

Education Professional Program - Directed Teaching Handbook

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**The Education Professional Program Directed Teaching Handbook
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INTRODUCTION

The USC Upstate Field Experiences Handbook includes policies and procedures underlying and governing all field experiences related to the Education Professional Program of the University of South Carolina Upstate (USC Upstate). In addition, this handbook serves as a reference for university and public school personnel as well as preservice teachers involved in field experiences. Of necessity, it requires frequent revision as the nature of field experiences is modified in response to the ideas and concerns of those engaged in the process. It is the responsibility of the Field Experiences Coordinator to review this handbook on an annual basis and to make appropriate revisions.

CONCEPTUAL FRAMEWORK

Programs and curricula of the School of Education are built on the philosophy of progressivism in which learners are understood most effectively to construct knowledge and skills. Faculty members operate within this framework as they prepare undergraduate students to be reflective practitioners and graduate students to be reflective professionals.

Undergirding all that happens in the School of Education is the Conceptual Framework. This framework is knowledge-based, shared, consistent with the unit and institutional mission, and continuously evaluated. The philosophical orientation of the School of Education is toward progressivism, a view of education which is described as follows:

According to progressivist thought, the skills and tools of learning include problem-solving methods and scientific inquiry; in addition, learning experiences should include cooperative behaviors and self-discipline, both of which are important for democratic living. Through these skills and experiences the school can transmit the culture of society while it prepares the students for a changing world. . . . Progressivism. . .place[s] heavy emphasis on how to think, not what to think. . . . [T]he curriculum [is] interdisciplinary in nature. . . . The teacher serve[s] as a guide for students. . . , "the leader of group activities. (Ornstein & Hunkins, *Curriculum*, Allyn & Bacon, 1993, 38).

This preference for progressivism permeates both the undergraduate and graduate curriculum. In foundations courses, information about progressivist philosophy is both taught and modeled during class activities. Methods courses and field experiences in every certification area emphasize techniques and strategies consistent with the progressivist/constructivist philosophy as teacher candidates engage in active, cooperative learning. Candidates, with the guidance of School of Education faculty, construct knowledge about students, teaching, learning, and schools as they engage in

reflective exercises. The goal of the School of Education is to prepare undergraduate and graduate teachers who will continue to grow through reflection.

THE TEACHER AS REFLECTIVE PRACTITIONER

As a succinct statement of philosophy and mission, faculty members have adopted the following statement as an organizing theme for the teacher education programs:

Teachers prepared at USC Upstate possess a broad knowledge of the liberal arts and applicable content areas, the latest developments in curriculum and instruction, and the foundations of education. They understand and respect cultural diversity and place the welfare and educational needs of their students first. As reflective practitioners they are committed to a service ideal which is built upon professional standards and ethics.

Beginning with introductory education courses, university instructors familiarize students with the organizing theme, “the teacher as reflective practitioner.” Instructors and students discuss and define key terms, such as “reflection” and “professional.”

As they progress through USC Upstate teacher education programs, students engage in reflective thinking about teaching in a sequential and incremental fashion. By the time they complete their Directed Teaching experiences, USC Upstate education majors engage in intense reflective thought about teaching. They achieve this through a combination of experiences: participating in class discussions and debates; completing practica and clinical visits to schools; tutoring; interviewing teachers, students, and other school personnel; teaching lessons in schools; responding to constructive critique of their teaching; and reflecting on their practice.

Later, teacher candidates add excerpts from the reflective journals to their portfolios which, in turn, help the School of Education faculty measure the growth, development, progress, and professionalization of program graduates.

Each of the methods courses contains a practicum experience and during these practica, opportunities for reflection intensify as teacher candidates plan and implement actual lessons both in simulated “peer teaching” situations and public school classrooms. Additional opportunities for reflection occur as teacher candidates respond to follow-up formative feedback they receive from both their cooperating teachers and university supervisors.

During student teaching, education majors engage in the deepest form of reflection--critical (analytical and reconstructive) reflection. They do this through thoughtful consideration of formative feedback they receive from their students, from

their cooperating teacher, and from their university supervisor. Using criteria defined in the USC Upstate ADEPT Instrument (see appendix B), teacher candidates are observed and given a critique by their cooperating public school teacher and University supervisor. Teacher candidates also critique through self-reflection their own teaching. In follow-up conferences, each teacher candidate's strengths, weaknesses, and strategies for professional growth and development are identified and discussed. Further reflection by the teacher candidate is recorded in the rationales written for each Performance Standard or Domain in the ADEPT Portfolio.

PRACTICUM EXPERIENCES

Practicum experiences are intended to enhance the courses to which they are attached and to prepare the USC Upstate teacher candidate for Directed Teaching . Performance in practica is evaluated by the supervising instructor; this performance is reflected in the USC Upstate student's final grade in the course.

Practica are an integral part of specific education courses and as such are supervised by the instructor of those courses. Those practica which accompany foundations courses are largely observational in nature. Practica that accompany methods courses require teacher candidates (under the supervision of the instructor of the course) to work with individuals or small groups of students and to teach assigned lessons if appropriate.

General Competencies Developed

Practicum experiences required of USC Upstate education majors are sequential and incremental. Though specific requirements do vary from instructor to instructor, the following competencies are fostered by these practica - moving from those at the introductory level to those at the advanced level.

1. The student will describe the nature of schools and schooling as determined through observation.
2. The student will describe characteristics of PreK-12 students as determined through observation.
3. The student will participate in diverse settings including those with different socio-economic status and cultural and linguistic backgrounds.
3. The student will identify the educational resources available to exceptional children based on visits to a variety of facilities.
4. The student will demonstrate skill at recording and analyzing data gathered through observation and other informal assessment measures.
5. The student will engage in reflective thinking about teaching in a sequential and incremental fashion.
6. The student will plan and implement lessons for individual students under the direction of the classroom teacher.
7. The student will plan and implement small group and whole group lessons. under the direction of the classroom teacher.

Documentation and Evaluation

All field experiences will be documented, and appropriate evaluation forms will be completed and placed in the teacher candidate's permanent file.

Arrangement of Field Experiences

Prior to the field experience semester, the faculty members will complete the online field experience request form. The Field Experiences Coordinator determines the number and nature of field experiences required and the number of students enrolled in each course. The Field Experiences Coordinator summarizes this information and makes arrangements for field experiences for specific courses and/or practica. An effort is made to keep USC Upstate teacher candidates from a single course in a limited number of schools, to facilitate supervision. In all instances, schools and teachers used for practica are those recommended by district office personnel. Based on previous experiences, USC Upstate does have the right to request an alternative practicum assignment if one suggested has proven unsatisfactory in the past. In all cases public schools used are accredited by the Southern Association of Colleges and Schools (SACS).

DIRECTED TEACHING

WORKING WITH PUBLIC SCHOOLS

Purpose of Directed Teaching

Directed Teaching is the capstone experience in the teacher education program. Criteria for acceptance into Directed Teaching include: admission to the Educational Professional Program, successful completion of required general education and professional education courses (at minimum of 90 hours) including a variety of pre-directed directed field experiences (at minimum of 100 hours), application for Directed Teaching, and completion of fingerprint requirements. The Directed Teaching experience is designed to accomplish the following:

1. to give the teacher candidate, under the guidance of a competent practicing professional, first-hand experiences with PreK-12 students;
2. to allow the teacher candidate to apply theoretical content and professional knowledge acquired during coursework at the University;
3. to provide cooperating teachers who model and exemplify good pedagogy; and
4. to allow the teacher candidate to practice and develop teaching skills including planning, implementing, and evaluating instruction.

Directed Teaching is a learning experience; therefore, teacher candidates should not be expected to perform like experienced professionals.

Personnel Involved in Directed Teaching

To clarify terminology used in the handbook, note the following definitions:

1. Cooperating Administrator - One who functions as an administrator in a public school and assumes the responsibility for coordinating the presence of teacher candidates on that particular school campus;
2. Cooperating Teacher - One who teaches in a public school and undertakes the additional responsibility of supervising one or two student teachers during a semester;
3. Teacher Candidate - A University student meeting the requirements established by the Education Professional Program for participation in directed teaching;
4. University Supervisor - A faculty member from USC Upstate responsible for working with the cooperating teacher in supervising a teacher candidate;
5. Field Experiences Coordinator - The designated faculty member at USC Upstate serving as the liaison between the University and public schools; and
6. Dean of the School of Education - The individual responsible for recommending to the State Department of Education those individuals who have successfully completed the teacher education program at USC Upstate.
7. Pull Back Instructor - The individual responsible for evaluating the Teacher Candidates' ADEPT Exit Portfolio and Teacher Work Sample (TWS)

Selection of Public Schools

An effort is made by those responsible in the School of Education to arrange field experiences in public schools where USC Upstate teacher candidates can benefit from teaching experiences and where faculty and administrators work cooperatively with University faculty and teacher candidates. All public schools used for field experiences must be accredited by SACS (the Southern Association of Colleges and Schools).

Qualifications of Cooperating Teachers

Teachers who serve as cooperating teachers of teacher candidates:

1. hold a valid professional certificate in their area of supervision;
2. have successfully taught for at least two years at the grade level and/or subject area for which supervision is assigned;
3. have completed the University's Orientation for cooperating teachers; and

4. have been recommended annually, based on the aforementioned criteria, by the superintendent (or designee) for service as a cooperating teacher.

Qualifications of University Supervisors

Faculty members at USC Upstate responsible for the supervision of teacher candidates have preparation in professional education and/or in the specific subject area of the teacher candidate. In addition, professional education faculty must possess a minimum of two years experience teaching PreK-12 school students. In some instances, supervision responsibilities may be shared by two faculty members. Professional education faculty members are given six hours of teaching credit for every nine teacher candidates supervised.

Requirements for Admission to Directed Teaching

Admission to Directed Teaching is by application. Teacher candidates must meet the following requirements:

Teacher candidates who wish to enroll in Directed Teaching must apply no later than the last working day of November (if they wish to teach in the following fall) or the last working day of March (if they wish to teach in the following spring). The following are general requirements for all candidates admitted to Directed Teaching :

- prior admission to the professional program;
- completion of at least three-fourths of all content concentration course work with a grade of C or better in each course completed;
- grade of C or better in support courses completed;
- completion of 90 semester hours;
- 2.5 or higher cumulative GPA;
- completion of all education methods courses with a grade of C or better in each;
- completion of Mathematics 231, 232 and 233 with a grade of C or better for early childhood education majors, elementary education majors and special education: learning disabilities majors;
- successful presentation of pre-Directed Teaching ADEPT portfolio II to their academic advisor.
- submission of FBI fingerprint card and clearance prior to Directed Teaching
- completion of South Carolina Department of Education Application for Teacher Certification

Nature of Directed Teaching

The length of the USC Upstate Directed Teaching experience is seventy-days. In most cases the Directed Teaching experience will consist of one placement in a grade level and/or subject specific setting. Candidates in the learning disabilities program will have two placements of approximately seven weeks each – one in a

special education classroom and one in an elementary classroom. Candidates in the physical education program will also have two placements each – one in an elementary school and one in a middle or secondary school. Middle Level candidates are required to have two placements, one in each area of concentration. Elementary, middle and secondary teacher candidates enroll in a 15-hour block that includes student teaching and a seminar. Other teacher candidates receive twelve hours credit for the Directed Teaching experience. Early childhood, physical education, and special education majors also take a corequisite course. These courses meet prior to Directed Teaching as well as periodically throughout the semester. In addition, teacher candidates must participate in a Directed Teaching orientation session and in an initial meeting with cooperating and supervising teachers.

Agreement with Public Schools

Field placements for the USC Upstate School of Education are made in accordance with a written agreement signed by area public school superintendents and the Dean of the School of Education. The specifications of this agreement are accepted by both the USC Upstate School of Education faculty and public school personnel.

Remuneration for Cooperating Teachers and Administrators

USC Upstate provides remuneration for those individuals in public schools who agree to work with teacher candidates by offering cooperating administrators and cooperating teachers the graduate coursework through the USC Upstate or the USC graduate program at a reduced rate of tuition.

ROLES AND RESPONSIBILITIES OF COOPERATING ADMINISTRATORS

The principal or the principal's designee assumes the role of cooperating administrator for teacher candidates placed in a particular school. The cooperating administrator is responsible for coordinating the placement of these teacher candidates and monitoring their progress. The cooperating administrator also works with the university supervisor. Specific responsibilities of the cooperating administrator include:

1. conducting an orientation meeting with teacher candidates during which they are informed of school policies and procedures;
2. providing teacher candidates with a tour of the school building;
3. introducing teacher candidates to the entire faculty during an appropriate faculty meeting;
4. conducting conferences with teacher candidates concerning their progress on several occasions during the placement;

5. arranging for teacher candidates' observation in classrooms other than those to which they are assigned; and
6. attending the orientation session provided by the University.

ROLES AND RESPONSIBILITIES OF COOPERATING TEACHERS

Effective cooperating teachers provide positive role models for teacher candidates. At the same time they encourage teacher candidates to develop an individual style of teaching. Communication with the teacher candidate is vital. Feedback concerning planning, lesson implementation, assessment, and classroom management should be provided to the teacher candidate on a daily basis. As skills develop, the teacher candidate should assume increasing responsibility for all parts of the instructional process. A few of the more important specific responsibilities of the cooperating teacher are:

1. attending the cooperating teacher orientation session provided by the University at the beginning of the semester and complete the online ADEPT Training and Verification Form and submit the online Background and Experience Form;
2. preparing students in the public school classroom for the arrival of the teacher candidate;
3. introducing the teacher candidate to children in the classroom and to other faculty and staff in the building;
4. acquainting the teacher candidate with the availability and location of student records, instructional materials, and audiovisual equipment;
5. providing the teacher candidate with a desk or table for personal use;
6. helping the teacher candidate learn students' names;
7. familiarizing the teacher candidate with schedules and other routines;
8. providing the teacher candidate with opportunities to observe in the assigned classroom and in other pertinent classrooms in the building;
9. preparing with the teacher candidate a long-range plan for the teacher candidate's gradual assumption of classroom teaching responsibilities;
10. approving unit plans and daily lesson plans prepared by the teacher candidate;
11. providing regular and continuous feedback to the teacher candidate concerning all aspects of the instructional process;
12. making specific suggestions to the teacher candidate concerning classroom management techniques;
13. involving the teacher candidate in all responsibilities related to teaching -- bus duty, lunchroom and playground duty, faculty meetings, parent conferences, PTA meetings, in-service activities, and extracurricular activities (except those for which extra compensation is received);
14. preparing and sharing with the teacher candidate two ADEPT formal Observation Form -- the experience end of the a formative evaluation completed at the midpoint of and an ADEPT Review Form completed at the experience; and the Standards of Professional

Conduct and Dispositions,

15. communicating with the university supervisor on a regular basis concerning the progress of the teacher candidate;
16. adhering to guidelines and regulations indicated in The USC Upstate Field Experiences Handbook; and
17. completing a Teacher Education Program Evaluation Survey of the USC Upstate teacher education program

ROLES AND RESPONSIBILITIES OF TEACHER CANDIDATES

For the teacher candidate, the Directed Teaching experience provides an opportunity to synthesize and apply knowledge and skills accumulated during four years of college coursework. Teacher candidates are not expected to have mastered all standards of classroom teaching, but they are expected to do their best to operationalize knowledge gained from university coursework and to provide effective instruction for children. Teacher candidates are expected to be positive and cooperative and to understand that the welfare of public school students is their primary responsibility. The basic responsibilities of the teacher candidate are:

1. to provide meaningful, well-planned learning experiences on a daily basis for students in the assigned classroom;
2. to actively seek suggestions and advice from the cooperating teacher and to be receptive to constructive criticism;
3. to work cooperatively on a daily basis with public school teachers, students, and administrators, and with the University supervisor;
4. to develop with the cooperating teacher long-range plans for the gradual assumption of teaching responsibilities in the classroom;
5. to prepare daily lesson plans approved by the cooperating teacher;
6. to plan and implement units of instruction
7. to keep a reflective journal (see Appendix A)
8. to normally assume total teaching responsibilities for a minimum of half of the Directed Teaching placement (more time is desirable);
9. to prepare and videotape a lesson if required by the University supervisor;
10. to adhere to the daily schedule of the cooperating teacher including such activities as bus duty, lunchroom and playground duty, faculty meetings, parent conferences, PTA meetings, in-service activities, and extracurricular activities (this does not include activities for which the cooperating teacher receives extra compensation such as coaching);
11. to adhere to the calendar of the assigned school district as opposed to the calendar of the University;
12. to be punctual;
13. to notify the cooperating teacher, the principal, and the university supervisor in case of absence or in case of leaving school early due to an emergency;
14. to maintain the role of a teacher candidate -- NEVER functioning as a

- 15. substitute teacher in the absence of the cooperating teacher;
to employ discipline which demonstrates respect for the child - NEVER engaging in or serving as a witness to corporal punishment;
- 16. to behave, speak, and dress in a professional manner;
- 17. to participate in no outside activities (employment or additional coursework) which interfere with student teaching;
- 18. to attend corequisite courses and orientation sessions; and
- 19. to complete his/her ADEPT Exit Portfolio III according to School of Education requirements,
- 20. To complete his/her Teacher Work Sample according to School of Education
- 21. To complete the Senior Survey prior to the end of the semester; and
- 22. To complete the Standards of Professional Conduct and Dispositions Self-assessment prior to the end of the semester.

University supervisors may require more than these minimum guidelines.

ROLES AND RESPONSIBILITIES OF UNIVERSITY SUPERVISORS

The university supervisor provides the primary link between the public school and the School of Education. The University supervisor assumes direct responsibility for the teacher candidate and works closely with the cooperating teacher and school administrators to insure the progress and well being of the children impacted by the teacher candidate. The specific duties and responsibilities of the university supervisor are:

- 1. to serve as the primary liaison between the University and the public school;
- 2. to visit the teacher candidate a minimum of four times during each double placement, or eight times during a single placement, making at least six teaching observations with at least two follow-up conferences;
- 3. to conduct conferences regularly with the teacher candidate and to provide both constructive criticism and positive reinforcement;
- 4. to communicate regularly with the cooperating teacher concerning the progress of the teacher candidate;
- 5. to complete all required formal evaluations during each student teaching placement (ADEPT Formative and Summative Evaluation Forms);
- 6. to videotape the teacher candidate (if deemed appropriate and necessary);
- 7. to conduct a three-way conference at the conclusion of each placement;
- 8. to remove a teacher candidate from a placement following the specified procedures should the performance of the teacher candidate prove unsatisfactory or should the school request the removal of the student teacher;
- 9. to submit for the teacher candidate a grade of satisfactory (S) or unsatisfactory (U); and
- 10. to submit to the Field Experiences Coordinator all required materials

following Directed Teaching (ADEPT Formative and Summative Evaluation Forms, Observation Schedule Log,

PROGRAM OPERATION

Schedule For Directed Teaching

Arrangements for the teacher candidate to gradually assume instructional responsibilities and then gradually relinquish instructional responsibilities in the classroom must be determined on an individual basis between the cooperating teacher and the teacher candidate. Normally the requirement is that the teacher candidate has complete control of the classroom for at least half of the placement; however, it is desirable that the teacher candidate have as much experience in all standards of teaching as possible.

In an ideal situation, the teacher candidate will gradually assume responsibility for classroom instruction. This allows the teacher candidate time to gain some mastery over one content area or one level of instruction before adding a second area of responsibility. Gradual assumption of teaching responsibilities also makes the transition from cooperating teacher to teacher candidate smoother for students in the classroom. A similar approach is desirable as the teacher candidate returns teaching responsibilities to the cooperating teacher.

The same general schedule applies for certification areas in early childhood, elementary, middle, secondary, special education and physical education. The first week in the placement should be spent becoming oriented to the new classroom, observing both teacher and students, learning students' names, assuming small housekeeping chores, and assisting individual students. During this first week, the cooperating teacher and the teacher candidate should sit down together and make long-range plans for the teacher candidate's assumption of teaching responsibilities.

During the second week of the placement, early childhood and elementary education majors should begin preparing and teaching one or two different subjects and continue teaching these subjects until near the end of the placement. For example, at the beginning of the second week an elementary teacher candidate might assume responsibility for teaching science each day and toward the end of the second week add responsibility for teaching math. Subjects or classes would gradually be added so that by the middle of the third week of the placement the teacher candidate would have complete responsibility for the classroom. During the last week, the cooperating teacher would gradually reassume responsibility for instruction making the transition as smooth and easy as possible for students in the classroom. Toward the end of the placement, it is desirable for the teacher candidate to observe in other classrooms in the building -- classrooms at other grade levels as well as resource rooms and related

arts rooms.

When planning this schedule, consideration should be given to the number of preparations involved, the number and level of students in the various classes, the background preparation of the teacher candidate, and the welfare of students in the classroom. Toward the end of placement, opportunities should be provided for the teacher candidate to observe other teachers in the same or different content areas at varying grade levels.

USC Upstate ADEPT Observation and Assessment Schedule

This is a *suggested* framework for the ADEPT observations. Some flexibility may be necessary in order to accommodate individual and school schedules.

PLACEMENT ONE (Physical Education, LD/Elementary, Middle Grades*)

Week 1	Introductions, Planning Visit
Week 2	University Supervisor's ADEPT Assessment #1
Week 3	Cooperating Teacher's Midpoint Formative Evaluation
Week 4	University Supervisor's ADEPT Assessment #2
Week 6	University Supervisor's ADEPT Assessment #3
Week 7	University Supervisor's ADEPT Summary Assessment from three-way conference; Cooperating Teacher's USC Upstate Program Evaluation

PLACEMENT TWO (Physical Education, LD/Elementary, Middle Grades*)

Week 1	Introductions, Planning Visit
Week 2	University Supervisor's ADEPT Assessment #4
Week 3	Cooperating Teacher's Midpoint Formative Evaluation
Week 4	University Supervisor's ADEPT Assessment #5
Week 6	University Supervisor's ADEPT Assessment #6
Week 7	University Supervisor's ADEPT Summary Assessment from three-way conference; Cooperating Teacher's USC Upstate Program Evaluation

SINGLE PLACEMENT (Early Childhood, Elementary, Secondary)

Week 1	Introductions, Planning Visit
Week 3	University Supervisor's ADEPT Assessment #1
Week 5	Cooperating Teacher's First Formative Assessment
Week 7	University Supervisor's ADEPT Assessment #2
Week 9	Cooperating Teacher's Second Formative Assessment
Week 11	University Supervisor's ADEPT Assessment #3
Week 14	University Supervisor's ADEPT Summary Assessment from three-way conference; Cooperating Teacher's USC Upstate Program Evaluation

*Middle Grades students have two placements but will stay at one school. One Formative Evaluation by each Cooperating Teacher and one Summative Evaluation at the end of student teaching from a 4-way conference are required.

Absence of a Cooperating Teacher

Should a cooperating teacher be absent from the classroom, the school district will provide a certified substitute to work with the teacher candidate. Should the cooperating teacher be absent for an extended period of time (two weeks or more), the school district will reassign the teacher candidate to a different cooperating teacher who

also meets the requirements identified in this handbook and notify the Field Experiences Coordinator of the change. *Under no circumstances may the teacher candidate serve as a substitute teacher.*

Absence of the Teacher Candidate

Teacher candidates are expected to be present in the classroom each day of the Directed Teaching experience. Attendance at a professional conference may be allowed if approved well in advance. *If a teacher candidate must be absent, three individuals must be notified before the beginning of the school day and preferably the day before the absence--the cooperating teacher, the principal, and the university supervisor.* If a personal emergency should occur which necessitates the teacher candidate's leaving school during a school day, the cooperating teacher, the principal, and the university supervisor must be notified. Should the teacher candidate be absent from student teaching for an extended period of time, individual arrangements will be made for the teacher candidate to make-up days missed.

Removal of a Teacher Candidate

The School of Education will normally apply the following policy concerning the removal of a teacher candidate. This policy will cover removal prior to the end of the semester.

The criteria for evaluating teacher candidates are based on the objectives agreed upon by the faculty and published in the USC Upstate *Field Experiences Handbook*. These objectives are incorporated in the formal evaluation forms. Judgments concerning the effectiveness of teacher candidates will be based on these objectives. It is expected that teacher candidates will show steady progress during the student teaching experience toward reaching a satisfactory level on all objectives by the completion of the experience. Normally, cause for early removal from student teaching will be based on recurring deficiencies in any of the following areas:

1. Teaching (instruction and planning);
2. Classroom management (instruction and behavior);
3. Content knowledge;
4. Oral and written communication skills; and
5. Ethical and professional behavior (including health problems that jeopardize others within the normal confines of the classroom)
 6. Following the Education Professional Program standards of conduct and dispositions

Evidence of less than satisfactory performance may be documented by, but is not limited to, any of the following: USC Upstate Evaluation Forms; notes of the

cooperating teacher, administrator, or University supervisor; lesson plans; and video tapes of lesson. Teacher candidates can also be removed upon the request of the cooperating school district.

Process

The following procedures and practices will usually be followed when a teacher candidate has been identified as performing below a satisfactory level:

1. The teacher candidate must be observed and evaluated by at least two USC Upstate School of Education faculty members.
2. The teacher candidate must be observed and evaluated by the cooperating teacher and when possible an additional classroom teacher or a school administrator.
3. The teacher candidate will be observed by a university faculty member at least twice a week until performance reaches a satisfactory level or a decision is made to remove the teacher candidate.
4. The teacher candidate will be videotaped and a follow-up conference will be conducted during which the tape will be viewed by the teacher candidate and university supervisor.
5. A copy of all formal evaluations, with recommendations for change, will be provided to the teacher candidate and cooperating teacher.
6. At least one three-way conference will be conducted with the teacher candidate, cooperating teacher, and university supervisor. Documentation should include suggestions for improvement. The conference should be conducted at least one week prior to withdrawal of the teacher candidate.
7. The teacher candidate must be notified in writing that removal from Directed Teaching will occur unless significant improvement is made in teaching performance. A written plan for improvement will be developed for the teacher candidate.
8. Ineffectiveness in one area (as listed under criteria) might be serious enough to cause removal even though improvement occurs in other areas.

A student will be removed immediately under unusual circumstances (e.g. child abuse, unethical, illegal, or immoral conduct), or if requested by the principal or school district.

Removal Options

A conference involving the teacher candidate, the Field Services Coordinator, and the university supervisor will be conducted upon removal. This conference will present the teacher candidate with available options:

1. Removal from Directed Teaching with the assignment of a grade of "U."
2. Removal from Directed Teaching with an assignment of a grade of "I." An incomplete grade will result in the teacher candidate:
 - a. repeating the semester of directed teaching. (Recommendations for remediation will be included in the contract for removal of the incomplete);
 - b. repeating half a semester of directed teaching (Recommendations for remediation will be included in the contract for removal of the incomplete);

3. Removal of the teacher candidate for up to three weeks of remediation; the student teaching experience will be extended by the number of days missed for remediation.
4. The assignment of a “WP” grade if the teacher candidate chooses to pursue a major other than teacher education. Career counseling will be provided upon the student’s request or may be required by the School of Education.

Appeal

If the teacher candidate chooses to appeal removal, the teacher candidate should proceed as follows:

1. A written appeal must be submitted to the School of Education Appeals Committee through the Dean within one calendar week after removal;
2. The appeal must be submitted to the School of Education Appeals Committee by the Dean within 3 days of receipt;
3. The committee’s written recommendation must be sent to the teacher candidate and the Dean of the School of Education;
4. The teacher candidate may appeal further in accordance with the University’s policy covering Academic Grievances.

Repeating Directed Teaching

A teacher candidate who is removed or otherwise fails to successfully complete Directed Teaching shall be subject to the following:

1. Within ten (10) working days of a teacher candidate’s removal or unsuccessful completion of Directed Teaching, the Field Experiences Coordinator, the USC Upstate faculty supervisor, and the teacher candidate’s academic advisor will collectively meet with the teacher candidate to discuss the teacher candidate’s performance in Directed Teaching . A teacher candidate who is unavailable for such meeting will be ineligible for further Directed Teaching placement until such time as the meeting occurs.
2. During the meeting, the Field Experiences Coordinator, the USC Upstate faculty supervisor, and the teacher candidate’s academic advisor will determine if the teacher candidate’s performance in Directed Teaching warrants a second Directed Teaching placement. Teacher candidates will generally be eligible for a second Directed Teaching placement. However, a teacher candidate whose conduct is determined by the Field Experiences Coordinator, the USC Upstate faculty supervisor, and the teacher candidate’s academic advisor to jeopardize or pose a threat to the safety or well-being of students and/or teachers, the classroom learning environment, or the school in which the teacher candidate is placed, will not be eligible for a second Directed Teaching placement.
3. During the meeting, if it is determined that the teacher candidate is eligible for a second directed teaching placement, the Field Experiences Coordinator, the USC Upstate faculty supervisor, and the teacher candidate’s academic advisor will establish an Individual Improvement Plan for the teacher candidate. The plan will outline the requirements the teacher candidate must successfully complete in order to be eligible for a second Directed Teaching placement, the time period within which such requirements must be completed, and the requirements for the teacher candidate to successfully complete the second Directed Teaching placement. A

written copy of the plan will be mailed to the teacher candidate within five (5) working days of the meeting date. The teacher candidate must agree to all conditions set forth in the plan, sign the plan, and return it to the Field Experiences Coordinator within five working days in order to be eligible for consideration for further Directed Teaching placement.

4. A teacher candidate will be eligible to reapply for Directed Teaching placement through normal USC UPSTATE enrollment procedures only after successfully fulfilling the requirements set forth in the Individual Improvement Plan as determined by the Field Experiences Coordinator. Eligible teacher candidates will thereafter be assigned a second Directed Teaching placement that will be supervised by a cooperating teacher with extensive experience with teacher candidates and a USC UPSTATE faculty member.
5. If a teacher candidate is removed or otherwise fails to successfully complete a second Directed Teaching placement, the teacher candidate will not be eligible for further Directed Teaching placement.
6. A teacher candidate aggrieved by any decision made pursuant to the Repeating Directed Teaching policy set forth above may appeal to the Dean of the School of Education, the Vice Chancellor for Academic Affairs, the Chancellor, the President, and the Academic Affairs and Faculty Liaison Committee of the Board of Trustees.

Grading

At the conclusion of the experience, teacher candidates will receive a grade of satisfactory (S) or unsatisfactory (U). Determination of the final grade is the responsibility of the university supervisor; however, careful consideration will be given to the evaluations of cooperating teachers.

EVALUATION

Informal Evaluation

Continuous informal (formative) evaluation makes a significant difference in the performance of the teacher candidate. Every day, either at the conclusion of the school day or during a planning period, the teacher candidate and the cooperating teacher should meet together to critique lessons taught by the teacher candidate and to consider alternatives for improvement. These discussions should address all standards of teaching -- planning, implementation, assessment, and classroom management.

An effort should be made during these sessions to nurture in the teacher candidate the desire and the ability to be self-analytical and the willingness to be receptive to constructive criticism. The cooperating teacher is encouraged to be candid but supportive. It is important not to lose sight of the fact Directed Teaching is a learning experience.

Formal Evaluations Required by USC Upstate

Two types of formal evaluations to be completed by the cooperating teacher and

the university supervisor are required during each Directed Teaching placement. The first of these is a formative evaluation incorporating specific competencies designated by the School of Education. A copy of this form is to be completed by the cooperating teacher at specified points during each placement and shared with the teacher candidate.

Summative evaluations are to be completed by both the cooperating teacher and the university supervisor at the conclusion of each placement. These evaluations are to be discussed with the teacher candidate in a 3-way conference including the cooperating teacher, the university supervisor, and the teacher candidate. These conferences should be scheduled at a time and place when students are not present. Some university supervisors require that teacher candidates complete both formative and summative self-evaluations. Copies of all formal evaluations become a part of the teacher candidate's permanent file in the USC Upstate School of Education.

Evaluation of Program and Personnel

In an effort to monitor the effectiveness of the USC Upstate teacher education program, a number of different evaluation instruments are employed. These solicit the feedback of all who are involved in the Directed Teaching process. At the end of the semester, teacher candidates complete an online form which contains opinions about their university supervisor, their cooperating teachers, and the Directed Teaching experience in general.

The cooperating teacher completes an online evaluation form at the conclusion of the Directed Teaching experience that evaluates the USC Upstate teacher education program based on the performance of the teacher candidate. All of the data collected electronically is reviewed by the Field Experiences Coordinator and the Assessment Coordinator who summarize and use the information gathered for reports to various accrediting agencies.

The information gathered from these evaluations form the basis for changes made in the teacher education program in general and in the Directed Teaching portion of that program in particular. Recent curriculum changes resulting from comments on forms completed by cooperating teachers and teacher candidates include the addition of a course on classroom management and a course on testing and measurement. Of necessity, revision of the program is a continuous process as different needs become apparent. In making revisions, input is sought from all involved in the Directed Teaching program: university supervisors, cooperating teachers, cooperating administrators, district office personnel and teacher candidates.

APPENDIX A

REFLECTIVE JOURNAL ASSIGNMENT

One of the requirements of Directed Teaching is the reflective journal. Teacher candidates keep a journal of their introspection, feelings, and reactions to any aspect of the teaching experience. They reflect upon it and make decisions about changing what they are doing as a result. The basis for this is the idea that writing is a means of reflection, and that reflection on experience leads to meaningful learning. Simply put, thinking intensely about (reflecting upon) the things that happen during the Directed Teaching experience will help teacher candidates become better teachers. Such reflection will allow them to isolate their positive teaching experiences, to analyze what made them positive, and to repeat them. Likewise, negative teaching experiences will be isolated, analyzed and eliminated or avoided. Some types of journal writing are “free form” with few or no stipulations on format or content. However, the **reflective journal** is a bit more “systematic” in that its format leads one through a series of questions designed to promote description, reflection, and action. The following guidelines (from Posner, 1985; Pultorak, 1983; Symthe, 1989), “shape” the form and contents of the reflective journal.

1. Keep a journal during each practicum and each Directed Teaching experience.
2. Write one entry per week in the journal (each entry should be 1 to 1 1/2 double-spaced typed pages in length).
3. Each entry is composed of three parts:
 - a. *description* of an experience (Ask the following [among other] questions: What happened? What did I do? What did the students do?).
 - b. *reflection* upon the experiences (Ask the following questions: What does it mean? What informed my decision? How did I come to be that way?).
 - c. *decisions, conclusions, or actions* on how subsequent teaching will change as a result of the experience and reflection (Ask the following questions: How can I teach differently? How can I maintain the positive and avoid the negative?).
4. Each week’s entry should be a description of and reflection upon a critical teaching experience that contributed to the teacher candidate’s growth as an educator.

A “teaching experience” encompasses all aspects of instruction (preparation, planning, teaching, etc.) as well as all other relationships within the school: teacher-student(s) interaction; teacher-teacher interaction; teacher-administrator interaction; teacher-parent interaction; and teacher-central office personnel interaction.

APPENDIX B

USC Upstate ADEPT System

The USC Upstate Assistance, Development, and Evaluation of Professional Teaching (ADEPT) System is formative in nature. It is designed to provide the teacher candidate with focused, constructive feedback, phrased in terms of strengths, weaknesses and specific strategies for improvement. The system relies upon open, candid, and constructive three-way communication among the teacher candidate, the university supervisor and the cooperating teacher. The system takes advantage of the high levels of experience and professional judgment of the cooperating teacher and the university supervisor. Together, they provide guidance and direction for the growth and development of the teacher candidate.

Additionally, the system requires reflection on the part of the teacher candidate. Through intensive self-assessment, journal writing, and dialogue with both the university supervisor and the cooperating teacher, the teacher candidate thinks reflectively about teaching decisions across the ten ADEPT Performance Standards: long-range and unit planning, short-range and daily planning, assessment, establishing high expectations for learners, instructional strategies, content knowledge, monitoring student performance, classroom environment, classroom management, and personal/professional development. The ultimate goal of the ADEPT System is to help teacher candidates develop habits of mind (to include reflective teaching), bodies of knowledge, and instructional competencies that will serve them continuously as they grow and develop professionally as teachers. The USC Upstate ADEPT System is one component of the state of South Carolina's multifaceted induction approach to teacher professionalization. As such it is consistent with state-mandated guidelines for first-year teacher induction models developed by school districts across the state.

The USC Upstate ADEPT System is a three-strand evaluation process. Strand I involves continuous informal assessment of Directed Teaching by the cooperating teacher based on USC Upstate ADEPT criteria. The best mechanism for this informal assessment is a daily conference, focused on instructional strengths, weaknesses and strategies for improvement between the cooperating teacher and the teacher candidate. In addition to the informal assessment conferences, formal assessments by the cooperating teacher are completed at specified points of the placement(s) through the completion of the form entitled "Cooperating Teacher's Formative Evaluation for Directed Teaching."

Strand II includes informal and formal assessment of Directed Teaching by the university supervisor based on ADEPT criteria. Formal assessments by the university supervisor are completed periodically using the ADEPT Observation and Review Instruments and at the end of each placement using the ADEPT Summary Assessment.

Strand III involves continuous reflective self-assessment by the teacher candidate through dialogue with the cooperating teacher and the university supervisor as well as through keeping a structured reflective journal. This journal is to be collected, read, and commented upon by the university supervisor during each placement. Identifying and reflecting upon areas of instructional strength and weakness and developing strategies for improvement of teaching are the "heart" of the reflective journal. Growth and development of the teacher candidate should also be

reflected in his/her portfolio which is assessed by the professor of the teacher candidate's seminar class toward the end of the Directed Teaching experience.

USC Upstate ADEPT Criteria

Underlined terms are defined in the glossary at the end of this appendix. The SDE document "ADEPT for Beginning Teachers" found at www.scteacheers.org is also useful as a link to defining the Performance Standards and their key elements.

Domain I - Planning

Performance Standards 1 and 2: *Long-range and Short-range Planning*

1. There is evidence of a well-conceived, thorough long-range plan.
2. There is evidence of effective unit planning.
3. There is evidence of effective short-range daily lesson planning.

Performance Standard 3: *Planning for Assessment*

- 3A. The teacher plans for meaningful assessment of student learning.
 - 3A1. The teacher utilizes a variety of assessment measures, formal and informal.
 - 3A2. The teacher uses formative and summative assessments.
 - 3A3. The teacher provides feedback to students regarding their progress.
 - 3A4. The teacher maintains accurate records of student performance.
- 3B. The teacher plans for meaningful self-assessment of teaching performance.
 - 3B1. The teacher engages in reflection in order to improve his/her performance.
 - 3B2. The teacher receives and acts upon constructive criticism in a professional manner.

Domain II - Instruction

Performance Standard 4: *High Expectations*

4. The teacher establishes and maintains high expectations for all students and him/herself.

Performance Standard 5: *Instructional Strategies*

- 5A. The teacher leads students through appropriate learning experiences/activities.
- 5B. The teacher plans for an appropriate number of learning experiences/activities.
- 5C. The teacher uses appropriate instructional technology.
- 5D. The teacher differentiates instruction to meet individual student needs and integrates appropriate multicultural content into the lesson.
- 5E. The teacher involves students in their learning.
- 5F. The teacher develops and communicates the lesson's purpose.
- 5G. The teacher develops, communicates, and teaches to the lesson's focus.
 - 5G1. The teacher writes clear instructional objectives/essential questions.
 - 5G2. The objectives address knowledge at and above the rote level.
- 5H. The teacher uses effective questioning techniques.
 - 5H1. Questions address upper as well as lower levels of thinking.

- 5H2. The teacher provides adequate wait time.
- 5H3. Questions are phrased clearly.
- 5H4. Supportive correction is offered by the teacher.

Performance Standard 6: *Teaching Content to Students*

- 6A. The teacher conveys thorough and accurate content knowledge.
- 6B. The teacher gears instruction to the appropriate level for his/her students.
- 6C. The teacher demonstrates effective oral communication.
- 6D. The teacher demonstrates effective written communication.

Performance Standard 7: *Monitoring student learning*

- 7. The teacher monitors student progress.

Domain III - Environment

Performance Standard 8: *Maintaining a classroom environment that promotes learning.*

- 8. The classroom environment promotes and facilitates learning.

Performance Standard 9: *Classroom Management*

- 9A. The teacher enacts a coherent plan for classroom management.
- 9B. The teacher maintains high time on task.
- 9C. The teacher avoids losses of instructional time.
 - 9C 1. Class starts on time.
 - 9C 2. Transitions between parts of a lesson are handled smoothly.
 - 9C 3. Non-instructional administrative chores are not conducted during class.
- 9D. The management plan is built on mutual respect and fairness.
- 9E. Disciplinary actions are meted out in a consistent manner.
- 9F. Teacher attitudes toward students are positive and caring.
- 9G. Teacher attitudes are inclusive.
- 9H. The teacher refrains from the use of corporal punishment.

Domain IV – Professional Development

Performance Standard 10: *Personal and Professional Development*

- 10A. The teacher behaves ethically.
- 10B. The teacher demonstrates effective human relations skills.
- 10C. The teacher actively participates in professional development activities within the school/district and beyond the classroom.

USC Upstate ADEPT: Glossary of Key Terms

Note: The term “teacher” refers to the teacher candidate and “student” refers to his/her students in the school setting.

Domain I - Planning

Performance Standards 1 and 2: *Long-range and Short-range Planning*

1. Long-range and unit planning:

The teacher plans for the entire student teaching experience. This plan logically flows from and contributes to the cooperating teacher’s yearly plan. As part of the planning process the teacher candidate takes into account students’ interests, abilities, backgrounds and needs in the development of the long-range plan. A cohesive set of classroom management strategies is also part of the long-range plan. The teacher creates and implements a unit plan, including objectives, learning experiences, instructional assessment procedures, and necessary materials. Accommodation of student diversity with respect to developmental level, learning rate, learning style, racial, ethnic, or other cultural background is evidenced in the unit plan. Record keeping and other administrative duties of teachers should also be reflected in the long-range plan.

2. Short-range and daily lesson planning:

The teacher creates and implements lesson plans for every lesson taught. The lesson plans reflect sufficient thought, effort, and care and include explicit statements of purpose, objectives, instructional procedures/activities/experiences, assessment strategies, and materials. Lesson plans should include a variety of instructional approaches/techniques and a variety of learning experiences.

Performance Standard 3: *Planning for Assessment*

3A. Meaningful assessment of student learning:

The teacher utilizes a variety of assessment strategies, both formal and informal. The teacher’s assessment plan includes formative, summative, and authentic measures. After analyzing assessment results, the teacher provides appropriate feedback to students regarding their progress. Instruction is modified in accordance with assessment results. The teacher maintains accurate records of student performance in a grade book or other acceptable format.

3B. Self-assessment of teaching performance:

The teacher engages in reflection (description, analysis, and action) and improves his/her performance. The teacher frequently confers with the cooperating teacher, the university supervisor and faculty colleagues. The teacher keeps his/her reflective journal. The teacher receives, considers, and acts upon constructive criticism in a professional manner.

Domain II - Instruction

Performance Standard 4: *High Expectations for Learners*

4. High expectations for all students:

The teacher establishes appropriately high expectations for all students from the outset of the student teaching experience. Instructional experiences of an equitable nature for all students are planned and implemented. The teacher challenges all students, providing guidance, assistance, and remediation when and as needed. No student or groups of students are denied learning opportunities of an effective and challenging nature.

Performance Standard 5: *Instructional Strategies*

5A. Appropriate learning experiences, activities, strategies, techniques:

Instructional strategies are ordered in a logical sequence that facilitates achievement of lesson objectives. The experiences match the content and skills being learned by the students.

5B. A variety of learning experiences/activities:

For virtually all lessons, more than one type of learning experience is planned and implemented. Types of learning experiences include: cooperative (small group) learning, inquiry/discovery, lecture/direct instruction, questioning, games, simulations, centers, peer teaching/tutoring, and individual/independent learning.

5C. Instructional technology:

Where and when appropriate and accessible, instructional technology is used by the teacher to deliver, augment and/or extend lessons, and to otherwise enliven instruction. Computer-assisted instruction, use of Internet and CD-ROM resources, video and audiotapes, slidetape, sound recordings, films, overhead projectors, opaque projectors, etc. are examples of instructional technologies.

5D. Differentiated instruction:

Instructional strategies and techniques meet varying student needs based on students' developmental levels, rates of learning, styles of learning, and cultural backgrounds.

5D. Multicultural content:

Content and instructional strategies designed specifically to address the experiences of members of racial, ethnic, cultural, and spiritual minority groups as well as women and those protected under the provisions of the Americans with Disabilities Act.

5E. Student involvement:

Students are actively engaged in their own learning. They think, speak, write, move, and interact in order to achieve the lesson's objectives. Students engage in both independent and cooperative learning.

5F. Lesson's purpose:

The lesson's purpose is clearly written on the lesson plan, and clearly communicated to the students. Relevance of the lesson's content to the everyday lives of students is stressed and clearly communicated

5G. Lesson's objectives

The teacher creates/writes clear instructional objectives and/or essential questions. The objectives address knowledge at and above the rote (information) level. Emphasis is placed on learning above the rote (information) level. The objectives are clearly communicated to the students at the outset of the lesson.

5H. Effective questioning techniques:

Questions asked by the teacher address upper (i.e. analysis, synthesis, evaluation) as well as lower (i.e. information, comprehension, application) levels of thinking, are phrased clearly, and asked one at a time. The teacher provides adequate wait time for student response to questions. Supportive correction is offered by the teacher when incorrect or incomplete answers are given by students.

Performance Standard 6: *Teaching Content to Students*

6A. Content knowledge:

The teacher conveys content that is accurate and current. The content is taught in an objective manner, acknowledging various perspectives, and evidencing sufficient intellectual preparation by the teacher. The content is taught with sufficient depth, emphasizing connections to other disciplines and other content when possible and appropriate. It is sequenced logically, delivered at an appropriate pace, and conveyed with confidence.

6B. Level of instruction:

Content is taught in ways that are appropriate considering the developmental levels, learning styles, rates of learning, and cultural backgrounds of students in the class. Learning tasks are differentiated, as appropriate, to accommodate student differences on the aforementioned variables.

6C. Oral communication:

The teacher communicates clearly in a manner understandable to the students. The teacher models effective use of spoken language for all students.

6D. Written communication:

The teacher writes clearly in a manner that reflects sufficient attention to matters of content, usage, and the conventions of written English. The teacher's writing conveys messages effectively to students, parents, and colleagues. The teacher models effective writing for all students.

Performance Standard 7: *Monitoring student learning*

7. Instructional monitoring:

The teacher monitors learning through a variety of means including observation of student performance, questioning techniques, and assessment of completed student work. The results gained through monitoring affect instructional decisions; students' needs, as uncovered by monitoring, are accommodated.

Domain III - Environment

Performance Standard 8: *Maintaining a classroom environment that promotes learning.*

8. Classroom environment:

The classroom environment possesses both physical and attitudinal Standards. Physically, the classroom is an inviting place. It should engage and stimulate student interest. Students have adequate space for learning; they are able to see and hear. Attitudinally, the environment is open, candid, caring, equitable, cooperative, respectful, and sensitive. The attitudinal and physical environments combine to increase student cognitive, affective, and physical growth and development.

Performance Standard 9: *Classroom Management*

9A. Classroom management plan:

The teacher establishes and communicates clear and appropriate rules for student behavior. Evidence exists that students have participated, to an appropriate degree, in developing these rules and/or that they understand the class rules as well as the need for them. Students act in accordance with class rules. The teacher works at helping students motivate themselves to behave appropriately.

9B. High time on task:

The teacher maximizes student involvement in productive learning, thereby minimizing the potential for student misbehavior.

9C. Loss of instructional time:

The teacher makes sure that every class session starts on time. Transitions between parts of lessons are handled smoothly. Time is not wasted. In addition, non-instructional administrative chores are not conducted during class.

9D. Mutual respect:

A non-punitive atmosphere of respect for student humanity and diversity pervades the classroom.

9E. Fair and consistent manner:

The teacher metes out discipline in a fair and consistent manner to all students. Favoritism toward and bias against particular students or student groups are not in evidence.

9F. Positive and caring attitudes:

A positive and caring atmosphere, one that is formative, helpful and uplifting, pervades the classroom. Negativism, ridicule, and offensiveness are not in evidence.

9G. Inclusive attitudes:

The teacher exhibits an inclusive attitude by involving all students in challenging learning experiences and extra-curricular activities.

9H. Corporal punishment:

The teacher does not administer corporal punishment, nor does he/she serve as a witness for corporal punishment.

Domain IV – Professional Development

Performance Standard 10: *Personal and Professional Development*

10A. Ethical behavior:

The teacher behaves ethically toward students, colleagues and parents. The teacher is guided by a service ideal. The teacher does not abuse the trust placed in him/her by students or their parents. The teacher protects student and family confidentiality with respect to student records, academic performance, health information, and personal information.

10B. Human relations skills:

The teacher reflects upon and implements skills and attitudes necessary for respectful, sensitive, fair, and equitable interactions with students, faculty colleagues, supervisors, and parents. The teacher reflects upon and acts upon constructive criticism.

10C. Professional development activities:

The teacher engages in collegial activities designed to improve teaching and the school program. The teacher participates in activities which promote continued professional growth (e. g. joining professional organizations, reading professional journals, attending

conferences, and participating in in-service sessions). The teacher participates in curriculum review, revision, development and change to the degree possible. The teacher writes a professional development plan that lists appropriate professional development goals and strategies for achieving them.