



University of South Carolina Beaufort
Educator Preparation Program

FIELD MANUAL

2023-2024

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PREREQUISITES TO THE PROFESSIONAL PROGRAM FIELD EXPERIENCES

Both the Practicum and the Internship experiences are designed to provide Teacher Candidates with multiple opportunities to:

- develop an understanding of children and young people as learners;
- apply the theoretical knowledge acquired in university-based education courses in public school classrooms; and
- improve their pedagogical skills and professional dispositions under the guidance of skillful mentors.

Admission into the Professional Program

Teacher Candidates must be formally admitted into the Professional Program before they will be placed in a school for Practicum or Internship. Please see the [Educator Preparation Handbook](#) for the Professional Program prerequisites.

Fingerprinting and 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 prior to Internship (or, if an arrest record is documented, be approved by the State Board of Education). Teacher Candidates may not be eligible for field-based experiences without an "all-clear" report.

South Carolina requires a state criminal records check supported by fingerprints by the FBI in the semester before the Internship semester. This check will need to be repeated if the candidate does not apply for certification within twelve months. Candidates not cleared by this review will not be permitted to begin their Internship semester. 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 SLED report. The Department of Education advises candidates who are denied clearance for Practicum assignment of their alternatives. Candidates with questions should consult with their academic advisors.

PLACEMENT PROCEDURES

Placements are made by the Field Placement Coordinator in cooperation with principals and/or personnel directors in participating school districts. Teacher Candidates may not be placed in a classroom where either the Cooperating Teacher or the principal is a family member or close family friend. For special placement considerations, or to change a placement, Teacher Candidates must make their requests in writing to the Field Placement Coordinator.

Diversity Formula

A placement is considered diverse if the school's poverty index is above 40% and/or its non-white student enrollment is greater than 40%.

Selection of Placement Schools

The Beaufort and Jasper School Districts welcome USCB Practicum and Intern students. Both the USCB faculty and our partner school districts recognize the vital role that the cooperating schools play in improving the quality of teachers entering the profession.

USCB PARTNERSHIP SCHOOLS

Beaufort County Elementary Schools

Beaufort Elementary
Bluffton Elementary/Early Childhood Center
Broad River Elementary
Coosa Elementary
Hilton Head Early Childhood Center
Hilton Head Elementary
Hilton Head School for the Creative Arts
Joseph Shanklin Elementary
Lady's Island Elementary
M.C. Riley Elementary/Early Childhood Center

Mossy Oaks Elementary
Okatie Elementary
Port Royal Elementary
Pritchardville Elementary
Red Cedar Elementary
River Ridge Academy
Riverview Charter School
Robert Smalls International Academy
Whale Branch Elementary

Beaufort County High Schools

Battery Creek High School
Beaufort High School
Bluffton High School
Hilton Head High School
May River High School
Whale Branch Early College High School

Jasper County Elementary Schools

Ridgeland Elementary
Hardeeville Elementary

Jasper County High School

Ridgeland Secondary Academy of Excellence

INTRODUCTION TO THE PRACTICUM AND INTERNSHIP EXPERIENCES

Purpose

Practicum and Internship provide Teacher Candidates with the opportunity to gradually assume increased instructional responsibilities as they practice short- and long-range lesson planning, instructional delivery, classroom management, and analysis of student learning all while assuming professional teaching dispositions. Teacher Candidates will work under the tutelage of an experienced and trained Cooperating Teacher and a University Supervisor in diverse learning environments.

Assisting, Developing, and Evaluating Professional Teaching (ADEPT)

In order to inform supervisor and mentor observations, South Carolina uses the South Carolina Teaching Standards 4.0 Rubric (SCTS 4.0) ADEPT rubric, which includes the following domains: Instruction, Planning, Environment, and Professionalism. This rubric can be found in the Appendix. USCB has adopted SCTS 4.0 for use in all our teacher certification programs because the SCTS 4.0 rubric is aligned with nationally recognized teaching standards and provides a comprehensive framework for teacher feedback and support for both pre- and in-service teachers.

In compliance with SC Department of Education guidelines, all Teacher Candidates must complete a minimum of 100 hours of field experiences prior to the Internship. Each practicum experience will include at least two formative observations by the University Supervisor and two by the Cooperating Teacher which will inform the mid-term and final evaluation. The candidate will need a minimum average SCTS 4.0 score of “Developing” (2.0) with no “Unsatisfactory” score *in any indicator* to progress from Practicum 1 to Practicum 2 and Practicum 2 to Internship. Additionally, in order to pass Practicum, Teacher Candidates are expected to maintain a minimum score of “Proficient” (3.0) with no “Unsatisfactory” scores *in any indicator* of the Professionalism/Dispositional Domain of the SCTS 4.0 Rubric.

Internship will include at least three formative observations by the University Supervisor and three by the Cooperating Teacher which will inform the mid-term and final evaluation. The candidate will need a minimum average SCTS 4.0 score of “Developing/Proficient” (2.5) with no “Unsatisfactory” scores *in any indicator* to graduate. Additionally, in order to pass Internship, Teacher Candidates are expected to maintain a minimum score of “Proficient” (3.0) with no “Unsatisfactory” scores *in any indicator* of the Professionalism/Dispositional Domain of the SCTS 4.0 Rubric.

Professional Dispositions

As a Teacher Candidate completing a practicum or internship experience, 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 of the SCTS 4.0 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.

Confidential Information

Teachers and other education professionals regularly work with confidential information in the context of schools. Confidential information can include student grades, student health records, academic records, Individualized Education Plans (IEPs), and family histories. Teacher Candidates are held to the same legal and professional standards as full-time teachers regarding 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.

Withdrawal from Placement

If the Teacher Candidate withdraws from the Practicum or Internship experience after 60% of the instructional days of a particular course or does not meet the criteria above, he/she will receive an “F” for the experience. The student may apply to repeat the Practicum or Internship experience but must pay full tuition and fees.

Withdrawal from Practicum or Internship may not occur without penalty after 60% of the instructional days have been completed, unless documented extenuating circumstances warrant withdrawal from the course with the assignment of a “W” grade. Documented extenuating circumstances include, but are not limited to, the following: death of an immediate family member; traumatic and unforeseen circumstances that are considered beyond a student’s control; prolonged mental health challenges; physical injury or illness that has resulted in the student’s inability to complete academic responsibilities; or a change in nonacademic employment beyond the student’s control. Documentation of such circumstances must be definitive and presented by the Candidate along with a request for withdrawal with the assignment of a “W” grade to the Field Placement Coordinator.

Addressing Problems and Concerns

Problems or concerns that are related to the performance of the Teacher Candidate will be addressed by the Cooperating Teacher and University Supervisor. If the issue is not resolved within a designated time limit, the Cooperating Teacher, University Supervisor, and Teacher Candidate will meet with the Field Placement Coordinator to develop a contract for the Teacher Candidate. This contract will describe the problem or concern and inform the Teacher Candidate of specific expectations and consequences of non-compliance. The contract will be based on data from the Cooperating Teacher, University Supervisor, and other relevant parties and may include observation notes, feedback about lessons and lesson planning, the midterm evaluation, and the Professionalism/Dispositional Domain based on the SCTS 4.0 Teaching Standards Rubric. The contract will identify a timeframe for addressing the concern or problem and should be signed and dated by the Teacher Candidate, Cooperating Teacher, University Supervisor, Field Placement Coordinator, and the Department Chair. The original contract will be kept in the Field Placement

Coordinator's office with copies provided to the Teacher Candidate, Cooperating Teacher, Program Area Coordinator, and University Supervisor and placed in the Teacher Candidate's file. Once finalized and delivered to the Teacher Candidate, the contract will be implemented. The Teacher Candidate's progress will be reviewed by the Cooperating Teacher, University Supervisor, Field Placement Coordinator, and other parties as needed on the dates specified in the contract. If the problem or concern is not satisfactorily addressed, the consequences outlined in the contract will be implemented (which may include removal of the Teacher Candidate from the field placement).

Placement Changes

Challenges may emerge that interfere with the Teacher Candidate successfully completing a field experience and require a reassignment. These concerns should be directed to the Field Placement Coordinator.

If the Cooperating Teacher is unable to perform the roles and responsibilities described in this document, the Teacher Candidate will be reassigned.

The responsibility to remove a Teacher Candidate from the placement is based on the recommendation of the Field Placement Coordinator in consultation with the University Supervisor, Cooperating Teacher, and Education Preparation Review Committee. When such removal is the result of an unsuccessful Practicum or Internship experience, the Teacher Candidate will not be given the option to begin a second assignment in another school that same semester. A Teacher Candidate may be permitted to retake the Practicum or Internship during a subsequent semester upon recommendation of the Education Preparation Review Committee; however, the student may be denied a second opportunity. Students seeking to appeal the decision to remove them from their placement, or to deny them a second opportunity in a different placement, must do so formally, in writing, to the Chair of the Department of Education within 5 business days of either of these decisions being communicated to them. The University Supervisor and the Field Placement Coordinator will determine whether the Teacher Candidate will be reassigned in the same school or be placed in another setting.

ROLES AND RESPONSIBILITIES

The Teacher Candidate

When in the field, Teacher Candidates must conduct themselves in a manner that is consistent with professional, ethical, and moral standards as stated in the Teacher Educational Professional Dispositions and Skills and in the Standards of Conduct for South Carolina Educators: http://teachercodes.iiep.unesco.org/teachercodes/codes/America/USA/South_Carolina.pdf. Failure to do so may result in termination of the field placement experience.

During their field experiences, Teacher Candidates should serve as a positive model for students; maintain a courteous, cooperative, and professional relationship with parents, faculty, staff, and university personnel; and welcome constructive feedback. All communication, including email, text, phone, and other interpersonal communications should be professional in nature.

The USCB requirement for Teacher Candidates is that they keep the same hours as those expected of their Cooperating Teachers. Additional time may be required to plan or prepare lessons and assume teaching responsibilities. Candidates should be available for attendance at faculty meetings, parent conferences, and other school-related activities.

Attendance and punctuality at field placement sites are essential. Absences should be reserved for major illness or family emergencies only and documentation may be requested. If a candidate anticipates being absent or late arriving at a school site, the candidate must contact the teacher and university supervisor ahead of time. All absences must be made up at the conclusion of the Practicum and Internship, with approval of both the University Supervisor and Cooperating Teacher. Absence for even part of a day counts as one absence. (This includes time spent interviewing for a future teaching position). In case of more than 3 absences, the Teacher Candidate may be removed from the placement. Weather related delays or cancellations should be made up if the school site schedules them during the duration of the practicum or internship experience.

Electronic Devices (Including Cell Phones)

Electronic devices are not to be used for personal communication at school sites during regular school hours. Electronic devices should be turned off before entering the school site and should not be turned back on until the school day has ended. Use of electronic devices during emergencies should be consistent with school policy.

Appropriate Use of Social Media

The rapid growth of social media technologies, combined with their ease of use, make them attractive channels of communication; however, students must realize and understand that these tools hold the possibility of a host of unintended consequences. Social Media is a general term used to reference websites, mobile apps, and activity on Facebook, Twitter, TikTok, Instagram, YouTube, and any other virtual hub where users interact through the Internet. (Other popular sites include but are not limited to Instagram, Tumblr, Snapchat, LinkedIn, Wikipedia, Flickr, WordPress and FourSquare.)

In addition, Teacher Candidates should refrain from contact with their students outside of the classroom. This includes communication through electronic sources other than school email for the purposes of relaying school assignments and answering students' academic questions. For example, communicating about ANY field experience-related topic with students, Cooperating Teachers, University Supervisors, or other interns through a medium such as Facebook® is considered inappropriate contact.

A Teacher Candidate, just as an in-service teacher, must always be above reproach in regard to interaction with students and the school community. For this reason, it is highly recommended that Teacher Candidates who use online communication such as social networks, personal web pages, blogs, and Twitter® should set all access to the highest privacy possible. Remember, anything you post online can be accessed by parents, teachers, and potential employers. Teacher Candidates should not convey to students any personal websites, personal spaces, or personal blogs that they may have developed.

In addition to the above issues of professionalism, Teacher Candidates should also be aware of the following:

- **Transportation to and from Field Sites** - Transportation to and from school sites is the responsibility of the Teacher Candidate. The University of South Carolina Beaufort does not assume any responsibility or liability for travel expenses related to field experiences.

- **Legal Responsibilities** - The Teacher Candidate has no legal status in the school according to South Carolina law. The Cooperating Teacher is legally responsible for the pupils in his/her class at all times during the school day.
- **Worker's Compensation** - The Department of Education provides worker's compensation coverage for Teacher Candidates engaged in clinical experiences. A candidate injured while in a school setting should make sure that both the Cooperating Teacher and the school administration are aware of the injury within 48 hours of the incident. Teacher Candidates should be sure that an incident form is filled out even if no treatment is administered, keep a copy of the form for his/her records, give a copy of the form to the University Supervisor (in experiences involving a University Supervisor), and provide a copy for the Field Office in the Department of Education. If the injury requires immediate attention, go to the emergency room and then complete the above process within 48 hours.
- **Precautions to Prevent the Spread of Infectious Diseases** - In the school setting, knowing who carries an infectious disease and what germs may be present is impossible. Persons with infections do not always have outward signs and often are not aware of being infected. However, the Teacher Candidate can take precautions at the clinical site that will help protect them from infectious diseases. Those precautions include the following:
 1. Wash your hands with soap and running water at regular times during your workday. Common infectious diseases, such as colds or viruses, may be contracted from dirt and waste encountered in the workplace. Human immunodeficiency virus (HIV) acquired immunodeficiency syndrome (AIDS), and Hepatitis B are not prevented by hand washing.
 2. Avoid punctures with objects that may contain the blood of others.
 3. Handle discharges from another person's body (particularly body fluids containing blood) with gloves and wash hands thoroughly with soap and running water when you are finished.
 4. Carefully dispose of trash that contains body wastes and sharp objects. Use special containers with plastic liners for disposal of refuse that contains blood or for any spills that may contain blood. For disposal of sharp objects, use containers that cannot be broken or penetrated. These containers are available in each school's health room. Do not bend, break, or recap needles.
 5. Promptly remove another person's blood and body wastes from your skin by washing with soap and running water. Wash or flush exposed mucous membranes with water immediately.
 6. Clean surfaces that have blood or body wastes from your skin by washing with an Environmental Protection Agency (EPA) CDC approved disinfectant or a 1:10 solution of household bleach and water. (The bleach solution should be fresh daily to ensure proper strength.)
 7. If your skin or mucous membranes (i.e., eyes, mouth) have come in direct contact with blood or body fluids, please report this to your principal.

These precautions will help protect candidates from HIV infection, Hepatitis B, and many other

infectious diseases. These ordinary hygienic practices will result in fewer illnesses for candidates and others around them. Candidates do not need to know which people around them are infected with HIV or any other diseases because the precautions should be used routinely. The Teacher Candidate should maintain confidentiality of all medical information concerning students and co-workers, especially if an individual has either HIV infection or AIDS. With few exceptions, sharing such information without the necessary authorization is prohibited by law. Teacher Candidates exposed to blood borne pathogens should visit an urgent care facility or an emergency room.

Expectations

To ensure a positive and professional experience, Teacher Candidates are expected to:

1. Attend the required orientation session.
2. Establish contact with the Cooperating Teacher prior to beginning the field experience assignment.
3. Become familiar with the community assigned for the field experience.
4. Visit the school and district websites to build background knowledge.
5. Report on time for all activities or duties.
6. Become familiar with, and adhere to, the rules applicable to students and teachers in the assigned school.
7. Serve as a positive model for pupils with respect to speech, grammar, and spelling.
8. Carry out all their professional responsibilities with attention to detail and pride.
9. Have lesson plans reviewed and approved by the Cooperating Teacher several days in advance and turned into the Cooperating Teacher and to the University Supervisor **at least 48 hours before an observation.**
10. Welcome and ask for assistance, advice, feedback, coaching, and criticism from those charged with helping them to become an effective teacher, and act on it appropriately.
11. Become a reflective practitioner by reflecting on each experience.

Substitute Teaching

Under no circumstances may Teacher Candidates accept payment for serving as a substitute while engaged in their field placement.

The Cooperating Teacher

The single most important influence upon the Teacher Candidate is the Cooperating Teacher. Consequently, a quality field experience utilizes as Cooperating Teachers those persons who have demonstrated success in the classroom with their own students as well as those who have been successful in helping Teacher Candidates develop as professional teachers.

Qualifications

Each Teacher Candidate is placed with a Cooperating Teacher who has:

- Completed at least three years of successful teaching;
- Received Expanded ADEPT certification;
- Taught for at least one year in the current grade level;
- Served for at least one year in the placement school;
- Received a principal's recommendation to serve as a Cooperating Teacher.

Expectations

The Cooperating Teacher produces a learning climate for Teacher Candidates that:

- Facilitates professional growth;
- Establishes a supportive climate of acceptance, enthusiasm, and open communication;
- Encourages questions from the Teacher Candidate;
- Offers positive remarks and encouraging comments when success is met;
- Maintains communication with the University Supervisor;
- Helps the Teacher Candidate develop a positive perception of the profession, a commitment to teaching, and a realistic concept of the total teaching experience;
- Supports the Teacher Candidate as a co-teacher;
- Helps Teacher Candidates formulate and implement goals/objectives;
- Assists them in modifying plans in accordance with classroom realities;
- Recognizes that planning and classroom management are two areas most Teacher Candidates need time to develop and practice during Practicum semesters;
- Involves the Teacher Candidate in a variety of instructional methods and strategies including cooperative learning, portfolio assessment, and the use of technology;
- Arranges for the Teacher Candidate to visit the classrooms of other teachers who are using innovative approaches or techniques;
- Demonstrates differentiated instruction strategies and plans;
- Models hands-on experiential learning;
- Encourages creativity;
- Provides daily oral feedback on professionalism;
- Encourages self-evaluation and reflection;
- Provides the University Supervisor with written assessments of the Teacher Candidate's teaching performance.

The Cooperating Teacher is legally responsible for the pupils at all times. This legal responsibility makes it imperative that the Cooperating Teacher be in or near the classroom at all times. In the event of the Cooperating Teacher's absence from school, a qualified substitute teacher must be employed. If the absence is prolonged, the Teacher Candidate will be reassigned.

The University Supervisor

The University Supervisor is the representative of the university who assumes responsibility for the off-campus supervision of the Teacher Candidate. The University Supervisor serves as the liaison between the university, the Cooperating Teacher, and the Teacher Candidate, and is involved in the orientation, supervision, and evaluation activities required by the program. The amount of required supervision of the Teacher Candidate will vary from Teacher Candidate to Teacher Candidate. Even the most skilled Teacher Candidate needs constructive feedback on their performance. Supervision will be provided daily by the Cooperating Teacher and, at various times, by the University Supervisor.

Qualifications

Whenever possible, Interns are placed under the supervision of a full-time faculty member who meets the following requirements:

- Former teacher and/or instructional administrator (i.e., principal, assistant principal, supervisor, coordinator) in a public school;
- Served as a Cooperating Teacher for USCB Practicum students;
- Received Expanded ADEPT certification;
- Current or former state teacher's certification in the area of supervision.

If a person is not a full-time instructor at USCB, then the following qualifications must be met for adjunct University supervision:

- A master's degree or doctorate in the academic field in which candidates are to be supervised;
- Holds Expanded ADEPT certification;
- Former teacher and/or instructional administrator (i.e., principal, assistant principal, supervisor, coordinator) in a public-school division;
- At least three years of teaching experience within the content area of supervision;
- Written or verbal recommendations of former supervisors or administrative colleagues;
- Current or former state teacher's certificate in the area of instruction.

Expectations

The University Supervisor:

- Provides examples of support, interest, and concern for the Teacher Candidate's professional growth and development;
- Maintains solid communication between all members of the evaluation team;
- Works as a co-partner with the Cooperating Teacher to assure a successful field experience for the Teacher Candidate;
- Provides sympathetic understanding and professional counseling to help alleviate the tensions that often accompany field experiences;
- Assists the Teacher Candidate in gaining overall confidence in the teaching profession;
- Acts as a resource and an instructional guide by recommending strategies, techniques, books, videos, journal articles, and other resources that may assist the Teacher Candidate in teaching;

- Encourages and assists the Teacher Candidate in the preparation and implementation of lesson plan writing with an emphasis on scaffolding learning experiences;
- Assists the Teacher Candidate with the selection of appropriate grade level and technology standards;
- Provides meaningful observations of the Teacher Candidate's teaching which reflect and highlight ways in which the Teacher Candidate has assisted students in constructing knowledge;
- Conferences with the Teacher Candidate after observations;
- Conferences with the Cooperating Teacher on the growth and development of the Teacher Candidate.

APPENDIX

PROFESSIONALISM

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

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

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

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

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

INTERNSHIP TIME SHEET

To be filled out by Teacher Candidate and reviewed by University Supervisor at each visit.

Teacher Candidate Name _____

Teacher Candidate Signature _____

Day	Teacher candidate Signature	Cooperating Teacher Initials	Date	Time In	Time Out
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					

Cooperating Teacher _____

TEACHER CANDIDATE ATTENDANCE CONFIRMATION REPORT

(To be filled out by Clinical Intern)

Part II. Classroom Absences and Tardies over 30 minutes

Date _____ Reason _____

Date _____ Reason _____

Date _____ Reason _____

Part III. Conference(s)

Date	Conference Title	Location	Arrival Time	Departure Time

Part IV. School Based Professional Development Training

Date & Topic _____

Part V. Attendance Verification:

University Supervisor Verification Signature: _____

Date: _____

UNIVERSITY OF SOUTH CAROLINA BEAUFORT

TEACHER CANDIDATE INFORMATION SHEET

Teacher Candidate:

Name: _____

Home Phone: _____ Cell Phone: _____

Best time to call: _____

USCB Email Address: _____

Cooperating Teacher:

Name: _____

Grade Level: _____ Room Number: _____

Assistant Name: _____

Home Phone: _____

Best time to call (Please note if you prefer calls at home or at school)

Email Address: _____

School:

Name: _____

School Phone: _____

School Hours (teachers): _____

School Hours (students): _____

Principal: _____

Assistant Principal: _____

Secretary: _____

School Website: _____

University of South Carolina Beaufort

FIELD AGREEMENT

Candidate Name (Please Print) _____

Introduction

Once enrolled in Practicum and Internship, the USCB Teacher Candidate is engaged in the final, and perhaps most important, stage of the teacher preparation process. It is an opportunity for the candidate to put into action the skills, knowledge and dispositions that have been acquired during previous semesters.

There are numerous responsibilities that the candidate must assume as s/he begins his or her fieldwork. The candidate must carefully read the following guidelines, sign the agreement, and return it to the Department of Education office before engaging in both the Practicum and Internship Experiences.

Professional Conduct

A great deal of time and effort is expended establishing relationships between USCB's Department of Education and various school districts. When candidates are visiting schools in any capacity, they should recall that they are representatives of the University of South Carolina Beaufort. The impressions that candidates make upon the visited schools/teachers will affect not only their own future, but also the reputation of the University of South Carolina Beaufort. Accordingly, candidates should conduct themselves in a professional manner in both appearance and deportment.

Professional conduct for USCB's Department of Education clinical teacher candidates includes:

- Personal appearance and dress, comparable to the standards and expectations for employed teachers at the assigned school site.
- Cooperation and professional interaction with colleagues, staff, parents, and students.
- If a candidate is absent or anticipates being late to a school site, s/he must contact the teacher ahead of time, as well as inform the University Supervisor.
- Familiarity and compliance of the candidate with all applicable requirements and deadlines of the USCB Department of Education.
- Demonstration of sound judgment as well as knowledge of, and adherence to, school site policies; the ability to be flexible and adaptable; evidence of professional growth and self-assessment.
- Supervision: The Field Placement Coordinator assigns a University Supervisor to each candidate early in the semester. Once supervision assignments are made, the candidate is responsible for contacting the supervisor and working out a schedule of site visits for the semester.

- In summary, over the course of the field experiences, the Teacher Candidate must demonstrate that she/he understands and can assume the responsibilities required of a professional teacher.

<p>Grounds for Dismissal from the Field Experience:</p>
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- False reporting of attendance and activities at the school site, or plagiarism in required written assignments.
- Inappropriate comments or photographs on social network websites.
- Change of status of the candidate with SLED or FBI; specifically, the suspension or revocation of the candidates' clearance status.
- Use of profanity or demeaning language with colleagues, staff, students, or parents at the assigned school site, or on the internet.
- Sexual harassment or misconduct at the assigned school site.
- Inappropriate interaction with students, parents, or school personnel during the Internship period.
- Possession or under the influence of alcoholic beverages or illegal drugs.
- Possession of weapons on school property or in the presence of any school students.
- Breach of confidentiality of student records, classroom behavior, personal or family information, or any other privileged information that falls under the Family Educational Rights and Privacy Act (FERPA).
- Conduct at the assigned school site that would warrant suspension or termination of an employee by the school district where the candidate is placed.
- Request by the school site administration/Cooperating Teacher to terminate the candidate's field assignment, prior to the scheduled end of the placement.
- More than 3 absences.
- Attempts to change an assigned school/teacher placement without prior consultation/approval by the USCB's Field Placement Coordinator.

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

Signature: _____

Date: _____



USCB Educator Preparation Program

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, 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.

Student Intervention Plan: Professional Dispositions and Skills Contract (cont'd)

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.)

INSTRUCTION				
	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
Standards and Objectives¹	<ul style="list-style-type: none"> All learning objectives and state content standards are explicitly communicated. Sub-objectives are aligned and logically sequenced to the lesson's major objective. Learning objectives are: (a) consistently connected to what students have previously learned, (b) know from life experiences, and (c) integrated with other disciplines. Expectations for each student's performance are clear, demanding, and high. State standards are displayed, referenced throughout the lesson with explanations. There is evidence that most students demonstrate mastery of the objective. 	<ul style="list-style-type: none"> Most learning objectives and state content standards are communicated. Sub-objectives are mostly aligned to the lesson's major objective. Learning objectives are connected to what students have previously learned. Expectations for student performance are clear, demanding and high. State standards are displayed and referenced in the lesson. There is evidence that most students demonstrate mastery of the objective. 	<ul style="list-style-type: none"> Some learning objectives and state content standards are communicated. Sub-objectives are sometimes aligned to the lesson's major objective. Learning objectives are not clearly connected to what students have previously learned. Expectations for student performance are clear. State standards are appropriately displayed There is evidence that some 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. There is evidence that few students demonstrate mastery of the objective.
Motivating Students²	<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.

¹ Applebee, A.N., Adler, M., & Flihan, S. (2007). Interdisciplinary curricula in middle and high school classrooms: Case studies to curriculum and instruction. *American Educational Research Journal*, 44(4), 1002-1039. doi: 10.3102/0002831207308219

² Givens Rolland, R. (2012). Synthesizing the evidence on classroom goal structures in middle and secondary schools: A meta-analysis and narrative review. *Review of Educational Research*, 82(4), 396-435. doi:10.3102/0034654312464909

Presenting Instructional Content³	Presentation of content always includes: <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. 	Presentation of content most of the time includes: <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. 	Presentation of content sometimes includes: <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. 	Presentation of content rarely includes: <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 and Pacing⁴	<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.

³ Dalton, B., & Smith, B.E. (2012). Teachers as designers: Multimodal immersion and strategic reading on the Internet. *Research in the Schools, 19*(1), 12-25.

⁴ Konrad, M., Helf, S., & Joseph, L. M. (2011). Evidence-based instruction is not enough: Strategies for increasing instructional efficiency. *Intervention in School and Clinic, 47*(2), 67-74. doi: 10.1177/1053451211414192

Activities and Materials⁵	<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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⁵ Pahl, K., & Roswell, J. (2010). *Artifactual literacies: Every object tells a story*. New York, NY: Teachers College Press.

<p>Questioning⁶</p>	<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. • 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. • 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. • 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. • 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.
<p>Academic Feedback⁷</p>	<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.

⁶ Fusco, E. (2012). *Effective questioning strategies in the classroom: A step-by-step approach to engaged thinking and learning, K-8*. New York, NY: Teachers College Press.

⁷ Hattie, J. & Gan, M. (2010). Instruction based on feedback. In R. E. Mayer & P. A. Alexander (Eds.). *Handbook of Research on Learning and Instruction* (pp. 249-272). New York, NY: Taylor & Francis.

Grouping Students⁸	<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.
Teacher Content Knowledge⁹	<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.¹ 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.

⁸Li, T., Han, L., Zhang, L., & Rozelle, S. (2014). Encouraging classroom peer interactions: Evidence from Chinese migrant schools. *Journal of Public Economics*, 111, 29-45. doi:10.1016/j.jpubeco.2013.12.014

⁹Ball, D. L., Thames, M. H., & Phelps, G. (2008). Content knowledge for teaching: What makes it special? *Journal of Teacher Education*, 59(5), 389-407. doi: 10.1177/0022487108324554

Teacher Knowledge¹⁰ of Students	<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.
Thinking¹¹	<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 ensure 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 type 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.

¹⁰ Pacheco, M., & Gutierrez, K. (2009). Cultural-historical approaches to literacy teaching and learning. In C. Compton-Lilly (Ed.), *Breaking the silence: Recognizing the social and cultural resources students bring to the classroom* (pp. 60-77). Newark, NJ: International Reading Association.

¹¹ Marshall, J.C., & Horton, R. M. (2011). The relationship of teacher-facilitated, inquiry-based instruction to student higher-order thinking. *School Science and Mathematics*, 111(3), 93-101. doi: 10.1111/j.1949-8594.2010.00066.x

Problem Solving¹²	<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
Description of Qualifying Measures	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

¹² Marshall, J.C., & Horton, R. M. (2011). The relationship of teacher-facilitated, inquiry-based instruction to student higher-order thinking. *School Science and Mathematics*, 111(3), 93-101. doi: 10.1111/j.1949-8594.2010.00066.x

PLANNING				
	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
Instructional Plans¹³	<p>Instructional plans include:</p> <ul style="list-style-type: none"> measurable and explicit goals aligned to state content standards. activities, materials, and assessments that: <ul style="list-style-type: none"> are aligned to state standards. are sequenced from basic to complex. build on prior student knowledge, are relevant to students' lives, and integrate other disciplines. provide appropriate time for student work, student reflection, and lesson and unit closure. evidence that plan is appropriate for the age, knowledge, and interests of all learners. evidence that the plan provides regular opportunities to accommodate individual student needs. 	<p>Instructional plans include:</p> <ul style="list-style-type: none"> goals aligned to state content standards. activities, materials, and assessments that: <ul style="list-style-type: none"> are aligned to state standards. are sequenced from basic to complex. build on prior student knowledge. provide appropriate time for student work, and lesson and unit closure. evidence that plan is appropriate for the age, knowledge, and interests of most learners. evidence that the plan provides some opportunities to accommodate individual student needs. 	<p>Instructional plans include:</p> <ul style="list-style-type: none"> some goals aligned to state content standards. activities, materials, and assessments that: <ul style="list-style-type: none"> are sometimes aligned to state standards. are sometimes sequenced from basic to complex. Sometimes build on prior student knowledge. Sometimes provide appropriate time for student work, and lesson and unit closure. Some evidence that plan is appropriate for the age, knowledge, and interests of most learners. evidence that the plan provides some opportunities to accommodate individual student needs. 	<p>Instructional plans include:</p> <ul style="list-style-type: none"> few goals aligned to state content standards. activities, materials, and assessments that: <ul style="list-style-type: none"> are rarely aligned to state standards. are rarely logically sequenced. rarely build on prior student knowledge inconsistently provide time for student work, and lesson and unit closure little evidence that the plan is appropriate for the age, knowledge, or interests of the learners. little evidence that the plan provides some opportunities to accommodate individual student needs.
Student Work	<p>Assignments require students to:</p> <ul style="list-style-type: none"> organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it. draw conclusions, make generalizations, and produce arguments that are supported through extended writing. connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives both inside and outside of school. 	<p>Assignments require students to:</p> <ul style="list-style-type: none"> interpret and analyze information rather than reproduce it. draw conclusions and support them through writing. connect what they are learning to prior learning and some life experiences. 	<p>Assignments require students to:</p> <ul style="list-style-type: none"> interpret information rather than reproduce it. Sometimes draw conclusions and support them through writing. Sometimes connect what they are learning to prior learning or life experiences. 	<p>Assignments require students to:</p> <ul style="list-style-type: none"> mostly reproduce information. rarely draw conclusions and support them through writing. rarely connect what they are learning to prior learning or life experiences.

¹³ Timperley, H. S., & Parr, J. M. (2009). What is this lesson about? Instructional processes and student understandings in writing classrooms. *The Curriculum Journal*, 20(1), 43-60. doi: 10.1080/09585170902763999

¹⁴ Marshall, J. C., & Horton, R. M. (2011). The relationship of teacher-facilitated, inquiry-based instruction to student higher-order thinking. *School Science and Mathematics*, 111(3), 93-101. doi: 10.1111/j.1949-8594.2010.00066.x

Assessment¹⁵	<p>Assessment Plans:</p> <ul style="list-style-type: none"> • are consistently aligned with state content standards. • have clear appropriate measurement criteria. • measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test). • require extended written tasks. • are portfolio-based with clear illustrations of student progress toward state content standards. • include descriptions of how assessment results will be used to inform future instruction. 	<p>Assessment Plans:</p> <ul style="list-style-type: none"> • are aligned with state content standards. • have clear measurement criteria. • measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test). • require written tasks. • include performance checks throughout the school year. 	<p>Assessment Plans:</p> <ul style="list-style-type: none"> • are sometimes aligned with state content standards. • have measurement criteria. • measure student performance in more than one way (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test). • require limited written tasks. • include performance checks but may not be monitored consistently. 	<p>Assessment Plans:</p> <ul style="list-style-type: none"> • are rarely aligned with state content standards. • have ambiguous measurement criteria. • measure student performance in less than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test). • include performance checks, although the purpose of these checks is not clear.
Description of Qualifying Measures	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

¹⁵ Lyon, E. G. (2011). Beliefs, practices, and reflection: Exploring a science teacher's classroom assessment through the Assessment Triangle Model. *Journal of Science Teacher Education*, 22(5), 417-435. doi: 10.1007/s10972-011-9241-4

ENVIRONMENT

	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
	<i>Consistent Evidence of Student-Centered Learning/Student Ownership of Learning – Teacher and Students Facilitate the Learning</i>	<i>Some Evidence of Student-Centered Learning/Student Ownership of Learning – Teacher Facilitates the Learning</i>	<i>Moving Toward Student-Centered Learning/Student Ownership of Learning Consistent Reliance on Teacher Direction</i>	<i>Heavy Emphasis on Teacher Direction – Minimal Evidence of Student Ownership of Learning</i>
Expectations¹⁶	<ul style="list-style-type: none"> Teacher engages students in learning with clear and rigorous academic expectations for every student and actively uses aligned and differentiated materials and resources to ensure equitable access to learning. Students regularly learn from their mistakes and can describe their thinking on what they learned. Teacher creates learning opportunities where all students consistently experience success. Students lead opportunities that support learning. Students take initiative to meet or exceed teacher expectations. Teacher optimizes instructional time to ensure each student meets their learning goals. 	<ul style="list-style-type: none"> Teacher engages students in learning with clear and rigorous academic expectations for every student with aligned materials and resources for students to access. Teacher encourages students to learn from mistakes. Teacher creates learning opportunities where all students can experience success. Students complete their work according to teacher expectations. 	<ul style="list-style-type: none"> Teacher engages students in learning with clear and rigorous academic expectations for most students. Teacher encourages students to learn from mistakes. Teacher creates learning opportunities where some students can experience success. Teacher expectations for student work are not clear for all students. 	<ul style="list-style-type: none"> Teacher expectations are not rigorous for every student. Teacher creates an environment where mistakes and failure are not viewed as learning experiences. Teacher does not create learning opportunities where students can experience success. Student work is rarely completed to meet teacher expectations.
Engaging Students and Managing Behavior¹⁷	<ul style="list-style-type: none"> Students are consistently engaged in behaviors that optimize learning and increase time on task. Teacher and students establish clear commitments for learning and behavior. The teacher consistently uses and students reinforce several techniques (e.g., rewards, intrinsic motivation, approval, contingent activities, and consequences) that maintain student engagement and promote a positive classroom environment. Teacher consistently recognizes and motivates positive behaviors and does not allow inconsequential behavior to interrupt the lesson. The teacher addresses individual students who have caused disruptions rather than the entire class. The teacher attends to disruptions quickly with minimal interruption to learning. 	<ul style="list-style-type: none"> Students are mostly engaged in behaviors that optimize learning and increase time on task; some minor learning disruptions may occur. Teacher establishes rules for learning and behavior. The teacher uses several techniques (e.g., rewards, intrinsic motivation, approval, contingent activities, and consequences) that maintain student engagement and promote a positive classroom environment. The teacher often recognizes and motivates positive behaviors and overlooks most inconsequential behavior. The teacher addresses students who have caused disruptions, yet sometimes he or she addresses the entire class. 	<ul style="list-style-type: none"> Students are sometimes engaged in behaviors that optimize learning and increase time on task; minor learning disruptions are frequent. Teacher establishes rules for learning and behavior. The teacher uses some techniques (e.g., rewards, intrinsic motivation, approval, contingent activities, and consequences) to maintain appropriate student behavior. The teacher sometimes recognizes and motivates positive behaviors and 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. 	<ul style="list-style-type: none"> Students are consistently engaged in behavior that interrupts learning or minimizes time on task. Teacher establishes few rules for learning and behavior. The teacher uses few techniques to maintain student engagement. The teacher over-addresses inconsequential behavior. Teacher does not or inconsistently addresses behavior that interrupts learning.

ENVIRONMENT

	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
	<i>Consistent Evidence of Student-Centered Learning/Student Ownership of Learning – Teacher and Students Facilitate the Learning</i>	<i>Some Evidence of Student-Centered Learning/Student Ownership of Learning – Teacher Facilitates the Learning</i>	<i>Moving Toward Student-Centered Learning/Student Ownership of Learning Consistent Reliance on Teacher Direction</i>	<i>Heavy Emphasis on Teacher Direction – Minimal Evidence of Student Ownership of Learning</i>
Environment¹⁸	<p>The classroom</p> <ul style="list-style-type: none"> welcomes all students and guests and provides a safe space for all students to take risks and interact with peers. is clearly organized and designed for and with students to promote learning for all. has supplies, equipment, and resources easily and readily accessible to provide equitable opportunities for all students. displays current student work that promotes a positive and inclusive classroom environment. is consistently arranged to maximize individual and group learning and to reinforce a positive classroom culture. 	<p>The classroom</p> <ul style="list-style-type: none"> welcomes all students and guests. is organized to promote learning for all students. has supplies, equipment, and resources accessible to provide equitable opportunities for students. displays current student work. is arranged to promote individual and group learning. 	<p>The classroom</p> <ul style="list-style-type: none"> welcomes most students and guests. is somewhat organized to promote learning for all students. has supplies, equipment, and resources accessible. displayed student work is not updated regularly. is sometimes arranged to promote individual and group learning. 	<p>The classroom</p> <ul style="list-style-type: none"> is somewhat uninviting. is not organized to promote student learning. supplies, equipment, and resources are difficult to access. does not display student work. is not arranged to promote group learning.
Respectful Culture¹⁹	<ul style="list-style-type: none"> Teacher-student and student-student interactions demonstrate caring and respect for one another and celebrate and acknowledge all students' background and culture. Teacher fosters positive teacher-to-student and student-to-student interactions that demonstrate overall care, kindness, and respect for one another. Teacher seeks out and is receptive to the interests and opinions of all students. Positive relationships and interdependence characterize the classroom. 	<ul style="list-style-type: none"> Teacher-student interactions are generally positive and reflect awareness and consideration of all students' background and culture. Teacher and students exhibit respect and kindness for the teacher and each other; classroom is free of unhealthy conflict, sarcasm, and put-downs. Teacher is receptive to the interests and opinions of students. 	<ul style="list-style-type: none"> Teacher-student interactions are sometimes positive, but may reflect occasional inconsistencies. Students exhibit respect and kindness for the teacher and each other. Teacher is sometimes receptive to the interests and opinions of students. 	<ul style="list-style-type: none"> Teacher does not establish a safe and positive classroom culture for students. Students do not exhibit respect for the teacher or each other. Teacher and/or student interaction is characterized by unhealthy conflict, sarcasm, or put-downs. Teacher is not receptive to interests and opinions of students.

¹⁶ Ponitz, C. C., Rimm-Kaufman, S. E., Brock, L. L., & Nathanson, L. (2009). Early adjustment, gender differences, and classroom organizational climate in first grade. *The Elementary School Journal*, 110(2), 142-162. doi: 10.1086/605470

¹⁷ Tsouloupas, C. N., Carson, R. L., & MacGregor, S. K. (2014). The development of high school teachers' efficacy in handling student misbehavior (TEHSM). *The Journal of Educational Research*, 107(3), 230- 240. doi: 10.1080/00220671.2013.788992

¹⁸ Schleicher, A. (2011). Lessons from the world on effective teaching and learning environments. *Journal of Teacher Education*, 62(2), 202-221. doi: 10.1177/0022487110386966

¹⁹ Hallinan, M. T. (2008). Teacher influences on students' attachment to school. *Sociology of Education*, 81(3), 271-283. doi: 10.1177/00380407080810030

PROFESSIONALISM

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

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

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

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

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

Summative Internship Observation Form

INTERNSHIP

**USCB Educator Preparation Program
Expanded ADEPT 4.0 Summary Observation/Evaluation Form
MID-TERM _____ FINAL _____
Program: _____**

Teacher Candidate:	ID#:	Date:	Time:
Cooperating Teacher:	Grade:	School:	
University Supervisor:			

This form will focus on the Instruction, Planning, and Environment Domains of the NIET Rubric. Select a rating for each of the indicators and an overall domain rating for each of the three domains. It is appropriate to select N/A for a given indicator if there is not sufficient evidence. It is important to provide evidence in the space provided. that validates the rating selected. Refer to the NIET Rubric for specific rating criteria and elements.

Rating Key: E(4) = Exemplary, P(3) = Proficient, D(2) = Developing, U(1) = Unsatisfactory, N/A(4) = Not Applicable

Score: _____

Alignment	Indicator	Evidence	Rating
Instruction (I)			
SCTS (I) 1	Standards and Objectives		<input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> D <input type="checkbox"/> U <input type="checkbox"/> N/A
SCTS (I) 2	Motivating Students		<input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> D <input type="checkbox"/> U <input type="checkbox"/> N/A
SCTS (I) 3	Presenting Instructional Content		<input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> D <input type="checkbox"/> U <input type="checkbox"/> N/A
SCTS (I) 4	Lesson Structure and Pacing		<input type="checkbox"/> E <input type="checkbox"/> P <input type="checkbox"/> D <input type="checkbox"/> U <input type="checkbox"/> N/A

SCTS (I) 5	Activities and Materials		E P D U N/A
SCTS (I) 6	Questioning		E P D U N/A
SCTS (I) 7	Academic Feedback		E P D U N/A
SCTS (I) 8	Grouping Students		E P D U N/A
SCTS (I) 9	Teacher Content Knowledge		E P D U N/A
SCTS (I) 10	Teacher Knowledge of Students		E P D U N/A
SCTS (I) 11	Thinking		E P D U N/A
SCTS (I) 12	Problem Solving		E P D U N/A
Planning (P)			
SCTS (P) 1	Instructional Plans		E P D U N/A
SCTS (P) 2	Student Work		E P D U N/A
SCTS (P) 3	Assessment Plans		E P D U N/A

Environment (E)			
SCTS (E) 1	Expectations		E P D U N/A
SCTS (E) 2	Managing Student Behavior		E P D U N/A
SCTS (E) 3	Environment		E P D U N/A
SCTS (E) 4	Respectful Culture		E P D U N/A
Professionalism/ Dispositional	E-Always; P-Often; D-Sometimes; U-Rarely		
SCTS (D) 1	The candidate is prompt, prepared, and participates in professional development meetings, bringing student artifacts (student work) when requested. Note: Professional development meetings include pre-and post-conferences with CT and/or supervisor.		E P D U N/A
SCTS (D) 2	The candidate appropriately attempts to implement new learning in the classroom following presentation or feedback received in professional development meetings.		E P D U N/A
SCTS (D) 3	The candidate develops and works on a unit or lesson plan for new learning based on analyses of individual improvement plans and new goals, self-assessment, and input from the CT and/or Supervisor observations.		E P D U N/A

SCTS (D) 4	The candidate selects specific activities, content knowledge, or pedagogical skills to enhance and improve his/her proficiency.		E P D U N/A
SCTS (D) 5	The candidate makes thoughtful and accurate assessments of his/her lessons' effectiveness as evidenced by the self-reflection after each observation.		E P D U N/A
SCTS (D) 6	The candidate offers specific actions to improve his/her teaching, by being responsive to feedback and uses it constructively.		E P D U N/A
SCTS (D) 7	The candidate accepts responsibilities contributing to students and/or class improvement.		E P D U N/A
SCTS (D) 8	The candidate utilizes student achievement data to address strengths and weaknesses of students and guide instructional decisions.		E P D U N/A
SCTS (D) 9	The candidate actively supports classroom and/or school activities and events.		E P D U N/A
SCTS (D) 10	The candidate accepts leadership responsibilities and/or assists in peers contributing to a safe and orderly class/school environment.		E P D U N/A
SCTS (D) 11	The candidate demonstrates the skills required for effective teaching and learning, (i.e., instructional strategies, assessment, respectful culture).		E P D U N/A
		Average Score	_____ /4

Area(s) of Strength:

Area(s) for Growth:

Suggested Actions for Improvement

Required Actions for Improvement

Formal Evaluation - Signature indicates that Candidate, Cooperating Teacher and University Supervisor have conferenced regarding the candidate's performance, and the CT and US are in agreement.

Number of *formative observations* on which this evaluation is based: _____ University Supervisor _____ Cooperating Teacher

Number of *visits* on which this evaluation is based: _____ University Supervisor

Teacher Candidate Signature Date Cooperating Teacher Date

University Supervisor Date

Summative Practicum Observation Form

PRACTICUM: _____ I _____ II

USCB Educator Preparation Program

Expanded ADEPT SCTS 4.0 Summary Observation/Evaluation Form

MID-TERM _____ FINAL _____

Program: _____

Teacher Candidate:	ID#:	Date:	Time:
Cooperating Teacher:	Grade:	School:	
University Supervisor:			

This form will focus on the Instruction, Planning, and Environment Domains of the NIET Rubric. Select a rating for each of the indicators and an overall domain rating for each of the three domains. It is appropriate to select N/A for a given indicator if there is not sufficient evidence. It is important to provide evidence in the space provided that validates the rating selected. Refer to the NIET Rubric for specific rating criteria and elements.

Rating Key: E(4) = Exemplary, P(3) = Proficient, D(2) = Developing, U(1) = Unsatisfactory, N/A(4) = Not Applicable

Score: _____

Alignment	Indicator	Evidence	Rating
Instruction (I)			
SCTS (I) 1	Standards and Objectives		E P D U N/A
SCTS (I) 2	Motivating Students		E P D U N/A
SCTS (I) 3	Presenting Instructional Content		E P D U N/A
SCTS (I) 4	Lesson Structure and Pacing		E P D U N/A
SCTS (I) 5	Activities and Materials		E P D U N/A

SCTS (I) 6	Questioning		E P D U N/A
SCTS (I) 7	Academic Feedback		E P D U N/A
SCTS (I) 8	Grouping Students		E P D U N/A
SCTS (I) 9	Teacher Content Knowledge		E P D U N/A
SCTS (I) 10	Teacher Knowledge of Students		E P D U N/A
SCTS (I) 11	Thinking		E P D U N/A
SCTS (I) 12	Problem Solving		E P D U N/A
Planning (P)			
SCTS (P) 1	Instructional Plans		E P D U N/A
SCTS (P) 2	Student Work		E P D U N/A
SCTS (P) 3	Assessment Plans		E P D U N/A
Environment (E)			
SCTS (E) 1	Expectations		E P D U N/A
SCTS (E) 2	Managing Student Behavior		E P D U N/A
SCTS (E) 3	Environment		E P D U N/A
SCTS (E) 4	Respectful Culture		E P D U N/A
		Average Score (Planning, Instruction and Environment)	<u> </u> /4

Professionalism/ Dispositional		E-Always; P-Often; D-Sometimes; U-Rarely	
SCTS (D) 1	The candidate is prompt, prepared, and participates in professional development meetings, bringing student artifacts (student work) when requested.		E P D U N/A
SCTS (D) 2	The candidate appropriately attempts to implement new learning in the classroom following presentation in professional development meetings.		E P D U N/A
SCTS (D) 3	The candidate develops and works on a semester plan for new learning based on analyses of school improvement plans and new goals, self-assessment, and input from the CT and supervisor observations.		E P D U N/A
SCTS (D) 4	The candidate selects specific activities, content knowledge, or pedagogical skills to enhance and improve his/her proficiency.		E P D U N/A
SCTS (D) 5	The candidate makes thoughtful and accurate assessments of his/her lessons' effectiveness as evidenced by the self-reflection after each observation.		E P D U N/A
SCTS (D) 6	The candidate offers specific actions to improve his/her teaching, by being responsive to feedback and uses it constructively.		E P D U N/A
SCTS (D) 7	The candidate accepts responsibilities contributing to school improvement.		E P D U N/A
SCTS (D) 8	The candidate utilizes student achievement data to address strengths and weaknesses of students and guide instructional decisions.		E P D U N/A
SCTS (D) 9	The candidate actively supports school activities and events.		E P D U N/A
SCTS (D) 10	The candidate accepts leadership responsibilities and/or assists in peers contributing to a safe and orderly school environment.		E P D U N/A
SCTS (D) 11	The candidate conducts himself in a professional manner through engagement, appearance, communication, and respect.		E P D U N/A
		Average Score (Dispositions)	<u> </u> /4

Area(s) of Strength:

Area(s) for Growth:

Suggested Actions for Improvement

Required Actions for Improvement

Formal Evaluation - Signature indicates that Candidate, Cooperating Teacher and University Supervisor have conferenced regarding the candidate's performance, and the CT and US are in agreement.

Number of *formative observations* on which this evaluation is based: _____ University Supervisor _____ Cooperating Teacher

Number of *visits* on which this evaluation is based: _____ University Supervisor

Teacher Candidate Signature

Date

Cooperating Teacher

Date

University Supervisor

Date

Formative Observation Form

**USCB Educator Preparation Program
Expanded ADEPT 4.0 Summary Observation/Evaluation Form
FORMATIVE OBSERVATION
Program:**

Teacher Candidate:	ID#:	Date:	Time:
Cooperating Teacher:	Grade:	School:	
University Supervisor:	Subject:		
Check appropriate: () Practicum I () Practicum II () Internship			Check appropriate: Observer: () US () CT

Alignment I – Instruction P – Planning E – Environment	Indicator	Evidence
SCTS (I) 1	Standards and Objectives -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	
SCTS (I) 2	Motivating Students -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.	

SCTS (I) 3	<p>Presenting Instructional Content 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. 	
SCTS (I) 4	<p>Lesson Structure and Pacing</p> <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. 	
SCTS (I) 5	<p>Activities and Materials Include:</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.). 	
SCTS (I) 6	<p>Questioning</p> <ul style="list-style-type: none"> -varied and high quality providing a balanced mix of question types: <ul style="list-style-type: none"> o knowledge and comprehension, o application and analysis, and o creation and evaluation. - Questions are usually purposeful and coherent. - A moderate frequency of questions asked. 	

	<ul style="list-style-type: none"> - 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. 	
SCTS (I) 7	<p>Academic Feedback</p> <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. 	
SCTS (I) 8	<p>Grouping Students</p> <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. 	
SCTS (I) 9	<p>Teacher Content Knowledge</p> <p>Teacher displays accurate content knowledge of all the subjects he or she teaches.</p> <ul style="list-style-type: none"> - 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. 	

SCTS (I) 10	<p>Teacher Knowledge of Students</p> <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 	
SCTS (I) 11	<p>Thinking</p> <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. 	
SCTS (I) 12	<p>Problem Solving</p> <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 	

SCTS (P) 1	<p>Instructional Plans Include:</p> <ul style="list-style-type: none"> -goals aligned to state content standards. -activities, materials, and assessments that: <ul style="list-style-type: none"> - are aligned to state standards. - are sequenced from basic to complex. - build on prior student knowledge. - provide appropriate time for student work, and lesson and unit closure. -evidence that plan is appropriate for the age, knowledge, and interests of most learners. -evidence that the plan provides some opportunities to accommodate individual student needs. 	
SCTS (P) 2	<p>Student Work</p> <p>Assignments require students to:</p> <ul style="list-style-type: none"> - interpret and analyze information rather than reproduce it. - draw conclusions and support them through writing. - connect what they are learning to prior learning and some life experiences. 	
SCTS (P) 3	<p>Assessment Plans</p> <ul style="list-style-type: none"> - are aligned with state content standards. - have clear measurement criteria. - measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test). - require written tasks. - include performance checks throughout the school year. 	
SCTS (E) 1	<p>Expectations</p> <p>Teacher sets high and demanding academic expectations for every student.</p> <ul style="list-style-type: none"> - Teacher encourages students to learn from mistakes. -Teacher creates learning opportunities where most students can experience success. - Students complete their work according to teacher expectations. 	
SCTS (E) 2	<p>Managing Student Behavior</p> <p>Students are mostly well- behaved, and on task, some minor learning disruptions may occur.</p> <ul style="list-style-type: none"> - 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. 	

SCTS (E) 3	Environment The classroom - welcomes most members and guests. - is organized and understandable to most students. - supplies, equipment, and resources are accessible for most students. - displays student work. - is arranged to promote individual and group learning.	
SCTS (E) 4	Respectful Culture - Teacher-student interactions are mostly friendly but may reflect occasional inconsistencies. - Students exhibit respect for the teacher and are often polite to each other. - Teacher is often receptive to the interests and opinions of students.	

Area(s) of Strength:
Area(s) for Growth:
Suggested Actions for Improvement:
Required Actions for Improvement: None.

Formative Observation – Signature indicates that TC and observer have conferenced regarding the observation.

Teacher Candidate Signature

Date

Observer Signature

Date

Candidate Self-Evaluation Form: Internship

INTERNSHIP

**USCB Educator Preparation Program
Expanded ADEPT 4.0 Summary Observation/Evaluation Form
SELF-EVALUATION
Program:**

Teacher Candidate:	ID#:	Date:	Time:
Cooperating Teacher:	Grade:	School:	
University Supervisor:			

This form will focus on the Instruction, Planning, and Environment Domains of the NIET Rubric. Select a rating for each of the indicators and an overall domain rating for each of the three domains. It is appropriate to select N/A for a given indicator if there is not sufficient evidence. It is important to provide evidence in the space provided that validates the rating selected. Refer to the NIET Rubric for specific rating criteria and elements.

Rating Key: E(4) = Exemplary, P(3) = Proficient, D(2) = Developing, U(1) = Unsatisfactory, N/A(4) = Not Applicable

Alignment I - Instruction P - Planning E - Environment	Indicator	Evidence	Rating
SCTS (I) 1	Standards and Objectives		E P D U N/A
SCTS (I) 2	Motivating Students		E P D U N/A
SCTS (I) 3	Presenting Instructional Content		E P D U N/A
SCTS (I) 4	Lesson Structure and Pacing		E P D U N/A

SCTS (I) 5	Activities and Materials		E P D U N/A
SCTS (I) 6	Questioning		E P D U N/A
SCTS (I) 7	Academic Feedback		E P D U N/A
SCTS (I) 8	Grouping Students		E P D U N/A
SCTS (I) 9	Teacher Content Knowledge		E P D U N/A
SCTS (I) 10	Teacher Knowledge of Students		E P D U N/A
SCTS (I) 11	Thinking		E P D U N/A
SCTS (I) 12	Problem Solving		E P D U N/A
SCTS (P) 1	Instructional Plans Include:		E P D U N/A
SCTS (P) 2	Student Work		E P D U N/A
SCTS (P) 3	Assessment Plans		E P D U N/A
SCTS (E) 1	Expectations		E P D U N/A
SCTS (E) 2	Managing Student Behavior		E P D U N/A
SCTS (E) 3	Environment		E P D U N/A
SCTS (E) 4	Respectful Culture		E P D U N/A

Area(s) of Strength:
Area(s) for Growth:
Suggested Actions for Improvement
Required Actions for Improvement

Self-Evaluation - Signature indicates that Candidate and Cooperating Teacher have conferenced regarding the Candidate's performance and are in agreement.

Number of *formative observations* on which this evaluation is based: _____ University Supervisor _____ Cooperating Teacher

Teacher Candidate Signature

Date

Cooperating Teacher

Date

Candidate Self-Evaluation Form: Practicum

PRACTICUM: _____ I _____ II
USCB Educator Preparation Program
Expanded ADEPT 4.0 Summary Observation/Evaluation Form
SELF-EVALUATION
Program:

Teacher Candidate:	ID#:	Date:	Time:
Cooperating Teacher:	Grade:	School:	
University Supervisor:			

This form will focus on the Instruction, Planning, and Environment Domains of the NIET Rubric. Select a rating for each of the indicators and an overall domain rating for each of the three domains. It is appropriate to select N/A for a given indicator if there is not sufficient evidence. It is important to provide evidence in the space provided that validates the rating selected. Refer to the NIET Rubric for specific rating criteria and elements.

Rating Key: E(4) = Exemplary, P(3) = Proficient, D(2) = Developing, U(1) = Unsatisfactory, N/A(4) = Not Applicable

Alignment <small>I - Instruction P - Planning E - Environment</small>	Indicator	Evidence	Rating
SCTS (I) 1	Standards and Objectives		E P D U N/A
SCTS (I) 2	Motivating Students		E P D U N/A
SCTS (I) 3	Presenting Instructional Content		E P D U N/A
SCTS (I) 4	Lesson Structure and Pacing		E P D U N/A

SCTS (I) 5	Activities and Materials		E P D U N/A
SCTS (I) 6	Questioning		E P D U N/A
SCTS (I) 7	Academic Feedback		E P D U N/A
SCTS (I) 8	Grouping Students		E P D U N/A
SCTS (I) 9	Teacher Content Knowledge		E P D U N/A
SCTS (I) 10	Teacher Knowledge of Students		E P D U N/A
SCTS (I) 11	Thinking		E P D U N/A
SCTS (I) 12	Problem Solving		E P D U N/A
SCTS (P) 1	Instructional Plans Include:		E P D U N/A
SCTS (P) 2	Student Work		E P D U N/A
SCTS (P) 3	Assessment Plans		E P D U N/A
SCTS (E) 1	Expectations		E P D U N/A
SCTS (E) 2	Managing Student Behavior		E P D U N/A
SCTS (E) 3	Environment		E P D U N/A
SCTS (E) 4	Respectful Culture		E P D U N/A

Area(s) of Strength:
Area(s) for Growth:
Suggested Actions for Improvement
Required Actions for Improvement

Self-Evaluation - Signature indicates that Candidate and Cooperating Teacher have conferenced regarding the Candidate's performance and are in agreement.

Number of *formative observations* on which this evaluation is based: _____ University Supervisor _____ Cooperating Teacher

Teacher Candidate Signature

Date

Cooperating Teacher

Date

SC 4.0 Teaching Standards-Planning Domain

SC 4.0 Teaching Standards-Planning Domain

Candidate:	Semester:	Year:	Subject:
School/District:	Cooperating Teacher:	Supervisor:	Grade Level(s):

Instructions to Intern: Using this template and the SC 4.0 Teaching Standards Rubric, plan three days of instruction for the/one course/content area you are teaching and complete the narrative analysis of your lessons.

Section I: Instructional Plan

What are the lessons about? Identify the instructional processes you will use and the anticipated student understandings from the lessons?

Evidence

Instructional Goals/State Standards	
Prior Learning/Relevance	
Materials	
Activities	
Pacing	
Lesson Closure	
Accommodations, Modifications, Extensions	
Assessment	

Section II: Questioning

Identify the level of questioning by providing a sample of 2-3 of the questions that you are planning to ask as you facilitate student learning.

Question	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation

Chart is credited to: Goethals, M., et. al. (2004). Student Teaching: A Process Approach to Reflective Practice. NJ: Pearson, Merrill Prentice Hall

Section III: Classroom Management

Briefly explain your expectations and the directives you will give regarding classroom management during **instructional and non-instructional** procedures and routines for these lessons. Highlight the specific management requirements you anticipate (i.e., small group instruction, whole group instruction, stations, etc.) and the directives you will provide to encourage and/or redirect student engagement in the lesson.

Section IV: Student Work

How will your assignments allow students to show what they know?

Evidence

Opportunity to interpret and analyze information	
Opportunity to draw conclusion, explain, defend, or describe thinking	
Evidence of connecting learning to prior learning/relevance	

Section V: Assessments

What are your assessments evaluating?

Assessment aligned with content standards	
Measurement criteria	
Multiple measures of student learning/performance	
Written tasks	
Performance checks during/following lessons	

Section V: Reflection (Narrative)

Complete this section after you have completed each day's lesson and analyzed student work. Describe the areas of reinforcement and refinement and changes that you would make if teaching these concepts again by considering these questions.

- What did I learn through the process of planning and then teaching this lesson? (include thoughts on pacing, questioning, activities, materials, assessment)
- How did the essential question/hook support my progress toward the learning target?
- What did my students learn? What evidence do I have to support the learning?
- To what extent did I meet the needs of all of my learners? How do I know whether I have?
- What did I discover about teaching and learning this concept?
- How did my questions support learning? What level of questioning were students most successful in answering?
- How did I manage the learning environment during this lesson? How did this impact the lesson?
- What did I really like about this lesson?
- What disappointed me about this lesson?
- What changes would I make if I taught this lesson again?
- What other instructional strategies could I have used?
- Did the formative/summative assessment opportunities I planned and used provide good data?
- What will I do next?

Day 1:

Day 2:

Day 3:

Practicum Lesson Plan Template

Lesson Plan Template

1. Information

<i>Name:</i>	<i>School Name:</i>	<i>Grade Level:</i>
<i>Subject/Content:</i>	<i>Date Lesson is Taught:</i>	

2. Standard(s)/Relevancy/Objective(s)

Standard(s):

Relevancy:

Vocabulary:

3. Assessment [In the designated column below, state objective(s) and assessment(s). Add additional rows as needed and number them]

Objectives(s)	Assessment Tool	Mastery Level, Performance Level, or Criteria
1) The student will ...		

4. Materials/Resources/Equipment/References

Materials/Resources:

Equipment:

References:

5. Effective Instructional Approaches, Strategies, or Tools

Introduction: (time estimate)

Procedures: (time estimate)

Closure: (time estimate)

6. Differentiation of Instruction

Accommodations:

Extensions:

Modifications:

7. Analysis of Student Learning – to be completed AFTER the lesson is taught (refer to specific questions noted on Lesson Plan Components)

8. Reflection – to be completed AFTER lesson is taught (refer to specific questions noted on Lesson Plan Components)