptive to the interests and opinions of students.	• Teacher-student interactions are sometimes positive but may reflect occasional inconsistencies. • Students exhibit respect and kindness for the teacher and each other. • Teacher is sometimes receptive to the interests and opinions of students.	• Teacher does not establish a safe and positive classroom culture for students. • Students do not exhibit respect for the teacher or each other. • Teacher and/or student interaction is characterized by unhealthy conflict, sarcasm, or put-downs. • Teacher is not receptive to interests and opinions of students.

Professionalism Rubric

	PROFESSIONALISM				
	Performance Standard	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
Growing and Developing Professionally[16]	1. The educator is prompt, prepared, and participates in professional development meetings, bringing student artifacts (student work) when requested.	Always	Often	Sometimes	Rarely
	2. The educator appropriately attempts to implement new learning in the classroom following presentation in professional development meetings.	Always	Often	Sometimes	Rarely
	3. The educator develops and works on a yearly plan for new learning based on analyses of school improvement plans and new goals, self-assessment, and input from the teacher leader and principal observations.	Always	Often	Sometimes	Rarely
	4. The educator selects specific activities, content knowledge, or pedagogical skills to enhance and improve his/her proficiency.	Always	Often	Sometimes	Rarely
Reflecting on Teaching[17]	5. The educator makes thoughtful and accurate assessments of his/her lessons' effectiveness as evidenced by the self-reflection after each observation.	Always	Often	Sometimes	Rarely
	6. The educator offers specific actions to improve his/her teaching.	Always	Often	Sometimes	Rarely
	7. The educator accepts responsibilities contributing to school improvement.	Always	Often	Sometimes	Rarely
	8. The educator utilizes student achievement data to address strengths and weaknesses of students and guide instructional decisions.	Always	Often	Sometimes	Rarely
Community Involvement[18]	9. The educator actively supports school activities and events.	Always	Often	Sometimes	Rarely
School Responsibilities[19]	10. The educator accepts leadership responsibilities and/or assists in peers contributing to a safe and orderly school environment.	Always	Often	Sometimes	Rarely

[16] Waitoller, F. R., & Artiles, A. J. (2013). A decade of professional development research for inclusive education: A critical review and notes for a research program. *Review of Educational Research, 83*(3), 319-356. doi:10.3102/0034654313483905
[17] Nesmith, S. M. (2011). Powerful reflections result from quality questions: The influence of posed questions on elementary preservice teachers' field-based reflections. *Research in the Schools, 18*(2), 26-39.
[18] Epstein, J. L., Galindo, C. L., & Sheldon, S. B. (2011). Levels of leadership: Effects of district and school leaders on the quality of school programs of family and community involvement. *Educational Administration Quarterly, 47*(3), 462-495. doi:10.1177/0013161X10396929
[19] Zepeda, S. J., Mayers, R. S., Benson, B. N. (2013). *The call to teacher leadership*. New York, NY: Routledge.

NIET | NATIONAL INSTITUTE FOR EXCELLENCE IN TEACHING

Student Intervention Plan: Professional Dispositions and Skills Contract

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

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

Description of the Concern(s):
Please cite evidence to support your concerns and attach any documentation you feel is important.

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

Verification of Professional Dispositions and Skills Contract Outcomes
Please review the candidate's performance to determine if adequate progress has been made or if consequences must be initiated at the end of the specified time period.

Committee Signatures:

University Supervisor _____Date_____
Cooperating Teacher_____ Date_____
Field Placement Supervisor _____Date_____
Program Coordinator_____ Date_____
Teacher Candidate _____ Date_____
Department of Education Chair_____ Date_____
(Signature indicates the form has been shared with the candidate.)

PRAXIS REQUIREMENTS

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

To progress to Internship, teacher candidates must pass the appropriate Praxis II exam.

To be Certified in	You Need to Take	Test Code	Qualifying Score
Early Childhood Education	Education of Young Children	5024	160
	OR		
Early Childhood Education	Early Childhood Education	5025	156
Elementary Education*	Elementary Education: Multiple Subjects	5001	*
	→ Reading and Language Arts Subtest	5002	157
	→ Mathematics Subtest (On-screen scientific calculator provided)	5003	157
	→ Social Studies Subtest	5004	155
	→ Science Subtest (On-screen scientific calculator provided)	5005	159
	OR		
Elementary Education* Exam 7811 may be taken in lieu of Praxis 5001	Elementary Education: Content Knowledge for Teaching	7811	*
	→ Reading/Language Arts CKT Subtest	7812	161
	→ Mathematics CKT Subtest	7813	150
	→ Science CKT Subtest	7814	154
	→ Social Studies CKT Subtest	7815	162
English	English Language Arts: Content and Analysis	5039	168
	OR		
English	English Language Arts: Content Knowledge	5038	167
Mathematics	Mathematics: Content Knowledge (On-screen graphing calculator provided)	5161	150

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

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

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

Presentation for Internship Eligibility Cover Sheet

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

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

Name of Reviewer 1:_____ Reviewer 1 Average = _____

Name of Reviewer 2:_____ Reviewer 2 Average = _____

Name of Reviewer 3:_____ Reviewer 3 Average = _____

_____

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

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

Summary of Candidate's Strengths

Summary of Concerns and/or Recommendations:

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

PRESENTATION FOR INTERNSHIP ELIGIBILITY SCORING RUBRIC

INDICATOR	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
<u>INSTRUCTION</u>	☐ Exemplary (4) • Establishes high learning expectations and clear outcomes for student learning • Engages all students in learning experiences that are personally meaningful, relevant, and engaging • Effectively incorporates appropriate, varied questioning, thinking, and problem solving • Employs a variety of instructional activities that allow for differentiated instruction and provides academic feedback to monitor and adjust instruction	☐ Proficient (3) • Establishes outcomes for student learning • Engages students in learning experiences that are relevant • Incorporates varied questioning, thinking, or problem solving • Employs a variety of instructional activities and provides academic feedback to students	☐ Needs Improvement (2) • Establishes learning outcomes that are not in-line with the standards selected for the lesson • Engages students in learning experiences • Incorporates questioning, thinking, or problem-solving strategies • Employs some instructional variety or academic feedback	☐ Unsatisfactory (1) • Does not establish clear learning expectations • Is unable to engage students in learning experiences • Does not incorporate questions, thinking, or problem solving • Does not employ instructional variety or academic feedback
<u>PLANNING</u>	☐ Exemplary (4) • Prepares lesson plans with measurable and explicit goals tied to state content standards • Prepares lessons that are developmentally appropriate for all learners • Assesses student learning in a variety of ways aligned with the established outcomes of the lesson	☐ Proficient (3) • Prepares lesson plans aligned with state content standards • Plans lessons that are age appropriate for most learners • Assesses student learning aligned with the established outcomes of the lesson	☐ Needs Improvement (2) • Prepares lessons with standards • Prepares lessons that are appropriate for some learners • Assesses student learning	☐ Unsatisfactory (1) • Does not prepare standards-based lessons • Does not plan developmentally appropriate lessons • Does not assess student learning

INDICATOR	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
ENVIRONMENT	☐ Exemplary (4) • Establishes high and demanding academic expectations for every student • Establishes clear rules and expectations for learning and behavior • Creates a welcoming environment that is organized and understandable to all students and encourages student collaboration	☐ Proficient (3) • Sets academic expectations for every student • Establishes rules for learning and behavior • Creates an environment that is organized to most students	☐ Needs Improvement (2) • Sets expectations for the class • Establishes rules for learning or behavior • Creates an organized environment	☐ Unsatisfactory (1) • Does not set expectations for the class • Does not establish rules for learning or behavior • Does not create a welcoming, organized environment
DELIVERY	☐ Exemplary (4) • Well-prepared with examples & artifacts to support responses • Poised and confident: uses clear, correct speech, makes direct eye contact • Thoughtful, accurate, and reflective self-assessment of teaching with specific actions suggested to improve	☐ Proficient (3) • Prepared with examples or artifacts to support responses • Poised, but relies on some notes to communicate material • Thoughtful, accurate, and reflective self-assessment of teaching	☐ Needs Improvement (2) • Prepared, but lacks examples or artifacts • Uses filler language during the presentation, does not maintain direct eye contact, and uses notes throughout the entire presentation • Inaccurate assessment of or lacks self-reflection about teaching	☐ Unsatisfactory (1) • Presentation is unclear and does not include examples or artifacts • Nervous, fails to make direct eye contact, does not communicate clearly, and relies primarily on notes to present the material • Fails to self-assess

Scoring guide:

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

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

Internship Candidate's Response to Questions and Comments:

USCB

UNIVERSITY OF SOUTH CAROLINA BEAUFORT

Educator Preparation Program

PROFESSIONAL PROGRAM ADMISSION CHECKLIST

Student Name _____ **Advisor** _____

Phone # _____ **E-Mail** _____

Teacher Certification Program _____

_____Attended the Pre-Professional Orientation.

_____Passed the Praxis Core exam (or earned needed ACT/SAT scores).

_____Completed the Ethics Training Module (email Dr. Hammond for login info: ejh49@uscb.edu)

_____Cumulative 2.75 GPA in all undergraduate coursework.

_____Completed all Pre-Professional & required content area courses with a "C" or higher.

_____Overall GPA of 3.0 in all Department of Education courses.

_____Completed all general education and content area requirements.

_____Cleared EPP review of Department of Public Safety incident reports.

_____Submitted current TB Test results.

_____Completed 25 hours of working with children or adolescents (or Teacher Cadet Program).

_____
Advisor

_____
Program Coordinator

_____
Chair of Department

Submission dates:

February 1 and October 1

25-HOUR YOUTH EXPERIENCE REQUIREMENT

FOR ADMISSION TO THE PROFESSIONAL PROGRAM

When applying for admission to the Department of Education's Professional Program, all applicants must complete 25 hours of successful experiences working with youth in the age range of their certification.

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

The youth experience requirement:

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

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

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

-can be a paid experience.

In addition to the above, the following criteria must be met for specific programs:

Early Childhood Teacher Education – The experience must be with children between birth through age 8 (grades PK-3).

Elementary Teacher Education - The experience must be with youth generally between the ages of 7 and 12 (grades 2-6).

Secondary Teacher Education – The experience must be with youth generally between the ages of 14 and 18 (grades 9-12).

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

PROGRAM ADVISEMENT TRACKS

USCB

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

LEVEL I:
General Education Courses

Course Number	Description	Grade	Hours	Semester Completed
ENGL B101	Composition	_____	3	_____
ENGL B102	Composition/Lit.	_____	3	_____
Foreign Language I	_____	_____	3	_____
Foreign Language II	_____	_____	3	_____
COMM B140 or 201, 230	Public Comm.	_____	3	_____
Mathematics B111/111L	College Algebra	_____	3-4	_____
Mathematics B221	Elementary Math I	_____	3	_____
Mathematics B222	Elementary Math II	_____	3	_____
HIST B111 or B112	American History	_____	3	_____
Liberal Arts Elective	_____	_____	3	_____
Liberal Arts Elective	_____	_____	3	_____
1 Fine Arts Elective	_____	_____	3	_____
1 Social/Behavioral Sci Elective	_____	_____	3	_____
1 Science with lab	_____	_____	4	_____
1 Science without lab	_____	_____	3	_____

Pre-Professional Program Courses

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

73-74 Hours

Requirements for Entry into the Professional Program:

☐ Attended Orientation_____(Date)

☐ GPA ≥ 2.75   Praxis Core Test   R_____/156   W_____/158   M_____/150

☐ Praxis Core   Exemption of Praxis Core Test   SAT_____/1100   ACT_____/22

☐ 25 hours of teaching or working with children

☐ Ethics Training Module

LEVEL II: Professional Program Courses

Spring

EDEC	B438	Teaching Social Studies in ECE	_____	3	_____
EDCI	B441	Organ. & Man. in Div. Classroom	_____	3	_____
EDRD	B425	Assess of Literacy for ECE & ELEM	_____	3	_____
EDRD	B430	Inst. Strateg in Lit for ECE & ELEM	_____	3	_____
EDRD	B450P	Pract I: Tchg Emerg & Interm Rdrs	_____	3	_____

Fall

EDEX	B300	Intro to Exceptional Learner	_____	3	_____
EDEC	B435	Math Experiences in ECE	_____	3	_____
EDEC	B437	Science Experiences in ECE	_____	3	_____
EDRD	B428	Cont. Read & Writ ECE & ELEM	_____	3	_____
EDEC	B440P	Tchg Integr Lessons in ECE	_____	3	_____

30 Hours

Requirements to Progress to Internship:

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

☐ Successful Presentation for Internship Eligibility (PIE)

LEVEL III: Internship

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

15 Hours

LEVEL IV: Program Completer

Passing Score Internship Final Evaluation _____   GPA_____

Passing Score Student Learning Objectives (SLO)_____   **PLT (5621) Score_____/157**

Required Program Hours	**118 Hours**
Elective Credits	**5 Hours**
Total Hours Required for ECE Degree	**123 Hours**

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

UNOFFICIAL TRANSCRIPT EVALUATION   ADVISOR_____

Student Name _____ SS# _____

Phone #_____ E-Mail _____

Address_____

LEVEL I:
General Education Courses

Course Number	Description	Grade	Hours	Semester Completed
ENGL B101	Composition	_____	3	_____
ENGL B102	Composition/Lit.	_____	3	_____
Foreign Language I	_____	_____	3	_____
Foreign Language II	_____	_____	3	_____
COMM B140 or 201, 230	Public Comm.	_____	3	_____
Mathematics B111/111L	College Algebra	_____	3-4	_____
Mathematics B221	Elementary Math I	_____	3	_____
Mathematics B222	Elementary Math II	_____	3	_____
HIST B111 or B112	American History	_____	3	_____
Liberal Arts Elective	_____	_____	3	_____
Liberal Arts Elective	_____	_____	3	_____
1 Fine Arts Elective	_____	_____	3	_____
1 Social/Behavioral Sci Elective	_____	_____	3	_____
1 Science with lab	_____	_____	4	_____
1 Science without lab	_____	_____	3	_____

Pre-Professional Program Courses

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

76-77 HOURS

Requirements for Entry into the Professional Program:

☐ Attended Orientation_____(Date)

☐ GPA ≥ 2.75

Praxis Core Test   R_____/156   W_____/158   M_____/150

☐ Praxis Core   Exemption of Praxis Core Test   SAT_____/1100   ACT_____/22

☐ 25 hours of teaching or working with children

☐ Ethics Training Module

LEVEL II: Professional Program Courses

Spring

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

Fall

EDEX	B300	Intro to Exceptional Learner	_____	3	_____
EDEL	B431	Mathematics - Elementary School	_____	3	_____
EDEL	B432	Science - Elementary School	_____	3	_____
EDRD	B428	Cont. Read & Writ ECE & ELEM	_____	3	_____
EDEL	B440P	Math/Science Practicum	_____	3	_____

30 Hours

Requirements to Progress to Internship:

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

Reading 5002__157   Math 5003__157   Social Studies 5004__155   Science 5005__159

☐ Successful Presentation for Internship Eligibility (PIE)

LEVEL III: Internship

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

15 Hours

LEVEL IV: Program Completer

Passing Score Internship Final Evaluation _____   GPA_____

Passing Score Student Learning Objectives (SLO)_____   **PLT (5622) Score_____/160**

Required Program Hours	**121-122 Hours**
Elective Credits	**1-2 Hours**
Total Hours Required for Elementary Education Degree	**123 Hours**

USCB

Secondary Teacher Education (English) Program Advisement Track

UNOFFICIAL TRANSCRIPT EVALUATION   ADVISOR_____

Student Name _____ SS# _____

Phone #_____ E-Mail _____

Address_____

LEVEL I:
General Education Courses

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

Core Major Courses

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

70-71 Hours

** These two courses also count as Liberal Arts electives

Pre-Professional Program Courses

EDCI	B100	Observation & Analysis	_____	3	_____
EDCI	B320	Technology Resources for Teaching	_____	3	_____
EDEX	B301	Intro to Exceptional Learner	_____	3	_____
EDRD	B319	Foundations of Reading Sec Teach	_____	3	_____
EDFO	B321	Foundations of Am. Education	_____	3	_____
EDPY	B335	Intro to Educational Psych.	_____	3	_____
EDRD	B429	Content Literacy Sec Teachers	_____	3	_____

21 Hours

Requirements for Entry into the Professional Program:

☐ Attended Orientation_____(Date)

☐ GPA ≥ 2.75   Praxis Core Test   R_____/156   W_____/158   M_____/150

☐ Praxis Core   Exemption of Praxis Core Test   SAT_____/1100   ACT_____/22

☐ 25 hours of teaching or working with children

☐ Ethics Training Module

Level II: Professional Program Courses

EDCI	B442	Org & Mgmt in Classroom	_____	3	_____
ENGL	B300	Pre-1800 Literature_____	_____	3	_____
ENGL	B300	Post-1800 Literature_____	_____	3	_____
ENGL	B480	Secondary ELA Methods	_____	3	_____
ENGL	B481P	Secondary ELA Practicum	_____	4	_____

16 Hours

Requirements to Progress to Internship:

☐ Passing Score Praxis II (5039) to Intern _____/150

☐ Successful Presentation for Internship Eligibility (PIE)

Level III: Internship

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

16 Hours

Level IV: Program Completer

Passing Score Internship Final Evaluation _____   GPA_____

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

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

USCB

Secondary Teacher Education (Mathematics) Program Advisement Track

UNOFFICIAL TRANSCRIPT EVALUATION   ADVISOR_____

Student Name _____ SS# _____

Phone #_____ E-Mail _____

Address_____

LEVEL I:
General Education Courses

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

Core Major Courses

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

85-86 Hours

Pre-Professional Program Courses

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

21 Hours

Requirements for Entry into the Professional Program:

☐Attended Orientation_____(Date)

☐GPA ≥ 2.75   Praxis Core Test   R_____/156   W_____/158   M_____/150

☐Praxis Core   Exemption of Praxis Core Test   SAT_____/1100   ACT_____/22

☐25 hours of teaching or working with children

☐Ethics Training Module

Level II: Professional Program Courses

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

12 Hours

Requirements to Progress to Internship:

☐ Passing Score Praxis II (5161) to Internship _____/150

☐ Successful Presentation for Internship Eligibility (PIE)

Level III: Internship

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

15 Hours

Level IV: Program Completer

Passing Score Internship Final Evaluation _____   GPA_____

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

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