

University of South Carolina Upstate  
Education Professional Program

Assessment Manual



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(Spring 2010)

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# **University of South Carolina Upstate Education Professional Program Assessment Manual**

## **Introduction**

Assessment is an essential part of teaching and learning, as well as a critical part of the continuous improvement cycle. Assessment helps educators set standards, create appropriate instructional strategies, motivate performance, provide diagnostic feedback, assess/evaluate progress, and communicate progress to others. The School of Education and the professional community value assessment. The unit has developed an assessment system that reflects its conceptual framework, its organizing theme (“Teacher as Reflective Practitioner and Professional”), and incorporates candidate proficiencies and standards of performance outlined by accrediting agencies and specialized professional associations charged with determining, evaluating, and maintaining quality within the teaching profession. These agencies include, for example, the National Association for the Accreditation of Teacher Education (NCATE), the National Science Teachers Association (NSTA), the National Council of Teachers of English (NCTE) as well as the South Carolina State Department of Education. The USC Upstate School of Education, its faculty, programs, and candidates strive always to meet NCATE standards, specialized professional association standards, state curriculum standards, and the criteria delineated in the Assistance, Development, and Evaluation of Professional Teaching (ADEPT) teacher evaluation program.

## **USC Upstate Education Professional Program Assessment System:**

The Education Professional Program conducts a variety of formative and summative performance-based assessments to evaluate the candidates' professional knowledge, skills, and dispositions. These data collection tools include course grades/GPA, the ADEPT portfolio ratings, Standards of Professional Conduct & Disposition Self-Assessments, student teaching Teacher Work Sample performances, the ADEPT observation evaluations completed during student teaching, and Praxis II scores. The School of Education also uses other instruments to measure program (or unit) outcomes including Praxis I scores, program evaluations from School of Education seniors, graduates, Alumni and School of Education Partner's assessment survey ratings, and employees' ratings of hired graduates. The performance-based assessments (i.e., the ADEPT portfolio, Teacher Work Sample, ADEPT Observations, Praxis II Exams, the Standards of Professional Conduct & Dispositions Self-Assessment, [EEDA awareness](#) and [S.C. Safe School Act - Bullying](#)) contain items that examine basic principles of teaching (e.g., planning, teaching strategies, assessments, monitoring, classroom learning environment, behavior management, and professionalism) as outlined by the South Carolina Department of Education. All Program faculty members have further defined these principles using the knowledge, skills, and dispositions described in each Program's specific professional standards. To this end, the instruments serve each Program by indicating candidates' learning outcomes in relation to its specialized professional accreditation standards, as well as provide the School of Education with data used in its unit assessment to compare candidates' performances across and within Programs.

Candidates in the Professional Program leading to certification complete two classes that are designed to introduce students to the School of Education's assessment system. The first, SEDF 200: Education Colloquium, provides an introduction to the teacher education program policies, assessment system procedures, and professional dispositions. It is a required course that is to be completed before admission to the Art, Early Childhood, Special Education: Learning Disabilities, Elementary, Middle Level, Physical Education, and Secondary Education Programs. The second, SEDC 300: Resources and Technology in Teaching, examines the proper and effective use of computer technology and audiovisual resources in education, including navigation of portfolio software, construction of materials, location of resources, and operation of equipment. In this course students receive instruction on how to create their electronic ADEPT portfolio and locate forms and information about the School of Education's assessment system. Art Education majors receive this instruction in SAED 330: Foundations of Art Education.

Students who major in an education certification program become and are referred to as candidates when they are accepted into the Professional Program. This denotes the first checkpoint of five that candidates progress through in their program of study. Each checkpoint requires specific data collection activities in which all candidates undergo and collectively comprise of the School of Education's assessment system. This system's checkpoint structure or candidate program progression sequence is displayed below in Table 1.

**Table 1: USC Upstate Undergraduate Professional Program Assessment System Checkpoints**

Checkpoint	Data Collected	
	School of Education Data	External Data
<p>I. Application for Admission to the Professional Program in Teacher Education</p> <p>[After 60 hours of general education, concentration, support and/or education foundation courses]</p>	<p>GPA; specific course completion including SEDF 200: Education Colloquium that includes EEDA &amp; Bullying, two favorable faculty recommendations, attestation of non-criminality; Standards for Professional Conduct &amp; Dispositions form signed.</p>	<p>Passing scores on Praxis I: PPST, 1650 [1100 old version] on the SAT, or 24 on the ACT and the SLED check.</p>
<p>II. Candidate admitted to a Professional Program</p> <p>[400-level professional program, support, concentration, and/or content courses]</p>	<p>GPA; ADEPT (initial) Portfolio Assessment I; Standards of Professional Conduct &amp; Dispositions Self-Assessment I and Faculty’s Standards of Professional Conduct &amp; Dispositions evaluation.</p>	
<p>III. Application for Admission to Directed (Student) Teaching</p> <p>[90 hours; continued 400-level professional program, support, concentration, and/or content courses]</p>	<p>GPA; ADEPT (pre-student teaching) Portfolio Assessment II; Standards of Professional Conduct &amp; Dispositions Self-Assessment II; and completion of 100 hours of field experience.</p>	<p>FBI Fingerprint; the South Carolina Department of Education Clearance.</p>
<p>IV. Completion of Professional Program</p> <p>[Student Teaching and co-requisite courses completed]</p>	<p>GPA; ADEPT (exit) Portfolio Assessment III; Standards of Professional Conduct &amp; Dispositions Self-Assessment III and Cooperating Teacher’s Conduct &amp; Disposition Assessment of candidate; ADEPT Summative Evaluations of Student Teaching; Teacher Work Sample; and Application for Graduation.</p>	<p>School of Education Senior Survey (semester of graduation); the School of Education Partners’ Assessment of Program.</p>
<p>V. Graduation and Follow-up</p> <p>[Application for certification and employment performance]</p>		<p>Recommendation for Initial Certification—program completion, Praxis II passing scores; Employee (every two years), Graduate (summer after graduation); and Alumni Surveys (1 year later).</p>

## **Checkpoint 1: Admission to the School of Education Professional Program**

- SLED Check
- PPST Test or 1650 [1100 old version] on the SAT, or 24 on the ACT
- GPA (overall GPA of 2.5 on 60 hours earned)
- Application to the School of Education (including Standards of Professional Conduct & Dispositions commitment; EEDA; Bullying)

The first assessment checkpoint occurs during the sophomore year when candidates meet the requirements for admission to the Professional Program. At this checkpoint, candidates have completed a SLED check and agree to abide by the Standards of Professional Conduct and Dispositions, in addition to successfully completing the admissions to the Professional Program process. Courses in the Professional Program at the 400-level may not be taken until admission into the Professional Program has been earned and granted.

**The South Carolina Law Enforcement Division (SLED) Check.** The School of Education and all public schools with placement agreements require candidates to undergo a criminal records check by SLED prior to any school-based practicum/clinical experience. Candidates complete the criminal records check by SLED as part of SEDF 210: Foundations of Education or the Foundations of Education Seminar. The unit assesses a fee to all students who enroll in this course to cover this cost. Candidates who have questionable offences will have their file reviewed by a School of Education Dean (in consultation with legal counsel) for clearance. School-based assignments may be undertaken only after candidates obtain a satisfactory SLED report. The School of Education advises students who are denied clearance for the school-based practicum assignment of their alternatives. Students with questions should consult with their academic advisors or the School of Education Dean.

**The Pre-Professional Skills Test (Praxis I PPST) Requirement.** In order to qualify for admission to a teacher education program, South Carolina Department of Education requires that all teacher candidates, including non-degree seeking (“certification only”) candidates, must pass the Praxis I Pre-Professional Skills Tests (PPST),

Since July 1983, all teacher candidates in South Carolina must pass a competency exam before being fully admitted to a teacher education program. In December 1998, the South Carolina Board of Education adopted the use of Praxis I Pre-Professional Skills Test (PPST), replacing the Education Entrance Examination (EEE), as the competency assessment required for South Carolina teachers. As stipulated in legislation, prospective teachers must demonstrate minimum competency in reading, mathematics, and writing. Since July 2006, Proviso 1.30 has been in effect. It states, in part, “All sections of the Basic Skill Examination must be passed before any person is formally admitted into any Assessment Manual. Rev. 1.2010

teacher preparation program in South Carolina. However, any person having attained 1100 (old version—Verbal + Math) 1650 (current version- Verbal + Math + Writing) or better on the SAT or a comparable ACT score (24) shall be exempt from this requirement.”

The PPST is a test of basic skills and consists of three sub-tests, one each in the areas of reading, writing, and mathematics. The passing scores on each area of the test as set by SC State Department of Education are Reading—175, Writing—173, and Mathematics—172. Registration for the PPST may be completed on-line at [www.ets.org](http://www.ets.org). Pro-Metrics, located in Greenville, South Carolina, also offers computer-based Praxis I tests. To register and take the test with them, call 864-676-1506. General information about the Praxis examinations, including exam dates, is available in the School of Education Office. Information regarding testing and other aspects of state teacher certification are available on the SC State Department of Education website at [www.scteachers.org](http://www.scteachers.org).

USC Upstate teacher candidates should take the PPST during their freshman year or during the first semester of their sophomore year. Transfer students and “certification only” students should take the PPST during their first semester at USC Upstate. Taking the test as soon as possible helps ensure that the passing scores will be attained in time to be admitted to the professional program (during the semester in which the student earns 60 credit hours) without causing undue delay in degree progress or program completion.

Students who do not pass all parts of the PPST cannot be admitted to the professional program in education. They cannot register for 400-level education courses. Students who do not pass all portions of the PPST are strongly encouraged to consult their academic advisors for information on how to prepare for a subsequent administration of the test.

**Application for Admission to the Professional Program in Teacher Education.** The first assessment checkpoint occurs up to the sophomore year when one has completed sixty hours of coursework. At this point candidates should meet requirements for admission to the Professional Program. Courses in the Professional Program at the 400-level may not be taken until admission into the Professional Teacher Education Program has been earned and granted. While criteria for acceptance into the Professional Program include meeting the standards outlined on the form entitled “Application for Admission to the Professional Program,” it is essential that the application be filed in the School of Education by the candidate in consultation with his/her advisor so that the advisor may give appropriate career guidance to advisees including those who would best enhance their career potential in areas other than classroom teaching.

The requirements for admission include the following:

1. Application completed and filed in the School of Education office during the semester the student will complete 60 semester hours;
2. Overall GPA of 2.5 on 60 hours earned;
3. Completion of English 101, 102, and Speech 201 with a minimum grade of “C;”
4. Successful completion of SEDF 200: Education Colloquium;
5. Passing score on all three sections of the Praxis I Pre-Professional Skills Test (PPST), or a comparable score of 1100 (old version—Verbal + Math) or 1650 (current version- Verbal + Math + Writing) on the SAT, or a score of 24 on the ACT exam;
6. One favorable recommendation from a SOE faculty member and one favorable recommendation from a faculty member of general education;
7. Successful completion of the prerequisites for SMTH (Mathematics) 120;
8. Completion of the Agreement of Understanding Personal Affirmation and signed agreement to uphold the Standards for Professional Conduct & Disposition

Candidates should follow these procedures when applying for the professional program:

1. Obtain an application form from the SOE Website under “Student Resources”.
2. Ask two faculty members to complete recommendation forms attached to the application. These faculty members should be professors or instructors from whom the candidate has taken a class. One of the faculty members must be from the School of Education. The other faculty member should be assigned to a unit other than the School of Education. Attach the completed recommendation forms to the application.
3. Complete the student sections on the form--sections must be filled out on both sides of the application form as well as the "Agreement of Understanding/Personal Affirmation."
4. Each candidate must then make an appointment with his/her advisor. Provide a copy of your Praxis I scores (or SAT or ACT scores) to verify successful completion. The advisor reviews the information on the form and completes the advisor section of the form that the candidate then signs.
5. Based on the recommendation of the advisor, the candidate will either be admitted or denied admission to the Professional Program. Candidates accepted into the Professional Program will receive a letter stating so from the Associate Dean.
6. Candidates who have been denied admission to the Program may appeal the decision to the School of Education Appeals Committee. The student will be informed in writing of his/her status within one month after committee action occurs.

7. Candidates must maintain the standards outlined previously under “Requirements,” including a GPR of 2.5, or they will lose accepted status in the Professional Program and will have to reapply. Candidates who are dropped from the Program cannot take 400-level education courses until they have been readmitted to the Program.

**Checkpoint II: Candidates Admitted to the Professional Program**

- GPA (2.5, obtain a C or better in professional education, content concentration, and support courses)
- Standards for Professional Conduct and Dispositions Self-Assessment I
- Faculty’s Standards of Professional Conduct & Dispositions Assessment
- Initial ADEPT Portfolio Evaluation (At least 1 complete artifact report and rationale statement for 5 APSs)

The second assessment checkpoint occurs during the junior year after candidates have been admitted to the Professional Program and maintain the GPA requirements. At this time, candidates complete their first (of three) Standards of Professional Conduct and Dispositions Self-Assessment as well as their initial assessment of the candidate’s ADEPT Portfolio. All candidates must submit artifact report(s) and rationale statements for a minimum of five ADEPT performance standards and earn a minimum rating of ‘Satisfactory’ for each.

**Grade Point Average Requirements.** In order to maintain good standing and continue in the Professional Program, candidates must maintain a 2.5 GPA, obtain a C or better in professional education coursework as well as courses in their content concentration and support courses. Candidates who fail to achieve a minimum grade of C in any professional education course will be dismissed from the Program. Candidates may reapply by submitting a letter of petition for readmission to the Dean of Education for consideration by the School of Education Appeals Committee. Readmitted students who subsequently receive a second grade of below “C” in any professional education course will be permanently dismissed from the Program.

**Standards for Professional Conduct and Dispositions Self-Assessment.** The USC Upstate Teacher Education Program prepares individuals for admittance into the professional field of education. This field is a profession, and as such has certain standards of conduct expected of its members. It is the SOE faculty members’ responsibility as candidates prepare for a career in teaching to ensure that they are of good character and dedicated to the best interests of the students they will serve. The USC Upstate School of Education expects that candidates agree to uphold the Teacher Education Standards listed below. These standards are also listed on the School of Education Application for Admission to the Professional Program. The candidate’s signature indicates his/her

agreement to act in accordance with these standards (checkpoint 1). Additionally, at each submission of the ADEPT Portfolio (initial checkpoint 2, pre-student teaching checkpoint 3, and exit checkpoint 4), candidates complete an on-line self-assessment regarding their continued compliance with these standards. The Initial Portfolio faculty member completes this same form to evaluate the candidate during Checkpoint II. Additionally, the candidates' Cooperating Teachers complete the same form to evaluate their student teachers during checkpoint IV of the assessment system. The completed forms are attached to the candidates' electronic ADEPT Portfolios.

Teacher Education Standards for Conduct and Dispositions are as follows:

The teacher candidate:

- Shows sensitivity to all students and is committed to teaching all students.
- Demonstrates fairness to all students.
- Is committed to and believes that all students can learn.
- Recognizes and respects diversities that exist in the classroom and plans accordingly.
- Creates and maintains a safe physical and emotional learning environment.
- Shows ability to speak and write with clarity and fluency.
- Uses Standard English in writing and speaking.
- Works collaboratively with others, e.g., students, teachers, parents, administrators, and peers.
- Establishes positive rapport and appropriate relationships.
- Is able to express attitudes and feelings in a professional manner.
- Is willing to accept responsibility for his/her own actions.
- Is flexible and adaptable.
- Exhibits dress and grooming appropriate for the setting.
- Exhibits professional respect in the USC Upstate classroom and in field experiences.
- Demonstrates initiative in the classroom.
- Is confident, poised, and courteous.
- Demonstrates enthusiasm.
- Accepts constructive criticism.
- Demonstrates and supports academic integrity as specified in the guidelines stipulated in the USC Upstate Undergraduate Catalog.
- Respects the privacy of students and confidentiality of information.

The Candidate Progress Review Committee (CPR) monitors the development of these behaviors as candidates proceed through the Professional Program and hear the concerns of any faculty/staff members or clinical and student teaching personnel regarding individuals seeking certification from the

School of Education. The Committee consists of 5 faculty members. The chair convenes the Committee for action within 5 working days of receiving the referral form. The faculty member who refers the student is to address the Committee in person and explain his/her concerns regarding the candidate. The candidate in question also will be asked to address the faculty members concerns with the Committee. The following outcomes may result:

- a. The candidate may continue/resume degree program progress with an understanding of the knowledge and dispositions expected of teacher education candidates;
- b. The candidate may continue in the program with a corrective action plan developed to address identified problems with knowledge and dispositions; or
- c. The candidate may be dismissed from the Professional Program.

**ADEPT Portfolio Requirements.** The USC Upstate Education Professional Program utilizes portfolios to assess both the performance of the candidates and the quality of programs. Portfolios for undergraduate students, introduced in SEDF 200: Education Colloquium, align with ADEPT-- Assistance, Development, and Evaluation of Professional Teaching-- (as well as NCATE and INTASC) Performance Standards (APSs); candidates develop portfolios during the Professional Program coursework. This portfolio is a systematic collection of documentation of candidate mastery of the ten performance standards of the ADEPT appraisal model, a model that sets forth the criteria used to determine candidate competence in essential domains of teaching and learning. It is based on the South Carolina Department of Education's Performance Standards used statewide to evaluate certified teachers. The system is organized around 10 APSs organized into 4 Domains and represents the knowledge, skills, and dispositions expected of teachers. The portfolio is intended to be a progressive and developmental representation of candidates' growth through the Professional Program and is evaluated at three different stages:

1. Initial (Checkpoint II)
2. Pre-directed teaching (Checkpoint III)
3. Exit (Checkpoint IV)

It is the candidates' responsibility to collect exemplary work from courses, clinical/practicum experiences, and other educational activities that document mastery of their knowledge, skills, and dispositions in each APS. This collection provides a framework for formative self-assessment and goal setting as well as a means for external assessment of candidate competence. At the conclusion of the Professional Program, the portfolio is used to provide documentation of candidate mastery of four domains containing all ten APSs. Also, the unit uses these data in its Program assessment.

**How do I organize my portfolio?** Candidates collect artifacts to document their overall competence in, or successful performance of each APS. Candidates present the artifact report(s) and rationale statements in an *electronic portfolio*, the logistics of which are covered in SEDC 300: Resources and Technology for Teaching (SAED 330: Foundations of Art Education for Art Education majors), a required course in all USC Upstate teacher preparation programs.

These domains and standards are:

Domain I: Planning

APS1: Long-range / Unit Planning

APS2: Short-range / Lesson Planning

APS3: Planning Assessments and Using Data

Domain II: Instruction

APS4: Establishing and Maintaining High Expectations for Learners

APS5: Using Instructional Strategies to Facilitate Learning

APS6: Providing Content for Learners

APS7: Monitoring, Assessing, and Enhancing Learning

Domain III: Classroom Environment

APS8: Maintaining a Classroom Environment that Promotes Learning

APS9: Managing the Classroom

Domain IV: Professional Development

APS10: Professionalism

For each APS or Domain, the portfolio contains two components: 1) **Rationale Statement**, which includes a. Definition, b. Connection, and c. Self-Assessment, as well as 2) **Artifact Report(s)**, that entails a. Description, b. Reflection, and c. Documents. Together these components are to tell a complete story about candidates' understanding and proficiency in a particular APS or Domain. With each submission, candidates review and revise their work to demonstrate their most current levels of understanding and include new artifacts to show improved performance between the stages (i.e., initial, pre-directed teaching, and exit).

The rationale statement component includes:

APS Definition: This section includes a description of the APS (i.e., what is it, what are examples, why is it important?) Using information from classes and clinical/practicum experiences, candidates demonstrate an understanding of the APS by paraphrasing and synthesizing its elements. This section may also provide references to

theory/theorist and research supporting how the APS relates to one's teaching area.

**APS Connection:** Candidates make connections between the artifact(s), the APS, and the APS's elements to demonstrate their proficiencies in applying the APS in practice. This section may also provide references to theory/theorist and research to support the extent to which the artifact emulates the qualities of the APS.

**APS Self-Assessment:** Candidates assess their proficiencies in relation to the APS. This includes what has been learned, performance strengths and weaknesses, as well as goals for the future and a plan for growth. This section may also provide references to theory/theorist and research to accentuate why/how the APS is significant to the candidates' teaching area.

The artifact report component includes:

**Artifact Description:** Candidates describes the artifact, including where it originated, how it was used and how the artifact demonstrates proficiency related to the APS.

**Artifact Reflection:** Candidates discuss what they learned, thought, understood, evaluated, or analyzed as a result of the experience being presented.

**Artifact Documents:** Candidates attach the documentation that is referred to in the Artifact Description and/or Artifact Reflection.

The artifact description is more factual in nature (what happened), while the reflection is more analytic, synthetic, and evaluative in nature. The artifacts are included as appropriate and may consist of lesson plans, unit plans, assessment plans, student work samples, observations by supervisor or cooperating teachers, programs attended, etc.

**When do I start my portfolio?** Candidates should save electronic files of their work from courses and other experiences from the day they begin the Professional Program. The instructor of SEDF 200: Teacher Education Colloquium will provide a broad overview of the ADEPT portfolio system. For each course in the professional education sequence, faculty members assist candidates in understanding each APS as well as help them identify artifacts/assignments for possible inclusion in the electronic portfolio. There may also be appropriate artifacts from pre-professional and general education coursework and experiences. Artifacts could also come from experiences associated with student organizations, community involvement, and other extra-curricular or community-based teaching-related service. The ultimate selection of the artifacts used in the portfolio rests with the candidate.

**Initial Portfolio Stage.** The initial portfolio demonstrates what candidates have learned so far in their program. Candidates are expected to provide rationale statements and accompanying artifact reports for five APSs. This initial portfolio assessment occurs in the courses listed below and are evaluated by the course instructor. Each APS submitted must meet, at a minimum, the “satisfactory” rating in order to continue enrollment in the Professional Program. The course instructor will complete the SOE Initial Portfolio Assessment Form on-line and provide recommendations for improvement as deemed appropriate.

**Checklist (SOE Checkpoint II):**

- At least 1 complete artifact report and rationale statement for five (5) APSs
- Standards for Professional Conduct and Dispositions Self-Assessment I

<b>Course of (Initial) ADEPT Portfolio Evaluation I</b>	<b>Program</b>
SPEDE 405: Teaching Elementary Physical Education	Physical Education
SEDS 441: Middle School Curriculum and Methodology	Middle Level Education
SEDS 442: Secondary School Curriculum and Methodology	Secondary Education
SEDE 422: Survey of Early Childhood Education	Early Childhood Education
SEDL 441: Elementary School Curriculum and Organization	Elementary Education
SELD 414: Individualized Curriculum for Students with Learning Disabilities	Special Education: Learning Disability
SAED 429: Art for Elementary and Middle Schools	Art Education

**Pre-Directed Teaching Portfolio Stage.** The pre-directed teaching portfolio includes 10 APSs. In at least one APS, candidates are to include evidence demonstrating that they can assess and analyze student work. These artifact reports and rationale statements are to show that the candidates are ready for directed-student teaching. The academic advisor (or a program designee) will review and assess the portfolio during the semester prior to the candidate’s enrollment for directed-student teaching. In the Art Education Program, the pre-directed teaching portfolio is evaluated in SAED 450: School Art Program. Each APS must meet, at a minimum, the “satisfactory” rating in order for the candidate to be eligible to enroll in directed-student teaching. The academic advisor will complete the SOE Pre-Directed Portfolio Assessment Form on-line and provide recommendations for improvement as deemed appropriate.

**Checklist (SOE Checkpoint III):**

- At least 1 complete artifact report and rationale statement in each of the 10 APSs.
- At least 1 set of student work samples that have been analyzed.
- Standards for Professional Conduct and Dispositions Self-Assessment II

**Exit Portfolio Stage.** The exit portfolio includes artifact reports and accompanying rationale statements for the four ADEPT Domains (instead for individual APSs as required in the first two stages). At least one of the artifact reports for each Domain must have been created for and implemented during directed student teaching. Each Domain must meet, at a minimum, the “satisfactory” rating in order for the candidate to successfully complete directed teaching and to be recommended for graduation. The instructor of directed teaching (or co-requisite course) will complete the SOE Exit Portfolio Assessment Form on-line and provide recommendations for improvement as deemed appropriate.

**Checklist (SOE Checkpoint 4):**

- At least 1 complete artifact report and rationale statement for the four (4) ADEPT Domains
- At least one artifact report per Domain must be from student teaching.
- At least 2 sets of student work that have been analyzed (include both individual and group work).
- Standards for Professional Conduct and Dispositions Self-Assessment III

**What happens if a performance dimension is unsatisfactory?** If a portfolio performance standard or Domain is rated “unsatisfactory,” the candidate revises and resubmits the relevant documentation to the reviewer (course instructor or advisor). The student will not meet the requirements for a C or better in the Professional Program course or meet the requirements for application to student teaching, until all of the portfolio APSs are rated (at minimum) “satisfactory.” During candidates’ final evaluation, they must earn, at minimum, a rating of “satisfactory” on their exit portfolio for each Domain in order to be recommended for graduation.

**Checkpoint III: Application for Admission to Directed (Student) Teaching**

The third assessment checkpoint is during the first semester of the senior year. Candidates continue to meet the GPA requirements. At this time the academic advisor reviews and assesses the ADEPT Portfolio including the second (of three) Standards of Professional Conduct and Dispositions Self-Assessment and the application for directed (student) teaching. Candidates must submit artifact report(s) and rationale statements for all ten ADEPT performance standards. At the end of this checkpoint, candidates will have completed 100 hours of field experience.

- GPA (2.5, obtain a C or better in professional education, content concentration, and support courses)
- Standards for Professional Conduct and Dispositions Self-Assessment II
- ADEPT Portfolio Evaluation II (Pre-direct (student) teaching). At least 1 complete artifact report and rationale statement in each of the 10 APSs
- 100 hours of field experience completed
- Application for Directed (Student) Teaching

**100 Hours of Field Experience.** During the Education Professional Program checkpoint II and up to checkpoint IV, the Professional Program provides candidates with continuous interactive experiences with schoolchildren. Before exiting the Program, candidates will have at minimum 100 hours of fieldwork in addition to their semester-long directed student teaching experience. Field experiences are integral aspects of specific education courses and as such are supervised by the instructor of those courses. Those that accompany foundations courses are observational and reflective in nature. Field placements accompanying methods courses require candidates (under the supervision of the instructor of the course as well as the cooperating P-12 school teacher) to plan and teach lessons as well as to work with individual or small groups of students. For early childhood, elementary, physical education, and special education majors, practicum/clinical experiences accompanying methods courses are arranged at varying grade levels. For middle level and secondary education majors, practicum/clinical experiences accompanying methods courses are arranged at an appropriate grade level in each candidate's particular content area.

The School of Education Coordinator of Field Experiences makes arrangements with local schools for candidates' field experiences. In all instances, schools and teachers used for practicum/clinical field experiences are those recommended by district office personnel. (See Appendix G: Placement of USC Upstate Student Teachers and Practicum Students.) Based on previous experiences, USC Upstate does have the right to request an alternative practicum/clinical assignment if one suggested has proved unsatisfactory in the past. In all cases, public schools utilized for practicum/clinical experiences are accredited by the Southern Association of Colleges and Schools (SACS).

Table 2 below first displays the field experiences completed during two courses in education foundations (prior to admission the Education Professional Program) by all candidates and second those offered in each Program at the 400-level.

**Table 2: Education Professional Program Professional Program Clinical/Practicum**

<b>Education Foundation Courses Required in all Programs</b>
<p><b>SEDF 210. Foundations of Education (3)</b> The art and science of teaching. A comprehensive examination of the social, historical, and philosophical influences that have shaped educational policies and practices in the USA with special emphasis on legal and ethical aspects of education. Supervised practicum experiences to promote reflective practice in a variety of settings are included.</p>
<p><b>SEDF 341. Introduction to Exceptional Learners/Special Education (3)</b> Theoretical and practical approaches to the education of the young exceptional child with emphasis on current remedial procedures. Included are alternative administrative arrangements and sources of academic therapy. Supervised field experiences are included.</p>
<b>Art Education</b>
<p><b>SAED 429. Elementary and Middle School Methods for Art Education (3)</b> Instructional strategies to construct appropriate curriculum for K-8 schools. The topics are artistic growth of children, responding to art works, studio production and classroom management. <b>30 hours</b></p>
<p><b>SAED 430. Secondary Methods for Art Education (3)</b> Curriculum designs for secondary visual arts classroom. The development of instructional skills for various student populations is included in the course of study as well as research and current initiatives. <b>30 hours</b></p>
<p><b>SAED 450. School Art Program (3)</b> Developing and working with essential components of visual arts programs in the schools, including the national and state standards with assessment methodology. Also a supervised clinical experience in the school art classrooms of 40 hours provides strategies to teach art in grades K-12. Observation and participation in classroom settings is required to focus on classroom management and conflict resolution. <b>40 hours</b></p>
<b>Middle Level and Secondary Programs</b>
<p><b>SEDS 342. Clinical I in Middle Grades/Secondary Education (1)</b> Supervised clinical experience in middle or secondary school setting. Observation and participation in classroom settings is required with a focus on diversity including the physical, social, and educational development of the grades 5-12 learner. Emphasis is on family and community involvement in educational settings. Observation during advisory, lunch, recess, transition times, as well as formal instructional time as appropriate. <b>30 hours</b></p>
<p><b>SEDS 440. Clinical II in Middle Grades/Secondary Education (1)</b> Supervised clinical experience in middle or secondary school setting. Observation and participation in classroom settings is required with a focus on assessment including formal, informal, authentic, high stakes (PACT, end-of-course exams, etc.), and collaborative (team meeting) assessments as appropriate. Seminars and group discussions included. <b>30 hours</b></p>
<p><b>SEDS 450. Clinical III in Middle Grades/Secondary Education (1)</b> Supervised clinical experience in middle or secondary school setting. Observation and participation in classroom settings is required with a focus on classroom management and conflict resolution. Seminars and group discussions included. <b>40 hours</b></p>

## Elementary Education Program

**SEDL 445. Clinical I in Elementary Education (2)** Supervised clinical experience in elementary (2-4) suburban settings with Social Studies, ELA. Subject areas. Observation and participation in diverse classroom settings is required with a focus on observation of students and teachers, analysis of classroom organization and management, use of technology to enhance learning, and implementation of lessons. Seminars and group discussions included. Four laboratory hours per week. **50 hours**

**SEDL 460 Clinical II in Elementary Education (2)** Supervised clinical experience in upper elementary grades with science and math classes in cultural, language & SES diverse settings. Requires assessment of k-12 students with interpretation of assessments, lesson planning based on assessments, implementation of lessons in science, math, and literacy with attention to reading and writing in the content areas. Reflections on teaching and k-12 student learning explored in group discussions and seminars. Four laboratory hours per week required. **50 hours**

## Special Education Learning Disability Program

**Semester I: SELD 446. Math Disabilities and Math Methods (3)** Learning disability specific methods designed to facilitate the development of mathematics concepts and skills in upper Elementary Grades (3 to 6) or Middle (6-8) Math Resource Classroom with students having IEPs in Learning Disabilities with a math disorder. **10 hours**

**Semester II: SELD 440. Practicum in the Instruction of Students with Disabilities (1-3)** Supervised in a special education classroom. Sequence, implement, & evaluate individual learning objectives to select, adapt, & use instructional strategies & materials according to learner characteristics. **86 hours**

**SEDR 442: Literacy I Learning to Read and Write (3)** Scaffolding reading and writing development for the young child-- transition from oral language to initial reading and writing. of children ages 5-7.

**SELD 483. Assessment of Students with Disabilities (3)** The techniques & practices of diagnostic assessment, including ethical concerns and legal provisions/guidelines. Emphasis is on identifying typical, delayed, and disordered communication and reasoning patterns of individuals with exceptional learning needs. **10 hours**

**Semester III: SEDF 483. Organization and Management of the Diverse Classroom (3)** Structuring of physical, social, and instructional environment to maximize learning in a diverse classroom. Behaviorist and constructivist approaches, inclusive education and conflict resolution are components of this course. **10 hours**

**SELD 415: Reading Disorders and Reading Methods (3)** Specific methods designed to facilitate the development of reading skills of students with LD. A practicum experience in upper Elementary Grades (3 to 6) and Reading Resource Classroom with students having IEPs in LD with a reading disorder. **10 hours. (Co-requisite)**

**SELD 445: Language Disorders and Language Arts Methods (3)** Specific methods designed to facilitate the development of language and social skills in upper Elementary Grades (3 to 6) Language Resource with students having IEPs in LD with a Language disorder. **10 hours**

**SEDR 443: Literacy II Reading & Writing to Learn (3)** Scaffolding reading/writing development of the elem./middle grades student-- transition from initial reading & writing to the content areas for ages 8-12. **10 hours**

<b>Early Childhood Education Program</b>
<b>SEDE 410. Clinical I in Early Childhood Education (2)</b> Infant/Toddler (12 hours) – NAEYC accredited childcare center 4K (48 hours) public program serving at-risk 4 year olds. <b>60 hours</b>
<b>SEDE 440. Clinical II in Early Childhood Education</b> Typical classroom serving K5-3 <sup>rd</sup> grade. <b>80 hours</b>
<b>Physical Education Program</b>
<b>SPED 200. Foundations of Physical Education (3)</b> The scope of the physical education field, historical background, principles, philosophy, current issues, professional leadership and publications. <b>5 hours</b>
<b>SPED 304. Motor Learning and Development (3)</b> The processes associated with acquisition of psychomotor skill and the neuromuscular function involved in the control of movement. The application of the developmental processes as it relates to motor learning. <b>15 hours</b>
<b>SPED 312. Teaching Physical Education (4)</b> Orientation to teaching physical education in grades 6-12. Emphasis is on teaching styles, methods and curriculum. <b>30 hours</b>
<b>SPED 405. Teaching Elementary Physical Education (4)</b> Orientation to teaching physical education in grades PreK – 5. Emphasis is on teaching styles, methods and curriculum. <b>30 hours</b>
<b>SPED 462 – Physical Education for the Exceptional Child (3)</b> Developmental activity / guidance for students with restrictive disabilities. Techniques for appraising students along with methods of handling, within the regular physical education class, the various handicaps commonly found in schools. <b>15 hours</b>
<b>SPED 450. Clinical Experience (1)</b> A supervised clinical experience in a physical education setting including planning, assessing and implementing a physical activity unit prior to the student teaching semester.
<b>Fitness Recreation Program</b>
<b>SPED 390. Field Experience (1-3)</b> School or community experiences related to aspects of physical education. <b>45</b>
<b>SREC 480A. Internship: Aquatics (6)</b> Guided practical experience in an elected, organized recreational setting giving on-site experience in planning, executing, and evaluating recreational programs within an aquatic setting. <b>270 hours</b>
<b>SREC 480B. Internship: Community/Organizations (6)</b> Practical experience in an elected, organized recreational setting giving on-site experience in planning, executing, and evaluating recreational programs within community and organizational settings <b>270 hours</b>
<b>SREC 480C. Internship: Industrial (6)</b> Guided practical experience in an elected, organized recreational setting giving on-site experience in planning, executing, and evaluating recreational programs within an industrial setting. <b>270 hours</b>

Practicum/clinical experiences required of candidates are sequential and incremental in nature. Though specific requirements may vary from clinical to clinical and from school to school, practicum/clinical experiences foster the following competencies, moving from those at the introductory level to those at the advanced level.

1. The candidate describes the nature of schools and schooling as determined through observation.
2. The candidate describes characteristics of preK-12 students as determined through observation.
3. The candidate identifies the educational alternatives available to exceptional children based on visits to a variety of school facilities.
4. The candidate demonstrates skill at recording and analyzing data gathered through observation and other informal assessment measures.
5. The candidate engages in reflective thinking about teaching in a sequential and incremental fashion.
6. The candidate plans and implements lessons for individual students under the direction of the cooperating classroom teacher.
7. The candidate plans and implements small group, individual, and whole class learning experiences as part of lessons under the direction of the cooperating classroom teacher.

Practicum/clinical experiences enhance the courses of which they are a part and help to prepare candidates for directed (student) teaching. The supervising instructor and cooperating school personnel evaluate candidate performance in practicum/clinical experiences; the candidate's final grade in the associated course reflects this performance.

**Admission to Directed (Student) Teaching.** Directed (student) teaching is the capstone experience in a USC Upstate teacher candidate's preparation for a career in education. Candidates, placed in school districts that partner with USC Upstate, work with cooperating teachers who have met the criteria outlined in the USC Upstate *School of Education Field Experiences Handbook*. Candidates applying for admission to directed (student) teaching must meet the following criteria:

1. Admission to the Professional Program;
2. 2.5 GPA;
3. 90 semester hours completed (at end of semester prior to student teaching);
4. Early Childhood Education, Elementary Education, and Special Education majors, completion of SMTH 231, 232, and 233 with a grade of C or better and completion of all courses in Group IV--Professional Education (except SEDE 468 and 469 [Early Childhood], SEDL 486 [Elementary], and SELD 449 and SELD 470 [Special Education]) with a grade of C or better;

6. Middle and Secondary Education majors, completion of all courses listed under Group IV-- Professional Education, Section A, (except SEDL 480 [Middle] and directed [student] teaching [Secondary]) with a grade of C or better;
7. Secondary Education majors and Physical Education majors, a grade of C or better in each course attempted under Professional Education and a minimum of 3/4 of the courses in the same section completed;
8. Special Education majors, completion of 3/4 of all courses in the content concentration with a grade of “C” or better; and
9. FBI fingerprint clearance.

The Coordinator of Field Experiences publishes a list of student teaching placements after all placements have been confirmed. The Coordinator of Field Experiences notifies candidates by letter of their cooperating teachers’ names, grade levels, and schools. Any questions concerning placement(s) for directed (student) teaching should be directed to the Coordinator of Field Experiences. ***Dates for the submission of the application for directed (student) teaching are a year in advance of the semester of directed (student) teaching.***

Directed (student) teaching is a full-time responsibility and the Education Professional Program strongly encourages candidates to curtail job-related activities so that they can devote the necessary effort and energy to planning and preparation for teaching in order to benefit their students and to assure their own professional development. Similarly, candidates should avoid taking other coursework concurrently with directed (student) teaching, except any required co-requisite “seminar” courses. Exceptions to this recommendation are rare and students are discouraged from viewing taking of additional coursework during the student teaching semester as “standard practice” or as “normal.” *Note, too, that during directed (student) teaching the candidate must finalize his/her portfolio and present the portfolio to the instructor of the co-requisite course for assessment and feedback.*

#### **Checkpoint IV: Completion of the Professional Program**

The fourth assessment checkpoint occurs during the senior year with the completion of coursework. Candidate’s performance in the directed (student) teaching experience (including direct observations) is evaluated on the basis of the ten ADEPT performance standards as rated on a scale of E (exemplary), M (more than satisfactory), S (satisfactory), or U (unsatisfactory). The ADEPT Exit Portfolio is reviewed and assessed based upon the candidate’s artifact report(s) and rationale statements for the four ADEPT Domains. Candidates also complete a Teacher Work Sample and their final Standards of Professional Conduct and Dispositions Self-Assessment.

- GPA (2.5, obtain a C or better in professional education, content concentration, and support courses)
- Standards for Professional Conduct and Dispositions Self-Assessment III
- ADEPT Portfolio Evaluation III (Exit portfolio). At least 1 complete artifact report and rationale statement for the four (4) ADEPT Domains
- Teacher Work Sample
- ADEPT Summative Student Teaching Evaluations
- Application for Graduation
- Graduate Survey
- School of Education School Partners' Assessment of Program

The **Teacher Work Sample (TWS)** is a comprehensive assessment composed of seven components (contextual factors, learning goals, assessment plan, design for instruction, instructional decision-making, analysis of student learning, and self assessment/reflection) used to measure effects on student learning. These components correlate with the ADEPT Standards. The goal of TWS is to become accountable for the impact of teacher candidates and graduates on the learning of P-12 students.

The TWS vision is to use information about the learning-teaching context and student individual differences to set learning goals and plan instruction and assessments (APS 1). The teacher sets significant, challenging, varied, and appropriate learning goals (APS 1, 2 & 4). The teacher employs multiple assessment modes and approaches that align with the learning goals in order to assess student learning before, during, and after instruction (APS 3). The teacher designs instruction to accomplish specific learning goals based upon student characteristics and needs and learning contexts (APS 4). The teacher uses regular and systematic evaluations of student learning to make instructional decisions (APS 4, 5, & 6). The teacher analyzes assessment data to profile student learning and communicate information about student progress and achievement (APS 3 & 7). The teacher reflects on his or her instruction and student learning in order to improve teaching practice (APS 10).

The TWS provides substantial evidence that teacher candidates are ready to begin their professional career as an educator. The development of a TWS will provide teacher candidates with an authentic experience designed to develop in them “a teacher’s way of thinking”. Compiling a TWS provides teacher candidates with professional growth experiences and documentation that reflect their ability to impact the learning of students. In addition, it prepares the teacher candidate for South Carolina’s system for Assisting, Developing, and Evaluating Professional Teaching (ADEPT) System.

Components of the TWS are introduced in various program courses leading up to the directed teaching semester. During directed teaching, the candidate completes an entire teacher work sample by drawing all of the pieces into a cohesive whole, which documents student learning before, during, and after instruction.

Each program in the School of Education has developed TWS criteria to best match the expectations for their teacher candidates. TWS rubrics for each program can be found on the School of Education Web page.

**ADEPT Student Teaching Evaluations.** 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 Education Professional Program. 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. (See Appendix H for ADEPT Evaluation Forms).

**Application for Graduation.** The baccalaureate degree in Education will be conferred provided the student successfully completes all Program requirements. One semester prior to graduation, candidates complete an application for graduation. The application is to be completed and submitted to the School of Education administrative assistant. Responsibility for final verification of a candidate's successful completion of the approved teacher education program rests with the Dean of the School of Education. Deadline dates for completing and filing the application are posted and should be carefully observed.

**Senior Survey and School Partners' Assessment of Program.** In an effort to monitor the effectiveness of the Professional 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 a Senior Survey to provide opinions about their university supervisor, their cooperating teachers, and the directed teaching experience in general. Additionally, each self-rates his/her knowledge, skills, and competency levels achieved across the ten ADEPT Assessment Manual. Rev. 1.2010

Standards in conjunction with the degree to which the Professional Program fostered this development. The Cooperating Teachers complete the School of Education School Partners' Assessment of the Program. The School of Education Assessment Coordinator collects, tabulates, and summarizes this information for review by Education Professional Program faculty members and the various advisory councils.

The cooperating teacher and University Supervisor together complete an ADEPT Summative evaluation form at the conclusion of the directed teaching experience that evaluates the Professional Program based on the performance of the teacher candidate. Also, the university supervisor is asked to evaluate the performance of the cooperating teacher. All of these forms are submitted to the Field Experiences Coordinator who summarizes and files the information gathered.

Copies of forms pertaining to their performance are made available to the university supervisors. The information gathered from these evaluations form the basis for changes made in the Professional 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.

#### **Checkpoint V. Graduation and Follow-up**

The fifth assessment checkpoint occurs post-graduation. At this time information regarding initial certification, cumulative GPA, a grade of C or better in all support, major, and concentration courses and verification of meeting the required score for the Praxis II Content Area examination are recorded. This final checkpoint also includes follow-up assessments. Principals and/or school district personnel provide information regarding candidates' attainment of SC certification, employment, ADEPT performance, and teaching status as well as the efficacy of the School of Education Professional Program on the Employer Survey which is conducted every two years. Program graduates complete an Alumni Survey one year after graduation.

- Praxis II Scores
- Recommendation for Certification
- Graduate Survey
- Alumni Survey
- Employer Survey

**The Praxis II Required Examinations.** In order to qualify for initial teacher certification in South Carolina, all teacher candidates, including non-degree seeking (“certification only”) candidates, must pass the appropriate grade level Principles of Learning and Teaching (PLT) exam, and the Praxis II Content Area Examinations mandated by the SC Department of Education for each specific teaching field/teaching major. The SC Department of Education often makes changes in the testing requirements for teacher certification. Candidates should consult the State Department of Education website at [www.scteachers.org](http://www.scteachers.org) or their advisors for the latest information regarding required examinations for initial teacher certification. Candidates must pass the various examinations at the score level determined by the South Carolina Department of Education as listed in the chart below. Candidates should take the tests during the semester of directed (student) teaching. Successful candidates prepare for these tests by mastering the content and developing the skills and dispositions of all required education coursework as well as coursework taken in the College of Arts and Sciences.

It is very important for candidates to have Praxis test scores reported directly to USC Upstate **and** to the SC State Department of Education or there may be a delay in processing the teacher certification paperwork. Official score reports must be sent directly to the School of Education **and** to the South Carolina Department of Education. Additional score reports may be secured after the test date, but ETS requires an additional fee for this service (outlined in guidelines posted at [www.ets.org](http://www.ets.org)).

**Table 3: Praxis II Content Tests**

Major/Certification Area	Test^	SC Passing Score
Art Education	Art Education: Content Knowledge	149
	Art Making	155
Early Childhood Education	Education of Young Children	158
Elementary Education	Elementary Education: Curriculum, Instruction, & Assessment	164
	Elementary Education: Content Area Exercises	145
Middle Level Language Arts	Middle School English Language Arts (or both English tests, below)	155
Middle Level Mathematics	Middle School Mathematics (or both Mathematics tests, below)	149
Middle Level Science	Middle School Science (or either the Biology test or Chemistry test, below)	145
Middle Level Social Studies	Middle School Social Studies (or History tests, below)	150
Biology	Biology & General Science	570
Chemistry	Chemistry, Physics, & General Science	540
English	English Language, Literature & Composition: Content Knowledge	162
	English Language, Literature & Composition: Essays	150
Spanish	Spanish: Content Knowledge	148
	Spanish: Productive Language Skills	161
History	Social Studies: Content Knowledge	158
	Social Studies: Interpretation of Materials	160
Mathematics	Mathematics: Content Knowledge	131
	Mathematics: Proofs, Models, & Problems, Part 1	137
Learning Disabilities	Education of Exceptional Students: Core Content Knowledge	150
	Education of Exceptional Students: Learning Disabilities	158
Physical Education	Physical Education: Content Knowledge	146
	Physical Education: Movement Forms - Video Evaluation	160

Candidates should anticipate changes in the tests required for SC teacher certification. Candidates should consult their advisors to determine which test is required for each specific area of certification.

**Praxis II: Principles of Learning and Teaching Test (PLT).** This examination "uses a case study approach to measure [students'] general pedagogical knowledge...." The tests feature constructed-response and multiple-choice items" (*Praxis Series Registration Bulletin*). USC Upstate Education Professional Program coursework that prepares candidates for this test includes SEDF 210: Assessment Manual. Rev. 1.2010

Foundations of Education, SEDF 333: Educational Development of the Lifelong Learner, SEDF 341: Introduction to Exceptional Learners/Special Education, and SEDF 485: Diversity, Management and Assessment, SEDF 483: Organization and Management of Diverse Classrooms, SEDF 487: Student, Teacher and School Assessment. In addition, the curriculum courses and various methods courses applicable to the individual's program of study help to prepare candidates for this test. Consult the SC State Department of Education website at [www.scteachers.org](http://www.scteachers.org) for the latest the PLT testing requirements.

**Table 4: Required PLT Tests and Passing Scores**

Major/Certification Area*	Test	SC Passing Score
K-6**	Principles of Learning & Teaching	165
5-9	Principles of Learning & Teaching	165
7-12***	Principles of Learning & Teaching	165

(\*PE majors and Special Education: LD majors should select one of the above PLT examinations.)

(\*\*Early Childhood and Elementary Education majors take the K-6 PLT test.)

(Middle Level Education candidates take the 5-9 PLT test.)

(\*\*\*Secondary Education majors take the 7-12 PLT test.)

For **all** examinations, candidates should: 1. Register and pay online ([www.ets.org](http://www.ets.org)); 2. Request that score reports be sent to both USC Upstate and the South Carolina Department of Education; and 3. Upon receipt of results, check to make sure the School of Education also received them. If not, provide an official copy to the School of Education administrative assistant.

**Preparing for PRAXIS II Examinations.** The USC Upstate Education Professional Program faculty recommends that all the required PRAXIS II examinations be completed during the semester of directed (student) teaching. It is during this semester that content and professional education coursework are freshest in candidates' minds. Below are other suggestions and recommendations to guide candidate preparation for these important examinations.

1. Take all of the PRAXIS exams before graduation from USC Upstate.
2. Take 1 test per day.
3. Complete content and professional education course work (other than student teaching) prior to taking exams.
4. Review the ETS Test at a Glance (TAAG) booklets (available free of charge from ETS at [www.ets.org/praxis/index.html](http://www.ets.org/praxis/index.html)) for all relevant examinations. Carefully note the types of items and

proportional weight of "sections" of each test (This information is presented in the form of a pie chart in each TAAG booklet.).

5. Study/prepare for all PRAXIS II exams. Save your textbooks. They contain important content on which you will be tested. For content area tests, some course texts provide content overviews or summaries. For the PLT in particular, save textbooks from SEDF 210 (Foundations of Education), SEDF 333 (Learner Growth and Development), SEDF 341 (Exceptional Learners), Curriculum class (Curriculum concepts), Methods class[es] (Pedagogical principles, professionalism). Review class notes and speak with professors
6. Consider purchasing *PRAXIS II Secrets Study Guides* [The guide is the only product on the market that addresses the difference between merely knowing the material and knowing how to use the material to perform on test day].

**Recommendation for Certification.** Teacher certification (an additional and *separate process* from graduation or from “program completion”) is granted by the South Carolina State Department of Education upon recommendation of the Dean of the School of Education and upon completion of other requirements codified in state law. As a component of applying for student teaching, candidates complete an application for certification. Items to be submitted in the application for *certification* include:

1. Original score report for the required Praxis II tests sent from the testing service to the School of Education at USC Upstate;
2. An application form;
3. Request for transcript form and a check to cover the cost of this service (certified check or money order made out to “USC”);
4. A completed FBI fingerprint card; and
5. Initial application fee to cover the cost of an FBI fingerprint review (certified check or money order).

**Program Graduate, Alumni, and Employer Surveys** are administered to graduates of the School of Education Professional Program the summer after graduation. And the Alumni Survey is conducted one year later. The Employer Surveys are mailed to principals in whose schools USC Upstate program completers are employed as teachers. The USC Upstate Office of Institutional Effectiveness and Compliance administers, collects, and tabulates, the survey data; the School of Education Assessment Coordinator summarizes the information which is reviewed by Education Professional Program faculty members and the various advisory councils.

In the table below, the charts display individual Professional Program assessments used to evaluate candidates' knowledge, skills, and dispositions required of their respective fields.

**Table 5: School of Education Undergraduate Professional Program Assessment Plan Matrix**

NCATE Assessment:	Program SPAs				
	Secondary Biology/ Chemistry: NSTA	Learning Disability CEC	Early Childhood NAEYC	Elementary ACEI	Middle Level NMSA
1. Content-Based	Praxis II Scores	Praxis II Scores	Praxis II Scores	Praxis II Scores	Praxis II Scores
2. Discipline Content Knowledge	GPA's	LD Foundation & Cultural Issues Evaluation	GPA's	GPA's	GPA's
3. Candidate ability to Plan Instruction	Unit Plan	ADEPT Exit Portfolio	ADEPT Exit Portfolio	ADEPT Exit Portfolio	ADEPT Exit Portfolio
4. Directed Teaching/ Clinical Experience	Directed Teaching Summative Evaluation and/or Addendum	Directed Teaching Summative Evaluation and/or Addendum	Directed Teaching Summative Evaluation and/or Addendum	Directed Teaching Summative Evaluation and/or Addendum	Directed Teaching Summative Evaluation and/or Addendum
5. Candidate Effect on Student Learning	Teacher Work Sample (TWS)	TWS	TWS	TWS	TWS
6. Optional SPA Assessment	Safety Plan	Theory-based Program Grades	Child Case Study	Student Literacy Assessment Portfolio	Ethnography Project (Contextual Factors)
7. Optional SPA Assessment	Scientific Research	Professional Program Grades	Support Young Children & Families Interview		Ideal Middle School Project
8. Optional SPA Assessment	Contextual Content Reading Reflections				

	<b>Program SPAs</b>				
<b>NCATE Assessment:</b>	<b>Secondary Spanish ACTFL</b>	<b>Physical Education AAHPERD</b>	<b>Secondary Social Studies NCSS</b>	<b>Secondary English NCTE</b>	<b>Secondary Mathematics NCTM</b>
1. Content-Based	Praxis II Scores	Praxis II Scores	Praxis II Scores	Praxis II Scores	Praxis II Scores
2. Content Knowledge in Discipline	GPA's	GPA's	GPA's	GPA's	GPA's
3. Candidate Ability to Plan Instruction	Exit Portfolio	Exit Portfolio	Exit Portfolio	Unit Plan	Lesson Plan (Rubric)
4. Directed Teaching – Clinical Experience	Directed Teaching Summative Evaluation and/or Addendum	Directed Teaching Summative Evaluation and/or Addendum	Directed Teaching Summative Evaluation and/or Addendum	Directed Teaching Summative Evaluation and/or Addendum	Directed Teaching Summative Evaluation and/or Addendum
5. Candidate Effect on Student Learning	TWS	TWS	TWS	TWS	TWS
6 Optional SPA Assessment	OPI Results		SS Addendum to DT Evaluation	University Writing Center Project	Exit Portfolio

## **Graduate Programs**

### **USC Upstate School of Education Graduate Mission Statement**

Educators prepared in the graduate school at USC Upstate are well versed in the liberal arts and applicable content areas, the latest developments in curriculum and instruction theory and practice, and the research-based, socio-cultural, and philosophical foundations of education. They understand and respect cultural diversity, welcome diversity of opinion and belief, and place the welfare of their students first. As reflective professionals, they are leaders among their colleagues and are committed to a service ideal built upon the highest standards and ethical principles.

### **Program Overview**

The USC Upstate School of Education offers programs which lead to the Master of Education (M.Ed.) Degree in Early Childhood Education, the Master of Education (M.Ed.) Degree in Elementary Education, or the Master of Education (M.Ed.) in Special Education: Visual Impairment. USC Upstate also offers the 15 hours of specialized coursework required to obtain a Post Baccalaureate Certificate for English for Speakers of Other Languages (ESOL). The master's degree programs at USC Upstate are designed to meet the need for advanced professional studies in graduate-level coursework for certified teachers who are committed to excellence and leadership in education. The goals of these programs are to be responsive to the teachers' professional needs and to instill in them the knowledge and skills necessary for enhanced reflective professional teaching practice. The University has a history of working closely with area school districts for the advancement of education; USC Upstate graduate degree programs are an extension of that cooperative commitment. Hallmarks of USC Upstate graduate degree programs in education include the opportunity for teacher professional development and advancement in an environment that offers individual attention through effective academic advisement as well as rigorous study guided by members of the USC Upstate Graduate Faculty.

### **Campus Program Offerings**

The USC Upstate Graduate Programs on the Spartanburg campus offers the M.Ed. Degree in Early Childhood Education, Elementary Education, and Special Education: Visual Impairment, as well as the 15 hours of specialized coursework required for obtaining a Post Baccalaureate Certificate for ESOL. Through a combination of live, distance, and online courses teachers on the Sumter campus can obtain their M.Ed. in Early Childhood or Elementary Education. Both the Elementary and the Early Childhood Graduate Programs offer an 18-month fast-track program on both campuses.

### **M.Ed. in Early Childhood Education**

The program of study leading to the Master of Education degree in Early Childhood Education

is designed to develop an advanced knowledge and understanding of curriculum models as well as application of the research from the field of early childhood education.

### **M.Ed. in Elementary Education**

Teachers enrolled in the program of study leading to the Master of Education degree in Elementary Education will pursue a plan of study designed to insure increased professional competence and breadth of knowledge of the field of elementary education.

### **M.Ed. in Special Education: Visual Impairment**

The Master of Education degree in Special Education: Visual Impairment is a degree offered collaboratively by USC Upstate and the South Carolina School for the Deaf and the Blind. This degree is designed to prepare teachers to work with students with blindness and low vision.

### **Criteria for Admission, Retention, and Exit from the Graduate Programs**

The initial checkpoint comes at Admission to the Graduate Program. To be admitted, students must: 1. Complete a degree-seeking application; 2. Verify residency status; 3. Hold a valid teaching credential, and thereby have a passing score on the Praxis II content examinations; 4. Maintain a minimum GPA of 2.5 on a 4.0 scale on the most recent degree at a baccalaureate level or above from a regionally accredited university; 5. Secure two letters of recommendation; 6. Complete an interview with the Director of Graduate Programs; 7. Achieve a passing score on the *Miller Analogy Test*, or the *Graduate Record Exam*; and 8. Attend a scheduled Orientation Session (which includes an introduction to the Graduate Professional Portfolio). Once candidates are fully admitted to the program, they meet either with the Director of Graduate Programs or an assigned advisor to create a 'Program of Study' specifying courses required for their degree. This meeting also provides opportunity for further discussion of the Graduate Professional Portfolio. This portfolio, arranged according to the Core Values of the School of Education, is developed throughout the Program and becomes the summative measure of the graduate candidate's knowledge, skills, and dispositions. During the Orientation Session, candidates are provided a copy of the rubric that is used in assessing the Graduate Professional Portfolio.

The second checkpoint occurs during the semester when candidates complete their sixth Program course. Advisors conduct a formative assessment of the candidates' portfolio. The portfolio's components are arranged by the Professional Program's five goals (i.e., reflective teaching practice, learner-centered instruction, performance-based assessment, commitment to diversity, and professional responsibility). Each section's requirements also align with the individual Program accreditation standards. Candidates must achieve a rating of Satisfactory or higher on each category in order to continue in the Program.

Requirements for graduation formalize the third checkpoint in the graduate assessment system. To be awarded a degree, candidates must complete the twelve courses designated on the program of study, achieve a 3.0 GPA or better; and successfully defend, before a panel of professors, master teacher, and peer, the Graduate Professional Portfolio. Candidates complete a survey concerning their satisfaction with the Program at the time of graduation. Lastly, candidates are evaluated on a dispositional survey assessment. A Teacher Work Sample will soon be implemented (Spring 2011) as a component of the Graduate Professional Portfolio.

The fourth checkpoint of the graduate assessment system occurs one year after graduation. Surveys are sent to the graduate as well as his or her to their employer. Employers rate both the candidate and the program (as reflected by the graduate) as excellent, good, or needs improvement. Graduates evaluate the Program using these same criteria and offer suggestions for program improvement. Graduates' achievement of National Board Certification is also monitored. On the basis of data compiled in the graduate assessment system the success of individual candidates is tracked. Likewise, the data gathered through the graduate assessment system become a catalyst for modifying each of the graduate Programs.

**Table 6: USC Upstate SOE Graduate Program Assessment System**

Checkpoint	Data	
	Internal SOE	External
I. Admission to Program		Undergraduate or most recent degree GPA, MAT or GRE Scores; Two Recommendations and Teaching Credential
II. Progress in Program (Completion of 18 hours)	Formative Portfolio and Graduate GPA	
III. Completion of Program	Portfolio Defense; Teacher Work Sample; Graduate GPA; Dispositions Assessment	Praxis II Content Area exam (if new/additional certification)
IV. Post Graduation follow-up		Employer Assessments; Graduate Assessment; National Board Certification

## **Unit Assessment**

All programs at USC Upstate undergo an annual program assessment review. Each Fall semester, program chairs develop and submit to the University Assessment Chair a copy of their program assessment report. Each report is reviewed by three assigned committee members and scored independently. Any section of the report scoring an average rating of “developing”, must be resubmitted and approved by established deadlines. This assessment process enables outside reviewers to evaluate all programs in the Unit assisting in validity, reliability, and biasness. Additionally, this process complies with SACS 3.3.1 – Institutional Effectiveness.

## Appendices A - T

**Appendix A**  
**USC Upstate School of Education Professional Program**  
**Assessment Schedule**  
**Rev. 10.2009**

<b>Assessment:</b>	<b>Collection:</b>	<b>From Whom:</b>	<b>Frequency:</b>	<b>Persons Responsible:</b>	<b>Formats of Data:</b>
Content: Praxis II Scores/Title II	Submitted to ETS for matching with Program Completers	Candidates who are Program Completers	Fall of the previously completed academic term (i.e. Fall 2009 for 2008-2009 cohort)	Assessment Coordinator IT Data Director	Online Report from ETS which Assessment Coordinator uses to generate tables and Printed Table provided by ETS each spring
Discipline Content: GPA	Collected each semester through transcripts	Candidates	Each semester – on-going or as needed for various benchmarks in program	Advisors Admin. Assistants	Transcripts and Program of Study forms
Plan Instruction Assessments: ADEPT Portfolio	Collected at three levels each semester (Initial, Pre-Student Teaching, and Exit)	Candidates	End of each semester	Candidates Faculty Advisors Assessment Coordinator	Entered online – Aggregated by Assessment Coordinator into Charts
Directed Teaching: ADEPT Summative Form	Collected at the completion of Directed Teaching	Candidates	End of each semester	Supervisors of Student Teachers Assessment Coordinator	Entered online – Aggregated by Assessment Coordinator into charts
Effect on Student Learning: Teacher Work Sample	Collected at the completion of Directed Teaching	Candidates	End of each semester	Supervisors of Student Teachers Assessment Coordinator	Entered online – Aggregated by Assessment Coordinator into charts
Admission to Profession Program - EEDA & Bullying:	Collected before student requires 400+level courses	Candidates	On-going each semester	Candidates Faculty Advisors Admin. Assistants	Application is online and stored in candidate's folder

<b>Assessment:</b>	<b>Collection:</b>	<b>From Whom:</b>	<b>Frequency:</b>	<b>Persons Responsible:</b>	<b>Formats of Data:</b>
Standards of Professional Conduct:	Collected with each portfolio submission and application to professional program	Candidates Cooperating Teachers	On-going each semester	Candidates Cooperating Teachers Assessment Coordinator	Form is online and reported by candidates with their portfolios
Application to Directed Teaching:	Collected 1 full semester prior to Directed Teaching	Candidates	Second month of each semester	Candidates Advisors Field Placement Coordinator Assessment Coordinator	Forms are online, must be approved by Advisors Summarized in a database by Assessment Coordinator
Senior Survey:	Collected at the end of each semester	Candidates completing Student Teaching	End of each semester	Candidates Research Dept. Assessment Coordinator	Survey is online – data sent to us by Research Dept.
School Partners:	Collected each semester	Cooperating Teachers	End of each semester	Cooperating Teachers Assessment Coordinator	Survey is online – data aggregated at end of semester by Assessment Coordinator
Employer Survey:	Collected every other Fall semester	Employers of USC Upstate Graduates	Fall every two years	Dean Assessment Coordinator Research Dept.	Survey in online – data link provided by Research Dept.
Graduate Content – Praxis II:	Collected upon admission	Candidates and SCDE	Upon application	Graduate Director	Entered from application into database
Graduate GPA:	Monitored throughout the program of study	Transcripts	Each semester	Graduate Advisors Graduate Director	Grades from courses
Plan Instruction- Graduate Portfolio:	Formative – after 12 hours; Summative – at conclusion of program	Candidates	Formative – varies by student Summative – spring semester of graduation	Formative – Candidate Advisor Summative –	Bound Portfolio Oral Defense

<b>Assessment:</b>	<b>Collection:</b>	<b>From Whom:</b>	<b>Frequency:</b>	<b>Persons Responsible:</b>	<b>Formats of Data:</b>
				Candidate Seminar Instructor Graduate Director	
Directed Teaching – Graduate Portfolio CVD 2: Learner Centered Pedagogy	Summative – at conclusion of program	Candidates	Spring semester of graduation	Candidate	Bound Portfolio Oral Defense
Effects on Student Learning – Graduate Action Research Project	Collected during SEDL 745	Candidates	During fall when SEDL 745 is completed	Candidate SEDL 745 Instructor	Research Project
Diversity – Graduate Portfolio CVD 3: Committed to Diversity	Summative – at conclusion of program	Candidates	Spring semester of graduation	Candidate	Bound Portfolio Oral Defense
SPA Reports	Ongoing	Faculty	Ongoing Penultimate – every 7- 10 years	Program Chairs	Varies by Program
CHE Report	Collected end of each spring	Candidates	Every summer – Praxis II data from 4/1 – 3/31 for current term	IT Data Support Assessment Coordinator	Excel report
NCATE Forms A – C	Electronically – online forms	NCATE	Each March	Associate Dean	Online reports
PEDS Form to AACTE	Electronically	AACTE	Each January	Associate Dean Assessment Coordinator	Online reports
Program Reports	Electronically	University Assessment Committee	Submitted each October 1	Program Chairs	Electronically Emailed
SoE Undergraduate Database	Database	Candidates	Ongoing	Admin. Assistants IT Data Support	Access Database
SoE Graduate Database	Database	Candidates	Ongoing	Admin. Assistants IT Data Support	Access Database

## Appendix B

### USC Upstate School of Education Portfolio Rubric

#### Stages 1 and 2: Initial (Knowledge/Understanding) and Pre-Directed Teaching (Understanding/Application) Stages

Rationale Statement	Exemplary (E) (4 Points)	More than Satisfactory (M) (3 Points)	Satisfactory (S) (2 Points)	Unsatisfactory (U) (1 Point)
<p><b>Definition of APS (Comprehension)</b></p> <p><b>Relationship Between Artifact and APS (Analysis)</b></p> <p><b>Reflection of Knowledge/Skills in APS (Synthesis and evaluation)</b></p>	<p>Writing indicates an exemplary degree of understanding of the APS and includes a summary of the APS; the importance of the APS in being an effective teacher; as well as makes strong connections with major theories, people, and/or organizations related to the APS.</p> <p>Candidates clearly and thoroughly make connections between the artifact and the APS as well as make strong justifications of how the artifact demonstrates their effectiveness as a teacher in relation to the APS.</p> <p>Synthesis of the importance of the APS and its relation to the candidates' area of certification. Conclusions drawn are clear, well-developed, and specific.</p>	<p>Writing indicates a high degree of understanding of the APS and includes a summary of the APS; the importance of the APS in being an effective teacher; and provides limited citations of major theories, people, and/or organizations related to the APS.</p> <p>Candidates clearly make connections between the artifact and the APS as well as justify how the artifact demonstrates their effectiveness as a teacher in relation to the APS.</p> <p>Synthesis of the importance of the APS and its relation to the candidates' area of certification. Conclusions drawn need further development and specificity.</p>	<p>Writing indicates a moderate degree of understanding of the APS and includes a summary of the APS and the importance of the APS in being an effective teacher.</p> <p>Candidates make a limited connection between the artifact and the APS and provide an under-developed justification of how the artifact demonstrates their effectiveness as a teacher in relation to the APS.</p> <p>Candidates begin to synthesize the importance of the APS and its relation to their area of certification but lacks development and specificity.</p>	<p>Writing indicates an insufficient degree of understanding of the APS and/or is not complete.</p> <p>The connection between the artifact and the APS is <i>not</i> established or is illogically established.</p> <p>Little, if any, synthesis of the APS and its relation to the candidates' area of certification. Lacks necessary development and specificity.</p>
<b>Artifact Report</b>				
<b>Artifact</b>	Report of artifact shows	Report of artifact shows a high	Report of artifact shows a	Report of artifact

<b>Rationale Statement</b>	<b>Exemplary (E) (4 Points)</b>	<b>More than Satisfactory (M) (3 Points)</b>	<b>Satisfactory (S) (2 Points)</b>	<b>Unsatisfactory (U) (1 Point)</b>
<b>Description</b>  <b>Artifact Reflection</b>  <b>Documents</b>	<p>exemplary understanding, knowledge, and/or performance of the APS and includes the origin of the artifact and a description of what was read, prepared, completed and/or observed related to the assignment and supporting documents</p> <p>Reflection of artifact is clear, well developed, and includes a thorough description of what was learned, thought, understood, evaluated, or analyzed as a result of the experience being presented.</p>	<p>degree of understanding, knowledge, and/or performance of the APS and includes the origin of the artifact and a description of what was read, prepared, completed and/or observed related to the assignment and supporting documents</p> <p>Reflection of artifact is clear and includes a description of what was learned, thought, understood, evaluated, or analyzed as a result of the experience being presented, but lacks adequate development and specifics.</p>	<p>moderate degree of understanding, knowledge, and/or performance of the APS and includes the origin of the artifact and a description of what was read, prepared, completed and/or observed related to the assignment and supporting documents</p> <p>Reflection of artifact includes a description of what was learned, thought, understood, evaluated, or analyzed as a result of the experience being presented, but lacks necessary development and specifics.</p>	<p>shows a weak degree of understanding, knowledge, and/or performance of the APS and/or is not complete</p> <p>Little, if any, description of what was learned, thought, understood, evaluated, or analyzed as a result of the experience being presented.</p>
<b>Quality of Writing</b>	Well written	Well written	Satisfactorily written	Poorly written; obtrusive errors

\*Candidates submitting Pre-Directed Teaching Portfolios must show growth and improvement in each APS by reviewing and revising/updating as necessary the initial portfolio. A folder containing the initial portfolio assessment form clipped to initial portfolio rationale statements must be included

### Appendix C

#### USC Upstate School of Education Portfolio Rubric Stages 3: Exit Portfolio (Performance/Impact of Teaching on Student Learning)

Rationale Statement	Exemplary (E) (4 Points)	More than Satisfactory (M) (3 Points)	Satisfactory (S) (2 Points)	Unsatisfactory (U) (1 Point)
<p><b>Definition of ADEPT Performance Domain and Related APSs (Comprehension)</b></p>	<p>Writing indicates an exemplary degree of understanding of the Domain and includes a synthesis of the related APSs; the importance of the Domain in being an effective teacher: makes strong connections with major theories, people, and/or organizations related to the Domain.</p>	<p>Writing indicates a high degree of understanding of the Domain and includes a synthesis of the related APSs; the importance of the APS in being an effective teacher; and provides limited citations of major theories, people, and/or organizations related to the Domain.</p>	<p>Writing indicates a moderate degree of understanding of the Domain and includes a synthesis of the related APSs and the importance of the APS in being an effective teacher.</p>	<p>Writing indicates an insufficient degree of understanding of the Domain and/or is not complete.</p>
<p><b>Relationship Between Artifacts and ADEPT Performance Domain and Related APSs (Analysis)</b></p>	<p>Candidates clearly and thoroughly make the connection between the artifact, Domain, and related APSs as well as make strong justifications of how the artifact demonstrates their effectiveness as a teacher in relation to the Domain.</p>	<p>Candidates clearly make connections between the artifact, the Domain, and related APSs as well as justify how the artifact demonstrates their effectiveness as a teacher in relation to the Domain and related APSs.</p>	<p>Candidates make a limited connection between the artifact, the Domain and related APSs and provide an under-developed justification of how the artifact demonstrates their effectiveness as a teacher in relation to the Domain and related APSs.</p>	<p>The connection between the artifacts, the Domain, and related APSs is not established or is illogically established.</p>
<p><b>Reflection of Knowledge/Skills in Domain and Related APSs (Synthesis and evaluation)</b></p>	<p>Synthesis of the importance of the Domain and its relation to the candidates' area of certification. Conclusions drawn are clear, well-developed, and specific.</p>	<p>Synthesis of the importance of the Domain and its relation to the candidates' area of certification. Conclusions drawn need further development and specificity.</p>	<p>Candidates begin to synthesize the importance of the Domain and its relation to their area of certification, but lacks development and specificity.</p>	<p>Little, if any, synthesis of the Domain and its relation to the candidates' area of certification. Lacks necessary development and specificity.</p>
<p><b>Artifact Report</b></p>				


<b>Rationale Statement</b>	<b>Exemplary (E) (4 Points)</b>	<b>More than Satisfactory (M) (3 Points)</b>	<b>Satisfactory (S) (2 Points)</b>	<b>Unsatisfactory (U) (1 Point)</b>
<b>Artifact Description</b>	Report of artifact shows exemplary understanding, knowledge, and/or performance of the APS and includes the origin of the artifact and a description of what was read, prepared, completed and/or observed related to the assignment and supporting documents.	Report of artifact shows a high degree of understanding, knowledge, and/or performance of the APS and includes the origin of the artifact and a description of what was read, prepared, completed and/or observed related to the assignment and supporting documents.	Report of artifact shows a moderate degree of understanding, knowledge, and/or performance of the APS and includes the origin of the artifact and a description of what was read, prepared, completed and/or observed related to the assignment and supporting documents.	Report of artifact shows a weak degree of understanding, knowledge, and/or performance of the APS and/or is not complete.
<b>Artifact Reflection</b>	Reflection of artifact is clear, well developed, and includes a thorough description of what was learned, thought, understood, evaluated, or analyzed as a result of the experience being presented.	Reflection of artifact is clear and includes a description of what was learned, thought, understood, evaluated, or analyzed as a result of the experience being presented, but lacks adequate development and specifics.	Reflection of artifact includes a description of what was learned, thought, understood, evaluated, or analyzed as a result of the experience being presented, but lacks necessary development and specifics.	Little, if any, description of what was learned, thought, understood, evaluated, or analyzed as a result of the experience being presented.
<b>Documents</b>				
<b>Quality of Writing</b>	Well written	Well written	Satisfactorily written	Poorly written; <i>obtrusive</i> errors

\*Candidates submitting Exit Portfolios must show growth and improvement in each APS and Domain as well as document impact of teaching on student learning. A folder containing the initial and pre-student teaching portfolio assessment forms clipped to the initial and pre-student teaching portfolio rationale statements must be include

APPENDIX D

USC Upstate ADEPT Portfolio Assessment Form  
(Initial and Pre-Student Teaching Only)

UNIVERSITY OF SOUTH CAROLINA UPSTATE [Giving](#) [News](#) [Map](#) [Campus Services](#) [Greenville Campus](#) [Current Students](#) [Faculty & Staff](#)

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SCHOOL OF EDUCATION USC Upstate ADEPT Portfolio Assessment Form (Initial and Pre-Student Teaching Only) [More Options](#)

GRADUATE DEGREE PROGRAMS

UNDERGRADUATE DEGREE PROGRAMS

TEACHER EDUCATION - GREENVILLE CAMPUS

TEACHER EDUCATION AT SUMTER

TEACHING FELLOWS PROGRAM

TEACHER CADETS PROGRAM

SCHOLARS ACADEMY

SURROUGHS CHILD DEVELOPMENT CENTER

Student's First Name:

Student's Last Name:

Instructor's Last Name:

Instructor's Email:

Semester:  Major:

Year:  Assessment Point:

Campus:  
 Spartanburg  UCG  Sumter


Exemplary = 4; More than Satisfactory = 3; Satisfactory = 2; Unsatisfactory = 1

ADEPT PSs:	Rating:
APS 1: Long Range Planning	<input type="text" value="Select"/>
APS 2: Short Range Planning of Instruction	<input type="text" value="Select"/>
APS 3: Planning Assessment and Using Data	<input type="text" value="Select"/>
<b>Comments on APSs 1, 2, and 3 (Domain I):</b>	
<input type="text"/>	
APS 4: Establishing & Maintaining High Expectations for Learners	<input type="text" value="Select"/>
APS 5: Using Instructional Strategies to Facilitate Learning	<input type="text" value="Select"/>
APS 6: Providing Content for Learners	<input type="text" value="Select"/>
APS 7: Monitoring, Assessing, & Enhancing Learning	<input type="text" value="Select"/>
<b>Comments on APSs 4, 5, 6, and 7 (Domain II):</b>	
<input type="text"/>	
APS 8: Maintaining an Environment that Promotes Learning	<input type="text" value="Select"/>
APS 9: Managing the Classroom	<input type="text" value="Select"/>
<b>Comments on APSs 8 and 9 (Domain III):</b>	
<input type="text"/>	
APS 10: Fulfilling Professional Responsibilities	<input type="text" value="Select"/>
<b>Comments on APS 10 (Domain IV):</b>	
<input type="text"/>	
<b>Number of Submissions (re-writes):</b>	<input type="text" value="Select"/>
<b>Overall Portfolio Rating:</b>	<input type="text" value="Select"/>
<b>Additional Comments:</b>	
<input type="text"/>	

**Appendix E**  
**USC Upstate ADEPT Exit Portfolio Assessment Form**  
**(Exit Only)**

UNIVERSITY OF SOUTH CAROLINA UPSTATE Giving News Map Campus Services Greenville Campus Current Students Faculty & Staff

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UNDERGRADUATE DEGREE PROGRAMS

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TEACHER EDUCATION - GREENVILLE CAMPUS

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TEACHER EDUCATION AT SUMTER

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TEACHING FELLOWS PROGRAM

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TEACHER CADETS PROGRAM

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SCHOLARS ACADEMY

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BURROUGHS CHILD DEVELOPMENT CENTER

**USC Upstate ADEPT Exit Portfolio Assessment Form (Exit Only)**

Student's First Name:

Student's Last Name:

Instructor's Last Name:

Instructor's Email:

Semester:  Major:

Year:

Campus:  Spartanburg  UCG  Sumter

Exemplary = 4; More than Satisfactory = 3; Satisfactory = 2; Unsatisfactory = 1

**ADEPT Domain:**

Domain I - Planning (APS 1,2 & 3):  Rating:

Domain II - Instruction (APS 4,5,6 & 7):  Rating:

Domain III - Classroom Environment (APS 8 & 9):  Rating:

Domain IV - Professionalism (APS 10):  Rating:

Number of Submissions (re-writes):

Overall Portfolio Rating:  Rating:

## Appendix F REFLECTIVE JOURNAL ASSIGNMENT

One of the requirements of their student teaching is the reflective journal. Students 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 motive for this centers on 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 student teaching experience will help students 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 student teaching experience.
2. Write two entries per week in the journal (each entry should be 1 to 1 1/2 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 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 question: How can I teach differently? How can I maintain the positive and avoid the negative?).
4. The first entry of each week should be a description of and reflection upon a positive teaching experience.
5. In the second entry each week describe and reflect upon either a positive or negative teaching experience.

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 G

### Agreement--Placement of USC Upstate Student Teachers and Practicum Students

The education of teachers in the state of South Carolina is the mutual responsibility and concern of the public school system, the colleges and universities preparing teachers, the State Board of Education and the State Department of Education and the profession. To this end, the public schools of Spartanburg, Greenville, Cherokee, Laurens, and Union Counties and the University of South Carolina Upstate agree to cooperate in the placement, supervision, and evaluation of student teachers and practicum students.

#### **I. The public school districts involved:**

- a. Will specify the procedures used for placing student teachers and practicum students in their particular school district.
- b. Will appoint a district staff member to work directly with the USC Upstate Coordinator of Field Experiences.
- c. Will refuse to accept any university student when the student's presence is not in the best interest of the public school students or when no classroom teacher is interested in working with a university student.
- d. Will request the removal of a student teacher or practicum student whose presence is detrimental to the process of education.
- e. Will expect USC Upstate student teachers and practicum students to follow the same rules and regulations that apply to employed faculty and staff.
- f. Will expect professional behavior from all USC Upstate students.
- g. Will recommend to the University annually those teachers who meet the criteria specified for cooperating teachers (2 years experience, appropriate certification)
- h. Will provide certified substitute teachers in the occasional absence of the cooperating teacher.
- i. Will reassign the student teacher should the cooperating teacher be absent for an extended period of time.
- j. Will collaborate with the University in revising policies and procedures related to field experiences as the need arises.
- k. Will require cooperating teachers and administrators to participate in the orientation session provided by USC Upstate.

#### **II. The University of South Carolina Upstate:**

- a. Will appoint a coordinator of field experiences to serve as liaison between public schools and the University for student teachers and practicum students.
- b. Will provide a university supervisor to visit and work with student teachers on a regular basis (a minimum of four times during each placement)
- c. Will provide each semester an orientation session to familiarize university supervisors, cooperating administrators, and cooperating teachers with their duties and responsibilities.
- d. Will require each cooperating teacher and each university supervisor to complete two written evaluations of the student teacher in each placement.
- e. Has the right to refuse to accept a cooperating teacher when working with that cooperating teacher may not be in the best interest of the student teacher and/or the USC Upstate program.
- f. Has the right to remove a student from a directed teaching experience if the experience is not proving beneficial to the pupils involved and/or the student teacher.
- g. Will not permit any student teacher to serve as a substitute.
- h. Will not permit any student teacher to administer corporal punishment or to serve as a witness to corporal punishment.
- i. Will require specified practicum students to keep a log of school visits which must be signed by the cooperating teacher.

#### **III. The University of South Carolina Upstate has the following criteria for the selection of cooperating teachers for the student teaching experience. A cooperating teacher must:**

- a. Be sensitive to the needs and abilities of children and want to work with a student teacher.

- b. Hold a valid professional certificate in their area of supervision;
- c. Have successfully taught for two years at the grade level and/or subject area for which supervision is assigned;
- d. Have completed an institution's program for cooperating teachers;
- e. Have completed the reliability training program for observers who use the South Carolina performance assessment instrument for student teachers, and
- f. Have been recommended annually, based on the aforementioned criteria, by the superintendent or his designee for service as a cooperating teacher.

**IV. The University of South Carolina Upstate has the following criteria for the appointment of university supervisors for student teachers. A university supervisor must:**

- a. Have preparation in professional education (for all student teachers).
- b. Have preparation in the specific content area of the student teacher (in the case of secondary student teachers).
- c. Have two years teaching experience in public schools (for faculty in professional education).

School District \_\_\_\_\_ School District Representative \_\_\_\_\_  
 Date \_\_\_\_\_

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Dean, USC Upstate Education Professional Program

Date

## Appendix H

### ADEPT Formative Observation Form

Person Reviewed: \_\_\_\_\_ Sptbg \_\_\_\_\_ UCG \_\_\_\_\_ Sumter \_\_\_\_\_

Date \_\_\_\_\_ Time \_\_\_\_\_ School \_\_\_\_\_ Subject \_\_\_\_\_

Directions: Mark each blank with a  if observed, done well;  if observed;  if not observed.  
Use Evidence/Comments block to provide written feedback.

<b>APS4</b>	<b>Establishing and Maintaining High Expectations for Learners</b> <input type="checkbox"/> Clarifies objectives/assessments at beginning <input type="checkbox"/> Expectations for instructional activities <input type="checkbox"/> Relevance/importance/student responsibility <input type="checkbox"/> Relates to past/future learning	EVIDENCE/COMMENTS:
<b>APS5</b>	<b>Using Instructional Strategies to Facilitate Learning</b> <input type="checkbox"/> Varied strategies <input type="checkbox"/> Sequenced strategies <input type="checkbox"/> Appropriate strategies <input type="checkbox"/> Accommodates learning styles <input type="checkbox"/> Accommodates rates of learning <input type="checkbox"/> Active involvement of students <input type="checkbox"/> Higher-level thinking/problem-solving <input type="checkbox"/> Varied instructional groupings	EVIDENCE/COMMENTS:
<b>APS6</b>	<b>Providing Content for Learners</b> <input type="checkbox"/> Appropriate, standards-related content <input type="checkbox"/> Current/accurate <input type="checkbox"/> Suitable pace <input type="checkbox"/> Multiple sources <input type="checkbox"/> Varied formats <input type="checkbox"/> Clear explanations/examples/models <input type="checkbox"/> Correct oral and written communication	EVIDENCE/COMMENTS:
<b>APS7</b>	<b>Monitoring &amp; Enhancing Learning</b> <input type="checkbox"/> Uses a variety of assessments-observations/questioning/performance/other <input type="checkbox"/> Adjusts pace/sequence <input type="checkbox"/> Provides feedback <input type="checkbox"/> Extends learning <input type="checkbox"/> Reviews/summarizes	EVIDENCE/COMMENTS:
<b>APS8</b>	<b>Maintaining an Environment That Promotes Learning</b> <input type="checkbox"/> Attractive, organized environment <input type="checkbox"/> Room arranged for learning <input type="checkbox"/> Confident in content/teaching <input type="checkbox"/> Mutual teacher/student respect and cooperation <input type="checkbox"/> Sense of responsibility in students <input type="checkbox"/> Rewards/incentives <input type="checkbox"/> Positive/productive interactions	EVIDENCE/COMMENTS:
<b>APS9</b>	<b>Managing the Classroom</b> <input type="checkbox"/> Maximizes instructional time <input type="checkbox"/> Rules for behavior evident <input type="checkbox"/> Enforces rules consistently <input type="checkbox"/> Preventive techniques used <input type="checkbox"/> Non-instructional routines <input type="checkbox"/> Transitions <input type="checkbox"/> Material/resources/technologies managed effectively	EVIDENCE/COMMENTS:


Reviewer's Signature: \_\_\_\_\_

A:

White copy - Student files    Pink copy - Supervisor    Yellow copy - Teacher candidate

## Appendix I

### USC Upstate ADEPT Directed Teaching Summary Assessment Form



# USC UPSTATE

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UNDERGRADUATE DEGREE PROGRAMS

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TEACHER EDUCATION - GREENVILLE CAMPUS

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TEACHER EDUCATION AT SUMTER

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TEACHING FELLOWS PROGRAM

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TEACHER CADETS PROGRAM

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SCHOLARS ACADEMY

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BURROUGHS CHILD DEVELOPMENT CENTER

#### USC Upstate ADEPT Directed Teaching Summary Assessment

<p>Candidate's Last Name: <input style="width: 100%;" type="text"/></p> <p>Candidate's First Name: <input style="width: 100%;" type="text"/></p> <p>Coop. Teacher's Last Name: <input style="width: 100%;" type="text"/></p> <p>School: <input style="width: 100%;" type="text"/></p> <p>Semester: <input style="width: 100%;" type="text" value="Select"/></p> <p>Campus:  <input type="checkbox"/> Spartanburg    <input type="checkbox"/> UCG    <input type="checkbox"/> Sumter</p>	<p>SOE Supervisor's Last Name: <input style="width: 100%;" type="text"/></p> <p>SOE Supervisor's Email: <input style="width: 100%;" type="text"/></p> <p>Major: <input style="width: 100%;" type="text" value="Select"/></p> <p>Year: <input style="width: 100%;" type="text" value="Select"/></p>
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**Directions:**  
After rating each performance standard, briefly describe strengths and recommendations for improvement in each category. Then, rate the candidate's overall performance.

APS 1 & 2: Long and Short Range Planning of Instruction

Comments:

APS 3: Planning Assessment & Using Data

Comments:

APS 4: Establishing & Maintaining High Expectations for Learners

Comments:

APS 5: Using Instructional Strategies to Facilitate Learning

Comments:

APS 6: Providing Context for Learners

Comments:

APS 7: Monitoring, Assessing, & Enhancing Learning

Comments:

APS 8: Maintaining an Environment that Promotes Learning

Comments:

APS 9: Managing the Classroom

Comments:

APS 10: Fulfilling Professional Responsibilities

Comments:

**Overall Rating:**

**Exemplary** = Indicates exemplary understanding, knowledge, and/or performance; **More than Satisfactory** = Indicates a high degree of understanding, knowledge, and/or performance; **Satisfactory** = Indicates a moderate degree of understanding, knowledge, and/or performance; **Unsatisfactory** = Indicates a weak degree of understanding, knowledge, and/or performance.

Additional Comments/Observations:

**Appendix J**  
**Candidate Progress Review (CPR) Committee**  
**Of the School of Education**

**Rationale:** The School of Education prepares individuals to enter the profession of teaching and demonstrate the highest standards of that profession. Our mission statement and philosophy are built on the premise that candidates develop academic integrity and ethical attitudes and behaviors during their college career. Candidates should conduct themselves in a professional manner that is positive, open-minded, and sensitive to the racial, ethnic, cultural, and spiritual values of others. The Candidate Progress Review Committee will monitor the development of these behaviors as candidates proceed through their professional program and hear the concerns of any faculty/staff members or clinical and student teaching personnel regarding individuals seeking certification from the School of Education.

**Definition:** The School of Education shall maintain a standing committee named the Candidate Progress Review Committee to monitor the development and assessment of knowledge, skills, and dispositions that support a code of behavior aligned with the dispositions section of the NCATE Standards.\* The committee will be made up of 5 faculty members. The members shall be: program coordinators (3); the advisor of the referred candidate; and the field experience coordinator. If the referring person is a committee member, he/she will recuse himself/herself and the committee chair will seek a member-at-large from the department. A three-member quorum will be required to render a decision on hearings.

**Procedures:**

1. To initiate referral, the referring faculty member will submit a completed Candidate Progress Review (CPR) form to the program coordinator assigned to the program in which the candidate is enrolled. The program coordinator receiving the referral form will be designated the chair of the committee.

The committee chair (in conference with the referring faculty) will make one of two choices:

- A. Convene a committee for action.
  - B. Send a disciplinary letter to the student indicating that current behaviors and/or dispositions (not aligned with accepted policies of the School of Education) have been referred and documented. The student will be informed that s/he may continue in the program, however, changes in student behaviors and/or dispositions will need to occur to address the concerns outlined by the referral. If changes suitable to the referring faculty do not materialize, further action will be taken.
2. If the chair decides to convene the committee for action, this will occur within 5 days of receiving the referral form. This action will involve notifying the committee and the candidate in writing of the convening of a hearing and what the concerns are.
  3. When the committee is convened, the referring faculty member will address the committee in person, explaining his/her concerns regarding the candidate.
  4. Following the faculty member's appearance, the candidate in question will be asked to address the faculty members concerns with the committee. The candidate has the right, if s/he desires, to have an advocate present to advise and serve in a consultative role to the candidate, although said advocate may not actively participate in the hearing. A hearing may be held in a candidate's absence.

5. Subsequent to the candidate's appearance, discussion among the committee members will result in any of the following actions:
  - a. The candidate may continue/resume degree program progress with an understanding of the knowledge and dispositions expected of teacher education candidates;
  - b. The candidate may continue in the program with a corrective action plan developed to address identified problems with knowledge and dispositions;
  - c. The committee will recommend (in writing) to the Dean of the School of Education that the candidate be dismissed from the teacher education program.
6. If corrective action is required, the candidate will develop a written Action Plan that addresses the specific concern(s) identified in a timely fashion (3-5 working days). The candidate writes goals and activities that effectively lead to the remediation of the specific areas of concern and presents the action plan to the committee. The action plan must include a deadline for completion. The committee will set a designated date for review of the candidate's progress.
7. Following the meeting, the chair will submit written minutes to: (a) each member of the committee; (b) the referring faculty; (c) the candidate; and, (d) the Dean of School of Education. Additionally a copy of these minutes will be placed in the permanent record file of the candidate. Minutes of each meeting shall contain the following:
  - a. A summary of concerns expressed by the referring faculty
  - b. A summary of the candidate's responses to those concerns
  - c. Action (s) to be taken
8. At the designated date, the committee will review the candidate's progress. The following outcomes may result:
  - a. The committee agrees to allow the candidate to continue/resume degree program progress.
  - b. The committee recommends further remediation.
  - c. The committee recommends (in writing) to the Dean of the School of Education that the candidate be dismissed from the teacher education program.
9. The chair will submit a follow-up report of the committee, in writing, to: (a) each member of the committee; (b) the referring faculty; (c) the candidate; and (d) the Dean of the School of Education. Additionally a copy of this follow-up report will be placed in the permanent record file of the candidate.
10. The candidate has the right to appeal the decision of the CPR committee to the Appeals Committee of the School of Education.

\*Candidates work with students, families, and communities in ways that reflect the dispositions expected of professional educators as delineated in professional, state, and institutional standards. Candidates recognize when their own dispositions may need to be adjusted and are able to develop plans to do so.

**Candidate Progress Review (CPR) Form  
School of Education  
University of South Carolina Upstate**

Name of Candidate \_\_\_\_\_ Program \_\_\_\_\_

Name of Faculty \_\_\_\_\_ Date \_\_\_\_\_  
(Signature Required)

Please identify the category in which the candidate demonstrates a deficiency, and describe the nature of the concern in as much detail as possible (attach additional pages if needed). Examples of each category are provided, but are not exclusive.

\_\_\_\_\_ **Knowledge** (i.e. academic progress, ability to reflect, other)

**Comments:**

\_\_\_\_\_ **Skills/Performances** (i.e. the ability to speak and write with clarity; uses standard English; other)

**Comments:**

\_\_\_\_\_ **Dispositions** (i.e. ability to take feedback/supervision constructively; attendance; embraces diversity; excitement or passion for teaching; initiative; open-mindedness; positive attitude; positive rapport with peers/children/others; punctuality; respectful to instructor or fellow students; dresses appropriately in the classroom/schools; on-time with assignments; treats children equitably; willing to share class time with others; values the reflective process, other)

**Comments:**

**Action Taken:** Please describe any action you have taken. What recommendations, if any, do you have for the resolution of this issue?

## Appendix K Senior Survey

Survey powered by FreeOnlineSurveys.com

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### 2010 School of Education Senior Survey (ECE, Elementary, and LD)



#### Evaluation of Teacher Preparation Programs at USC Upstate (ECE, Elementary, and LD)

The purpose of this questionnaire is to evaluate teacher preparation programs at USC Upstate. Your honest and candid responses provide information used to improve the quality of teacher preparation. Please indicate how well you were prepared by the end of your teacher education program (including student teaching) to perform as a teacher. (NA = Not applicable to your program.)

1)	
<b><u>Demographic Information:</u></b>	
<b>Select the program that you have participated in:</b>	
Early Childhood	
Elementary	
LD	

2) <b>Indicate the campus where you completed most of your course work:</b>	
Spartanburg	
UCG	
Sumter	

3)					
<b><u>Planning for Instruction and Assessment</u></b>					
	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree	5 NA
I know South Carolina content standards in my teaching subject/level.					
I use SC content standards and professional standards in planning.					
I understand long range planning and its importance in teaching.					
I understand unit and lesson planning and their importance in teaching.					
I modify curriculum expectations for students of different ages, abilities, and backgrounds.					
I understand and can interpret state assessment instruments (PACT EOC).					

<http://www.freeonlinesurveys.com/papersurvey.asp>

5/24/2010

4)					
<b>Implementing Instruction</b>					
	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree	5 NA
I implement units and lessons appropriate for the needs, interests, and abilities of each child.					
I actively engage students in planned learning activities.					
I teach content established in state and professional standards.					
I know and implement a wide variety of instructional strategies in teaching.					
I teach a wide variety of materials and resources (literature, hands-on, media).					
I plan and use a variety of technology in teaching (AV, computer, overhead, etc).					
I modify instruction by adjusting content, methods, and strategies for learners with different ethnic, cultural, gender, and language backgrounds.					
I modify instruction by adjusting content, methods, and strategies for learners with cognitive, emotional, and physical disabilities.					
I modify instruction by adjusting content, methods, and strategies for talented and gifted learners.					

<b>5) I know the content and use appropriate strategies and methods in teaching</b>					
	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree	5 NA
literacy, reading, and language arts					
mathematics					
social studies					
science					
music					
art					
physical education and wellness					

6)
----

<b>Assessing Student Learning</b>					
	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree	5 NA
I assess student work, adjust instruction, and report student progress in learning.					
I use checklists, scoring guides, and/or rubrics in assessment of student learning.					
I analyze and interpret student work from a variety of sources (portfolios, journals, tests, daily work, projects, research papers, independent work) to monitor student learning and adjust instruction.					
I communicate assessment results from standardized tests to students and parents.					

7)

<b>Classroom Learning Environment</b>					
	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree	5 NA
I establish positive classroom climate conducive to learning.					
I use classroom management techniques that promote student responsibility.					
I avoid punitive and negative classroom management techniques.					

8)

<b>Professionalism</b>					
	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree	5 NA
I know roles and accept responsibilities of a professional teacher.					
I know and use positive communication skills with parents.					
I work cooperatively with other teachers to provide appropriate instruction.					
I plan to continue developing my knowledge of content and skills in teaching.					
I reflect on my planning, teaching, and assessment and make adjustments to improve my performance.					

I demonstrate professional behaviors, ethics, and values in my teaching and work with colleagues, parents, and administrators.					
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**9) What strengths, weaknesses, and improvements could you identify about the teacher preparation program at USC Upstate? Be as specific as possible.**

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**10) Strengths in preparation for teaching--Areas/topics (knowledge of content and skill with methods and strategies) and issues in which I was best prepared for teaching:**

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**11) Weaknesses in preparation for teaching--Areas/topics (knowledge of content and skill with methods and strategies) and issues in which I was least prepared for teaching:**

--

**12) Suggestions for improvement--What could the administration and faculty of the School of Education do that would improve the preparation program?**

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## Appendix L Graduate Survey

Class Climate	2008/2009 Graduates Survey	
USC Upstate Assessment	Hardcopy Graduates Survey 2008/2009	

Mark as shown:      Please use a ball-point pen or a thin felt tip. This form will be processed automatically.

Correction:     Please follow the examples shown to help optimize the reading results.

**Please place an "X" in the appropriate boxes as shown above. (Do not fill in the boxes completely except to correct responses.)**

### Graduates Survey

When did you graduate or do you expect to graduate from USC Upstate?  Summer 2008  Fall 2008  Spring 2009

In your opinion, how effective was your high school preparation for college work? Very Ineffective      Very Effective

What is the highest level of education attained by either of your parents? (Please mark only one)

Less than high school diploma  High school diploma/GED  Technical/Vocational certificate

Attended college-no degree  Associate's Degree  Bachelor's Degree

Master's Degree  Ph.D. or professional degree

If you intend to engage in further formal study, what is the highest degree you eventually hope to receive?

Specialized Certification  Master's Degree  Ph.D. or equivalent

Professional degree (M.D., J.D., D.V.M., etc...)

No further study intended

Please rate USC Upstate in terms of each of the following.

	Poor	Fair	Good	Excellent
Quality of instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Class availability in my major at reasonable times	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Class availability outside my major at reasonable times	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Value of general education courses outside my major	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of academic advising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Campus appearance (grounds and outsides of buildings)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Building interior appearance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comfort level inside buildings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Availability of computing resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How long will it take you to complete your bachelor's degree (including any time at previous institutions) from the point of your initial enrollment in college?	<input type="checkbox"/> 4 years or less	<input type="checkbox"/> More than 4 to 5 years	<input type="checkbox"/> More than 5 to 6 years	
	<input type="checkbox"/> More than 6 to 8 years	<input type="checkbox"/> More than 8 years		

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2009-04-17, Page 1/5



**Graduates Survey** [Continue]

Did it take an extra semester or more to complete degree requirements at USC Upstate because of any of the following?

	Yes	No
A required course or courses unavailable.	<input type="checkbox"/>	<input type="checkbox"/>
Work obligations limited your enrollment.	<input type="checkbox"/>	<input type="checkbox"/>
Family obligations limited your enrollment.	<input type="checkbox"/>	<input type="checkbox"/>
Tuition and other costs of attendance limited your enrollment.	<input type="checkbox"/>	<input type="checkbox"/>
A decision to change majors added to your requirements.	<input type="checkbox"/>	<input type="checkbox"/>
Credits were lost in transferring to USC Upstate.	<input type="checkbox"/>	<input type="checkbox"/>

Please indicate your abilities when entering USC Upstate.

	Poor	Fair	Good
Clear and effective writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clear and effective speaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding historical perspectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Problem solving and analytical thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interpreting written work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding western culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding non-western culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Basic math skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced math skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Application of scientific principles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding contemporary issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appreciating artistic experience and expression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please indicate the extent to which your USC Upstate experience improved your abilities in the following.

	Little/None	Moderate	Significant
Clear and effective writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clear and effective speaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding historical perspectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Problem solving and analytical thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interpreting written work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding western culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding non-western culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Basic math skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced math skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Application of scientific principles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding contemporary issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appreciating artistic experience and expression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**Graduates Survey** [Continue]

Please indicate your satisfaction with the following USC Upstate services and resources.

	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	Not Used
Admissions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Registration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Financial Aid Office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cashier's Office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bookstore	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Housing and Residential Life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cafeteria/Dining Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Campus security	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
On-campus computer labs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career Center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counseling Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disability Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing Lab	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
On-campus employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

On average, how many hours per week do you use a computer in each of the following environments?

	None	1-3 hours	4-8 hours	9+ hours
Home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Library computer lab	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Housing computer lab	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other on-campus computer lab	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you were employed off-campus during the past school year, what were your average paid work hours per week?

- Not employed off-campus
- 1-10 hours/week
- 11-20 hours/week
- 21-30 hours/week
- 31-40 hours/week
- More than 40 hours/week

If you were employed on-campus during the past school year, what were your average paid work hours per week?

- Not employed on-campus
- 1-10 hours/week
- 11-20 hours/week
- 21-30 hours/week
- 31-40 hours/week
- More than 40 hours/week



**Graduates Survey**

If you were employed during the past school year (on-campus or off-campus), how closely related to your major was your job?

- Closely related   
  Moderately related   
  Slightly related  
 Not at all related

Please indicate your reliance on each of the funding sources below to pay your USC Upstate expenses.

	Heavy reliance	Moderate reliance	Slight reliance	No reliance
Personal income or savings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support from parent(s), guardian(s) or spouse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VA/GI Bill benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
State and/or Federal grants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student loans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
University scholarships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employer tuition subsidies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

On average during the past year, how many hours outside of class time did you spend at USC Upstate per week?

- Fewer than 4 hours   
  4-8 hours   
  More than 8 hours  
 Lived on campus

How frequently each semester have you been involved with the following student activities?

	None	1-2 times	3-4 times	5 or more times
Student Government	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Athletic event attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fine arts event attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intramurals/Campus Rec participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Department or professional clubs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fraternity/Sorority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student political group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student media (Maggies Drawers, Literary Magazine, etc...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

At which campus did you attend most of your classes?

- Spartanburg   
  Greenville   
  Equally in Spartanburg and Greenville  
 Sumter

Were you a full-time or part-time student?

- Full-time (at least 12 hours per semester)   
  Part-time (less than 12 hours per semester)   
  Depends on the semester



**Graduates Survey** [Continue]**With what major(s) did you graduate from the University of South Carolina Upstate?**

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Biology                      | <input type="checkbox"/> Engineering Technology Management  | <input type="checkbox"/> Nursing                                 |
| <input type="checkbox"/> Business Administration      | <input type="checkbox"/> English                            | <input type="checkbox"/> Physical Education                      |
| <input type="checkbox"/> Chemistry                    | <input type="checkbox"/> Graphic Design                     | <input type="checkbox"/> Political Science                       |
| <input type="checkbox"/> Communications               | <input type="checkbox"/> History                            | <input type="checkbox"/> Psychology                              |
| <input type="checkbox"/> Computer Information Systems | <input type="checkbox"/> Information Management and Systems | <input type="checkbox"/> Secondary Education                     |
| <input type="checkbox"/> Computer Science             | <input type="checkbox"/> Interdisciplinary Studies          | <input type="checkbox"/> Sociology                               |
| <input type="checkbox"/> Criminal Justice             | <input type="checkbox"/> Mathematics                        | <input type="checkbox"/> Spanish                                 |
| <input type="checkbox"/> Early Childhood Education    | <input type="checkbox"/> Middle-grades Education            | <input type="checkbox"/> Special Education-Learning Disabilities |
| <input type="checkbox"/> Elementary Education         | <input type="checkbox"/> Nonprofit Administration           | <input type="checkbox"/> Other (Please explain below.)           |

**What was your classification upon enrolling at USC Upstate?**

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> First-time Freshman | <input type="checkbox"/> Transfer student from another 4-year school | <input type="checkbox"/> Transfer student from a 2-year school |
|--|--|--|

**What was your cumulative GPA at graduation?**

- |                                     |                                    |                                    |
|-------------------------------------|------------------------------------|------------------------------------|
| <input type="checkbox"/> Below 2.00 | <input type="checkbox"/> 2.00-2.49 | <input type="checkbox"/> 2.50-2.99 |
| <input type="checkbox"/> 3.00-3.49  | <input type="checkbox"/> 3.50-4.00 |                                    |

Please provide any comments to clarify items on this survey or related to the University but not included in this survey.



**Appendix M**  
**Alumni Survey**  
**USC Upstate**  
**Alumni & Placement Survey**  
**Graduates**

**1. With what major(s) did you graduate from University of South Carolina Spartanburg (now USC Upstate)?**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Biology</li> <li><input type="checkbox"/> Business Administration</li> <li><input type="checkbox"/> Chemistry</li> <li><input type="checkbox"/> Communication</li> <li><input type="checkbox"/> Computer Information Systems</li> <li><input type="checkbox"/> Computer Science</li> <li><input type="checkbox"/> Criminal Justice</li> <li><input type="checkbox"/> Early Childhood Education</li> <li><input type="checkbox"/> Elementary Education</li> <li><input type="checkbox"/> Engineering Technology Management</li> <li><input type="checkbox"/> English</li> <li><input type="checkbox"/> Graphic Design</li> <li><input type="checkbox"/> History</li> <li><input type="checkbox"/> Information Management and Systems</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Interdisciplinary Studies</li> <li><input type="checkbox"/> Mathematics</li> <li><input type="checkbox"/> Middle-Grades Education</li> <li><input type="checkbox"/> Non-Profit Administration</li> <li><input type="checkbox"/> Nursing</li> <li><input type="checkbox"/> Physical Education</li> <li><input type="checkbox"/> Political Science</li> <li><input type="checkbox"/> Psychology</li> <li><input type="checkbox"/> Secondary Education</li> <li><input type="checkbox"/> Sociology</li> <li><input type="checkbox"/> Spanish</li> <li><input type="checkbox"/> Special Education: Learning Disabilities</li> <li><input type="checkbox"/> Master's Degree in Education</li> </ul> |
|--|--|

**2. Your classification upon enrolling at USC Upstate:**

- First-time Freshman (no previous college experience)
- Transfer student from another 4-year school
- Transfer student from a 2-year school
- Other (please specify): \_\_\_\_\_

**3. Your cumulative GPA at graduation:**

- 2.00-2.50
- 2.51-3.00
- 3.01-3.50
- 3.51-4.00
- Other (please specify): \_\_\_\_\_

**4. How satisfied are you with the following aspects of your undergraduate experience at USC Upstate? (Circle only one number for each item.)**

	Very Satisfied	Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Dissatisfied	Very Dissatisfied
Your major program of study	1	2	3	4	5	6
Instruction in your major	1	2	3	4	5	6
Your general education courses (Non-major degree requirements)	1	2	3	4	5	6
Instruction in your general education courses	1	2	3	4	5	6
Your overall academic experience	1	2	3	4	5	6
Support to aid your transition into a career	1	2	3	4	5	6
Your current career	1	2	3	4	5	6

**5. How frequently are you involved in each of the following activities (on or off the job)? (Circle only one number for each item.)**

	Weekly	Monthly	Annually	Less	Never
Career-related advanced education or training	1	2	3	4	5
"Lifelong learning"/personal enrichment studies outside your career area(s)	1	2	3	4	5
Professional or service organization	1	2	3	4	5
Volunteer, public or community service	1	2	3	4	5
Social/recreational organization	1	2	3	4	5
Support of or participation in the arts	1	2	3	4	5
Support (financial or participatory) of USC Upstate	1	2	3	4	5

**6. Indicate the extent that your college experience influenced your participation in these activities. (Circle only one number for each item.)**

	Strongly	Moderately	Somewhat	None at All
Career-related advanced education or training	1	2	3	4
"Lifelong learning"/personal enrichment studies outside your career area(s)	1	2	3	4
Professional or service organization	1	2	3	4
Volunteer, public or community service	1	2	3	4
Social/recreational organization	1	2	3	4
Support of or participation in the arts	1	2	3	4
Support (financial or participatory) of USC Upstate	1	2	3	4

**7. "Since leaving college, I have voted in \_\_\_\_\_ elections." (both local and national elections)**

All       Most       Some       Few       None

**8. Indicate which of the following best describes your current activities: (check one)**

- Continuing your education full-time
- Employed and continuing your education
- Employed full-time
- Employed part-time
- Self-employed
- Serving in the Armed Forces
- Caring for a home/family
- Unemployed – seeking work
- Unemployed – not seeking work
- Other (please specify): \_\_\_\_\_

**9. Where was your first job after graduation?**

- Upstate South Carolina
- South Carolina, outside of the Upstate

- Southeast, outside of South Carolina
- Outside of the Southeast
- Haven't been employed

10. Including your first job after graduation, how many *full-time* positions have you held? \_\_\_\_\_

11. Including your first job after graduation, how many *part-time* positions have you held? \_\_\_\_\_

12. In what range was your annual salary at your first full-time job after graduation?

- Less than \$25,000
- \$25,000-\$30,000
- \$30,001-\$35,000
- \$35,001-\$40,000
- \$40,001-\$45,000
- More than \$45,000

13. In what range is your current annual salary?

- Less than \$25,000
- \$25,000-\$30,000
- \$30,001-\$35,000
- \$35,001-\$40,000
- \$40,001-\$45,000
- More than \$45,000

14. How related was your college major to: (Circle only one number for each item.)

	Highly related	Moderately related	Slightly related	Not related	Not yet employed
your first full-time job after graduation?	1	2	3	4	5
your current position?	1	2	3	4	5

15. As they relate to your current employment or post-graduate education, how well did your undergraduate experiences prepare you in the following ways? (Circle only one number for each item.)

	Excellent	Good	Adequate	Inadequate	Not Sure
Obtaining practical skills necessary for employment in your field	1	2	3	4	5
Oral communication - speaking effectively	1	2	3	4	5
Use of computers and technology	1	2	3	4	5
Math and data interpretation	1	2	3	4	5
Problem solving	1	2	3	4	5
Workplace diversity - getting along with people of different race/ethnicity	1	2	3	4	5
Interpersonal skills	1	2	3	4	5
Leading or guiding others	1	2	3	4	5
Expressing your ideas confidently	1	2	3	4	5

Writing effectively	1	2	3	4	5
Understanding written information	1	2	3	4	5

**16. Did the knowledge and skills you acquired from your college experience prepare you for the job market? (check one)**

- Yes
- No
- Not Sure
- Other (please specify): \_\_\_\_\_

**17. How long did it take to obtain your first full-time job following graduation?**

- Prior to leaving college
- Less than 1 month
- 1-3 months
- 4-6 months
- 7-12 months
- Over 12 months
- Have not obtained full-time employment
- Did not seek full-time employment

**18. How long did it take to obtain your first full-time job *in your field* following graduation?**

- Prior to leaving college
- Less than 1 month
- 1-3 months
- 4-6 months
- 7-12 months
- Over 12 months
- Have not obtained full-time employment in my field
- Changed from field of my major
- Other (please specify): \_\_\_\_\_

**19. Would you recommend USC Upstate to others seeking higher education?**

- Yes
- No
- Maybe

**20. Why or why not?** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**21. Please list any services or individuals at USC Upstate that contributed to your success at the University or after graduation.** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**22. Please feel free to add comments concerning your experience with or perception of USC Upstate.**

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## Appendix N Employer Survey

### School of Education Employer Survey of USC Upstate Graduates



#### Evaluation of Recently Hired Graduates (past two years) of the Teacher Preparation Programs at USC Upstate

The purpose of this questionnaire is to understand how well USC Upstate teacher graduates perform as teachers. Your honest and candid responses provide information used to improve the quality of teacher preparation. Thank you for assisting the evaluation of programs in the School of Education.

*(If any question is not applicable in your situation, please leave it blank.)*

#### 1) Planning for Instruction and Assessment

Rate USC Upstate graduates on the following:

	1 Excellent	2 Above Average	3 Average	4 Below Average	5 Poor
Knowledge of South Carolina content standards in their teaching subjects/levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using South Carolina content standards and professional standards in planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding long range planning and its importance in teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding unit and lesson planning and their importance in teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Modifying curriculum expectations for students of different ages, abilities, and backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interpreting state assessment instruments (PACT EOC).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### 2) Implementing Instruction

Rate USC Upstate graduates on the following:

	1 Excellent	2 Above Average	3 Average	4 Below Average	5 Poor
Implementing units and lessons appropriate for the needs, interests, and abilities of each child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Actively engaging of students in planned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

learning activities

Teaching content established in state and professional standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implementing a wide variety of instructional strategies in teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employing a wide variety of materials and resources in teaching (literature, hands-on, media)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planning and using of a variety of technology in teaching (AV, computer, overhead, etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Modifying instruction by adjusting content, methods, and strategies for learners with different ethnic, cultural, gender, and language backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Modifying instruction by adjusting content, methods, and strategies for learners with cognitive, emotional, and physical disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Modifying instruction by adjusting content, methods, and strategies for talented and gifted learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planning and implementing appropriate instruction in reading methods and strategies related to content field(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3) **Rate USC Upstate graduates' knowledge of content and use of appropriate strategies and methods in teaching:**

	1 Excellent	2 Above Average	3 Average	4 Below Average	5 Poor
Literacy, reading, and language arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spanish	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Art	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical Education and Wellness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4) **Assessing Student Learning**

Rate USC Upstate graduates on the following:

	1 Excellent	2 Above Average	3 Average	4 Below Average	5 Poor
Assessing student work, adjusting instruction, and reporting student progress in learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using checklists, scoring guides, and/or rubrics in assessment of student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitoring student learning by analyzing and interpreting student work from a variety of sources (portfolios, journals, tests, daily work, projects, research papers, independent work), and adjusting instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicating assessment results from standardized tests to students and parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5) **Classroom Learning Environment**

Rate USC Upstate graduates on the following:

	1 Excellent	2 Above Average	3 Average	4 Below Average	5 Poor
Establishing positive classroom climate conducive to learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using classroom management techniques that promote student responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Avoiding punitive and negative classroom management techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6) **Professionalism**

Rate USC Upstate graduates on the following:

	1 Excellent	2 Above Average	3 Average	4 Below Average	5 Poor
Knowledge of roles and acceptance of responsibilities of a professional teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge and usage of positive communication skills with parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Working cooperatively with other teachers to provide appropriate instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Continuing to develop knowledge of content and skills in teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reflecting on planning, teaching, and assessment and making adjustments to improve performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrating professional behaviors, ethics, and values in teaching and working with colleagues, parents, and administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**What strengths, weaknesses, and improvements could you identify about the teacher preparation program at USC Upstate? Be as specific as possible.**

7) **Strengths in preparation for teaching**— Areas/topics (knowledge of content and skill with methods and strategies) and issues in which USC Upstate graduates are best prepared for teaching:

**Weaknesses in preparation for teaching**--Areas/topics (knowledge of content and skill with methods and strategies) and issues in which USC Upstate graduates are least prepared for teaching:

**Suggestions for improvement**—What could the administration and faculty of the School of Education do that would improve the preparation program?

8) **Demographic Information:**

**What is your position with the school or district?**

- District Superintendent
- District Assistant Superintendent
- District Curriculum Coordinator

- School Principal
- School Assistant Principal
- Other (please specify):

**School District Affiliation:**

- Cherokee
- Greenville
- Spartanburg
- Union
- Other (please specify):

**How many USC Upstate graduates have you hired in the past two years?**

**Select the certification area(s) of the USC Upstate graduates you have hired in the past two years:**

- |  |   |
|--|---|
| <input type="checkbox"/> Early Childhood       | <input type="checkbox"/> Elementary                       |
| <input type="checkbox"/> Learning Disabilities | <input type="checkbox"/> Middle Grades                    |
| <input type="checkbox"/> Secondary English     | <input type="checkbox"/> Secondary History/Social Studies |
| <input type="checkbox"/> Secondary Mathematics | <input type="checkbox"/> Secondary Science                |
| <input type="checkbox"/> Physical Education    | <input type="checkbox"/> Spanish                          |

## Appendix O

### Graduate Programs Portfolio Rubric

The following rubric may be used as a guide for teaching about, for developing, and for evaluating the graduate professional portfolio. The portfolio is organized according to the Core Values and Dispositions (CVD) of the USC Upstate School of Education. Beneath each CVD are the related standards of the respective Specialized Professional Association.

Parts of the Rationale Essay	Exemplary	More Than Satisfactory	Satisfactory	Unsatisfactory
CVD and related standards explained.	The rationale statement indicates an exemplary understanding of the CVD, standards, theory and research.	The rationale statement indicates a strong degree of understanding of the CVD, standards, theory, and research.	The rationale statement indicates a good degree of understanding of the CVD, standards, theory, and research.	The rationale statement fails to indicate understanding of the CVD, standards, theory, and research.
Artifacts described and explained.	The description of the artifacts (including impact on student learning) indicates exemplary knowledge, skills, and/or dispositions consistent with the CVD and its related standards.	The description of the artifacts (including impact on student learning) indicates strong knowledge, skills, and/or dispositions consistent with the CVD and its related standards.	The description of the artifacts (including impact on student learning) indicates acceptable knowledge, skills, and/or dispositions consistent with the CVD and its related standards.	The artifacts are of unacceptable quality or fail to demonstrate acceptable knowledge, skills, and/or dispositions consistent with the CVD and its related standards
Explanation of the relationship between the artifacts and the CVD and its related standards.	The rationale expertly articulates the connections between the artifacts and the CVD and its related standards.	The rationale clearly articulates the connections between the artifacts and the CVD and its related standards.	The rationale adequately describes the connections between the artifacts and the CVD and its related standards.	The rationale fails to articulate the connections between the artifacts and the CVD and its related standards.
Reflection on learning and growth as a professional.	The rationale captures superb introspection and skillful articulation of how in-depth exploration of the CVD and related standards and the development of artifacts has engendered professional growth.	The rationale reflects keen insight and good articulation of how a study of the CVD and related standards and the development of artifacts has stimulated professional growth.	The rationale articulates how exposure to the CVD and related standards and the development of artifacts has resulted in some professional growth.	The rationale fails to indicate how exposure to the CVD and related standards and/or the development of artifacts has led to professional growth.
Quality of writing and documentation.	The writing is organized, coherent, and completely free of mechanical errors. Documentation is thorough and correct.	The writing is well organized with very few mechanical errors. Documentation is sufficient and accurate.	The writing is acceptable for graduate level work with a minimum of mechanical errors. Documentation is acceptable.	The writing is of poor quality. Documentation is insufficient, inaccurate, or not included.

### **Summative Assessment and Defense of the Portfolio**

Using the portfolio rubric in concert with this summative assessment and defense form, each member of the portfolio defense panel rates the candidate during the presentation of the portfolio. At the conclusion of the presentation, the four panel members discuss their ratings and attempt to achieve consensus on the rating of each category (Exemplary, More Than Satisfactory, Satisfactory, Unsatisfactory) and the overall rating of the portfolio (Meets Expectations, Provisionally Meets Expectations, or Fails to Meet Expectations). If the panel fails to reach consensus, the panel members vote, with the instructor of the course breaking a tie. The instructor of the seminar/practicum class is responsible for preparing summary notes from the defense and for submitting the rating sheets from each panel member and the summary notes with all five signatures to the Director of Graduate Programs. The candidate must receive a minimum rating of Satisfactory on each category of the portfolio as well as an overall Meets Expectations on the entire portfolio. Specifics are detailed in the USC Upstate Graduate Handbook (revised, Fall 2007).

CANDIDATE \_\_\_\_\_ DATE \_\_\_\_\_

#### **Resume**

Strengths:

Suggestions:

#### **Philosophy of Education**

Strengths:

Suggestions:

#### **Category I: Reflective Teaching Practice**

Exemplary \_\_\_\_\_

More Than Satisfactory \_\_\_\_\_

Satisfactory \_\_\_\_\_

Unsatisfactory \_\_\_\_\_

Strengths:

Suggestions:

#### **Category II: Learner-Centered Instruction**

Exemplary \_\_\_\_\_

More Than Satisfactory \_\_\_\_\_

Satisfactory \_\_\_\_\_

Unsatisfactory \_\_\_\_\_

Strengths:

Suggestions:

#### **Category III: Performance Based Assessment**

Exemplary \_\_\_\_\_

More Than Satisfactory \_\_\_\_\_

Satisfactory \_\_\_\_\_

Unsatisfactory \_\_\_\_\_

Strengths:

Suggestions:

**Category IV: Commitment to Diversity**

Exemplary \_\_\_\_\_  
Satisfactory \_\_\_\_\_

More Than Satisfactory \_\_\_\_\_  
Unsatisfactory \_\_\_\_\_

Strengths:

Suggestions:

**Category V: Professional Responsibility**

Exemplary \_\_\_\_\_  
Satisfactory \_\_\_\_\_

More Than Satisfactory \_\_\_\_\_  
Unsatisfactory \_\_\_\_\_

Strengths:

Suggestions:

**Given the presentation of the Graduate Professional Portfolio this candidate:**

- \_\_\_\_\_ Meets Expectations for the portfolio and its defense
- \_\_\_\_\_ Provisionally meets expectations for the portfolio and its defense
- \_\_\_\_\_ Fails to Meet Expectations for the portfolio and its defense

**Comments:**

**Defense Panel:**

**Candidate** \_\_\_\_\_

\_\_\_\_\_ **Chair**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Appendix P**  
**Teacher Work Sample Guidelines for Graduate Programs**  
**(Case Study or Classroom Study)**

The teacher work sample will serve as a culminating activity. This project will provide a written record of how you as a reflective professional:

- link instruction/intervention/treatment to the literature
- use information about the context and student(s) to set learning goals and plan instruction and assessment
- define, observe, and measure progress
- use multiple assessment approaches aligned with learning goals to assess student learning before, during and after instruction
- design instruction for specific learning goals, student characteristics and needs, and learning contexts
- use on-going analysis of student learning to make instructional decisions
- analyze the relationship between instruction and student learning in order to improve teaching practice

Required items to submit include:

- Narrative described in detail in the following section.
- Unit –(Minimum of six lesson plans)
- Videotape of one lesson
- Graph(s) of results

<b>Section and Length</b>	<b>Description</b>
<i>I. Introduction</i>	<i>This section presents the general background information about the setting, student(s), and description of the problem.</i>
I-A. Problem statement	The problem statement is a clear, precise statement of the problem. It should be related to the literature and to your research questions and hypothesis. <ul style="list-style-type: none"> <li>▪ What is the problem or desired learning outcome(s)?</li> <li>▪ Is it a problem in all contexts or under certain conditions?</li> <li>▪ Why is it important?</li> <li>▪ Is it a common problem?</li> </ul>
I-B. Existing knowledge base relevant to this problem (minimum of 1 page)	Provide a concise review of current “best practice” in the literature for trying to resolve similar problems. <ul style="list-style-type: none"> <li>▪ What do we already know?</li> <li>▪ Why is your study justified given the problem and existing knowledge?</li> </ul>
<i>II. Method</i>	<i>This section includes the setting, students and procedures for obtaining the data and analyzing the data.</i>
II-A. Context	Describe the setting within which the project will be conducted—including its goals and activities.

II-B. Subject/Respondent	Describe details about student(s) involved (including grade, age, diagnoses, academic/functional levels, behavior issues, gender, time in program, previous educational/therapeutic interventions).
II-C. Current Behavior vs. Target Behavior(s)	<p>Describe the initial steps you took to assess current skills and the needs of the student(s). Then, define the current and targeted behavior(s) in observable and measurable terms.</p> <p>This section should begin with information about pre-assessment strategies that will provide specific, concrete information about current skills related to target behavior.</p> <p>In addition, discuss why your targeted behaviors are appropriate in terms of your hypothesis and the development, pre-requisite knowledge, skills, and other student needs.</p>
II-D. Overview of Intervention	<p>Describe the educational program or intervention you intend to implement. Describe its origin and what we know about its effectiveness to date.</p> <ul style="list-style-type: none"> <li>▪ Why was this intervention selected?</li> <li>▪ What validation does it have?</li> </ul> <p>Then write a narrative that overviews the unit and how each lesson connects to the overall unit.</p>
II-E. Design and Methodology	<p>Briefly describe the specific teaching methods, instructional strategies, and learning activities. Discuss any media tools or assistive technology that you will use and how it will enhance/support learning.</p> <p><i>You will also submit 6 lesson plans which should be formally structured, detailed, and clear. the following components must be addressed:</i></p> <ul style="list-style-type: none"> <li>▪ Title of lesson</li> <li>▪ Overview of lesson</li> <li>▪ Time and materials needed for lesson</li> <li>▪ Objectives for lesson</li> <li>▪ Steps within lesson</li> <li>▪ Extensions or modifications if needed</li> <li>▪ Assessment</li> </ul>
II-F. Measurement procedures (including reliability, content validity, and sensitivity)	<p>Describe how you will measure progress throughout the intervention. This should include how you will define, measure, observe, and code responses. You should have a minimum of ten data points. Briefly defend reliability and sensitivity of the assessment(s) to improvement.</p> <ul style="list-style-type: none"> <li>▪ How will you monitor ongoing effectiveness of your intervention?</li> </ul>

	<ul style="list-style-type: none"> <li>▪ What post-assessments will you administer?</li> <li>▪ How will the assessment measure the content goals of the unit?</li> <li>▪ Did the assessments measure the overall purpose and/or target behaviors?</li> <li>▪ What student work samples will you collect?</li> <li>▪ Was the scoring clear?</li> </ul> <p><i>You may use commercially available assessment instruments or create your own.</i></p>
II-G. Internal validity	Defend the internal validity of your project by identifying independent variables. Clearly state limitations and weaknesses.
II-H. Data analysis and presentation	Briefly describe how you will analyze and present your data.
<b>III. Results</b>	<p><i>This section provides a detailed overview of the results. Describe gains and improvements made.</i></p> <p>Appraise the outcomes and effects the intervention had on the student(s) as shown by the evidence and/or artifacts.</p>
III-A. Graphs	Please provide graphs that reflect the data collected.
III-B. Interpretation of Graphs	Describe the magnitude of the changes across the intervention and the rate of the changes. This is to include the mean, level, rate, and trend of change.
III-C. Analysis of Video and Artifacts	<p>Please videotape one lesson within the intervention. <i>Analyze your teaching performance and submit the video when you complete your project.</i></p> <p>In this section, summarize your teaching performance and evaluate the artifacts (student work) that you collected.</p>
III-D. Assessment Analysis	<p>Write a narrative summarizing what you learned from the pre- and post-assessments.</p> <ul style="list-style-type: none"> <li>▪ Was the format of the assessments appropriate to the goals and the learner?</li> <li>▪ Was the scoring clear?</li> <li>▪ Were there surprises?</li> <li>▪ What adjustments will or did you make in your lesson plans after reviewing initial data?</li> <li>▪ Did you adjust intervention due to ongoing data collection?</li> <li>▪ If some external factors or outside situation influenced results, please provide explanation.</li> <li>▪ What interventions/interactions/lessons were most and least productive in improving learning?</li> <li>▪ To what extent was your hypothesis supported?</li> </ul>
<b>IV. Discussion</b>	<i>This section explains how your results may contribute to</i>

	<i>theory and practice. This section also suggests further, related studies for future investigation.</i>
<b>V. Reflection</b>	<p><i>This section describes what you learned throughout the process and how it has transformed your teaching practice.</i></p> <p>Describe what you learned throughout the process. In addition, based on your experiences, what strategies will you use in the future? How could you improve instruction in the future? Explain how the insights you have gained throughout the experience and from reflection have led to the transformation of your teaching practice.</p>

Name:

Degree Program:

Date:

Rating Indicator	Exemplary (2)	Satisfactory (1)	Unsatisfactory (0)	Score
<b>Introduction and Context</b>	Provides full description with supporting data. Presents summative and formative data of individual student's present level of performance. Problem statement is justified and relates to literature or prior research	Lacks full description of setting and/or data. Provides brief summative and formative data of individual student's present level of performance. Problem statement is partially justified and/or lacks relation to literature or prior research.	Lacks full description of setting. Does not provide clear problem statement related to the literature or prior research. Partial data of individual student's present level of performance is given.	
<b>Alignment with Targeted Behaviors Learning Goals</b>	Analysis aligns w/ goals. Researched-based, well-defined intervention is based upon students' performance analysis. Design for intervention and assessment methods are appropriate and lead to targeted behaviors.	Analysis is partially aligned with goals and targeted behaviors. Defined intervention is based upon students' performance analysis. Design for intervention and assessment methods are appropriate.	Analysis is not aligned w/ goals and targeted behaviors. Intervention is poorly linked to analysis (lacks research). Partial intervention design and assessment methods are provided.	
<b>Lesson Plans</b>	A minimum of six (6) plans are thoroughly developed. Technology is integrated if appropriate, and teacher employs a wide variety of strategies that are research-based or display best practice.	A minimum of six (6) plans are mostly developed. Some or most of the lessons incorporate technology if appropriate. Lesson plans use a variety of strategies that are research-based or display best practice.	A minimum of four (4) plans are somewhat developed and meet some of the guidelines. Some plans use approaches inconsistent with best practice.	
<b>Interpretation of Data</b>	Interpretation is meaningful and appropriate conclusions drawn from the data. Describes the method for obtaining the data. Presents graphs and narrative.	Interpretation is technically accurate, but conclusions are missing or not fully supported by data. Partial method for obtaining data. Presents graphs and narrative.	Interpretation is inaccurate, and conclusions are missing or unsupported by data. Lacks graphs and narrative.	
<b>Evidence of Impact on Student Learning</b>	Analysis includes evidence of the impact on student learning. Interprets results and provides implication for theory/ practice.	Analysis includes incomplete evidence of the impact on learning. Partial discussion of implication for theory/ practice.	Analysis fails to include evidence of impact on learning. Lacks implication for theory/ practice.	
<b>Reflection</b>	Demonstrates consistent thoughtful, insightful reflection. Provides concrete illustrations how teaching practice has been transformed during process.	Some thoughtful reflection is evident. Provides at least one concrete illustration how teaching practice has been transformed during the process.	Uses only simple, obvious statements to demonstrate reflection. Does not provide concrete illustration how teaching practice has been transformed.	
<b>Clarity and Accuracy of Presentation</b>	Presentation follows guidelines, well written with no errors. Presentation also shows remarkable depth of thought and research. Provides supplementary and supporting artifacts.	Presentation mostly follows guidelines and/or contains few errors. Certain areas of presentation show depth of thought. Provides supplementary and supporting artifacts.	Presentation is not clear and/or logically organized. Presentation shows some understanding of subject but little depth. Provides few supplementary and supporting artifacts.	
			<b>Total</b>	

Overall Rating: \_\_\_\_\_

Exemplary: 12-14 points

Satisfactory: 7-11 points (Satisfactory must be earned with no indicators at the Unsatisfactory level.)

Unsatisfactory: 6 or below

Comments:

**Appendix Q**  
**USC UPSTATE SCHOOL OF EDUCATION**  
**GRADUATE PROGRAMS DISPOSITION QUESTIONNAIRE**

To be Completed by the Candidate at Program Beginning

Professional Dispositions as defined by NCATE: *The professional behaviors educators are expected to demonstrate in their interactions with students, families, colleagues and communities. Such behaviors support student learning and development and are consistent with ideas of fairness and the belief that all students can learn. Based on their mission, professional education units may determine additional professional dispositions they want candidates to develop.*

Graduate Student Name \_\_\_\_\_ Semester/Year \_\_\_\_\_

**Part I:**

I feel that I...

	(1) Never (3) Sometimes (5) Always
...use the reiterative cycle of teaching, describing and analyzing classroom experiences to build my professional competence.	1 2 3 4 5
...emphasize the learner's involvement in the construction of knowledge and skills in the classroom setting.	1 2 3 4 5
...use real life/authentic tasks or products to measure students' accomplishment of curriculum goals.	1 2 3 4 5
...affirm cultural and individual diversity based on the belief that all children can learn.	1 2 3 4 5
...use expert knowledge when confronted with typical and unique situations in classroom practice.	1 2 3 4 5
...strive to meet the educational needs of all students in a caring, non-discriminatory, and equitable manner.	1 2 3 4 5
...believe that all children can learn.	1 2 3 4 5
...create a learning environment that is anti-discriminatory.	1 2 3 4 5
...understand and respect each student's cultural background utilizing a culturally responsive pedagogy.	1 2 3 4 5
...instruct for empathy and affirmation.	1 2 3 4 5
...instruct for altruism.	1 2 3 4 5

**Part II:** (1-3 pages)

Choose three of the statements above. Develop a written statement with your related thoughts and give examples of how you apply these dispositional attributes within your professional practice.

**Part III:** (1-3 pages)

Finish the following incomplete sentences with your opinions, beliefs and examples from classroom teachers that you have observed or heard about, including yourself:

1. The caring teacher...
2. The reflective practitioner...
3. The collaborative partner (families, colleagues & communities)...
4. The life-long learner

**USC UPSTATE SCHOOL OF EDUCATION  
GRADUATE PROGRAMS DISPOSITION QUESTIONNAIRE**

TO BE COMPLETED BY PORTFOLIO PANEL AT PROGRAM COMPLETION

Professional Dispositions as defined by NCATE: *The professional behaviors educators are expected to demonstrate in their interactions with students, families, colleagues and communities. Such behaviors support student learning and development and are consistent with ideas of fairness and the belief that all students can learn. Based on their mission, professional education units may determine additional professional dispositions they want candidates to develop.*

Graduate Student Name \_\_\_\_\_ Semester/Year \_\_\_\_\_

**Part I:**

I feel that the student named above...

	(1) Never (3) Sometimes (5) Always
...uses the reiterative cycle of teaching, describing and analyzing classroom experiences to build professional competence.	1 2 3 4 5
...emphasizes the learner's involvement in the construction of knowledge and skills in the classroom setting.	1 2 3 4 5
...uses real life/authentic tasks or products to measure students' accomplishment of curriculum goals.	1 2 3 4 5
...affirms cultural and individual diversity based on the belief that all children can learn.	1 2 3 4 5
...uses expert knowledge when confronted with typical and unique situations in classroom practice.	1 2 3 4 5
...strives to meet the educational needs of all students in a caring, non-discriminatory, and equitable manner.	1 2 3 4 5
...believes that all children can learn.	2 2 3 4 5
...creates a learning environment that is anti-discriminatory.	2 2 3 4 5
...understands and respects each student's cultural background utilizing a culturally responsive pedagogy.	1 2 3 4 5
...instructs for empathy and affirmation.	2 2 3 4 5
...instructs for altruism.	2 2 3 4 5

**Part II:**

Choose three of the statements above. Develop a written statement with your related thoughts and give examples of how this student has applied these dispositional attributes within professional practice.

Additional Comments about this Candidate's Dispositions:

Panel Member Signature \_\_\_\_\_ Date \_\_\_\_\_

Panel Member Signature \_\_\_\_\_ Date \_\_\_\_\_

Panel Member Signature \_\_\_\_\_ Date \_\_\_\_\_

Panel Member Signature \_\_\_\_\_ Date \_\_\_\_\_

## Appendix R Graduate Programs Evaluation

### Graduate Professional Portfolio

The USC Upstate master's programs in early childhood, elementary and special education- visual impairment are intended to position graduates to enter the arduous process of achieving national board certification. That process requires the development of an elaborate portfolio with extensive reflective writing in support of the artifacts included in the portfolio. The preparation of the USC Upstate Graduate Professional Portfolio will familiarize candidates with the process of portfolio development; the defense of the portfolio will give the candidate experience with reflective analysis.

My master's degree program at USC Upstate has increased my abilities/knowledge in the following areas:

Category I: Commitment to Students and Their Learning

- Teachers recognize individual differences in their students and adjust their practice accordingly;
- Teachers have an understanding of how students develop and learn;
- Teachers treat students equitably;
- Teachers' mission extends beyond developing the cognitive capacity of their students.

Greatly                       Moderately                       Not at all

Category II: Knowledge of Subject Matter and Related Pedagogy

- Teachers appreciate how knowledge in their subjects is created, organized, and linked to other disciplines;
- Teachers command specialized knowledge of how to convey a subject to students;
- Teachers generate multiple paths to knowledge.

Greatly                       Moderately                       Not at all

Category III: Management and Monitoring of Student Learning

- Teachers call on multiple methods to meet their goals;
- Teachers orchestrate learning in group settings;
- Teachers place a premium on student engagement;
- Teachers regularly assess student progress;
- Teachers are mindful of their principal objectives.

Greatly                       Moderately                       Not at all

Category IV: Systematic Reflection on Practice

- Teachers are continually making difficult choices that test their judgment;
- Teachers seek the advice of others and draw on education research and scholarship to improve their practice.

Greatly                       Moderately                       Not at all

Category V: Participation in Learning Communities

- Teachers contribute to school effectiveness by collaborating with other professionals;
- Teachers work collaboratively with parents;
- Teachers take advantage of community resources.

Greatly

Moderately

Not at all

What did you find most helpful about the development of your graduate professional portfolio?

What suggestions would you have to improve the current process for developing the portfolio?

Was the seminar course necessary in assembling and defending your portfolio?

Is the development and presentation of a portfolio an appropriate assessment for your graduate program?  
Why or why not?

### **Evaluation of USC Upstate and its Graduate Programs**

How did you grow professionally through your graduate studies at USC Upstate?

Do you feel USC Upstate supported and aided you during your time as a graduate student? Please explain.

If you participated in the Fast Track Program (Eighteen month degree) please comment on the advantages and disadvantages of this compressed schedule.

*Please answer the following on a scale of 1-5 with 1 being strongly agree to 4 strongly disagree and 5 not applicable:*

The following USC Upstate offices were helpful during my time as a graduate student:

	strongly agree			strongly disagree	not applicable
The Office of the University Registrar	1	2	3	4	5
The USC Upstate Campus bookstore	1	2	3	4	5
The Business/cashiers office	1	2	3	4	5
The Financial Aid Office	1	2	3	4	5
Computer Services/support	1	2	3	4	5
The Graduate Programs Office	1	2	3	4	5
Campus communications*	1	2	3	4	5

\*receiving important campus information

Additional comments:

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My program courses adequately prepared me to assemble and defend my portfolio  
Comments:

1	2	3	4	5
---	---	---	---	---

My advisor was helpful and provided continuing support through my program

1	2	3	4	5
---	---	---	---	---

*If you participated in online/distance education courses answer the following: (please base your answers on the instruction and curriculum components of the course not on problems with the actual technology i.e. ability to log on or other problems with Blackboard)*

	strongly agree			strongly disagree	not applicable
The student/instructor relationship was as effective as that in a traditional classroom setting	1	2	3	4	5
The quality of instruction was not hampered by the delivery system	1	2	3	4	5
I would have participated in more of these courses had they been available	1	2	3	4	5

Additional comments:

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## Appendix S

# Graduate Programs in Education--Employer Survey of USC Upstate Graduates



Evaluation of graduates (past two years) of a Master of Education (M.Ed.)  
Teacher Education program at USC Upstate

The purpose of this questionnaire is to better understand how well USC Upstate Master of Education graduates perform as teachers. Your honest and candid response provides information used to improve the quality of the master's programs. Thank you for assisting the evaluation of programs in the School of Education's Graduate Programs.

### **Reflective Teaching Practice**

Rate USC Upstate Master of Education graduates on the following:

	1 Poor	2 Below Average	3 Average	4 Above Average	5 Excellent
Ability to reflect about his/her practice and its impact on student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### **Learner Centered Instruction**

Rate USC Upstate Master of Education graduates on the following:

	1 Poor	2 Below Average	3 Average	4 Above Average	5 Excellent
Understanding of child development, learning theory, curriculum, and community resources and ability to draw upon this knowledge to plan learning activities which accommodate student abilities, interests, and values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utilization of instruction that is engaging and provides rich, high-quality instruction demonstrated by the use of a variety of instructional strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utilization of instruction that engages students across the disciplines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utilization of instruction that promotes problem-solving and critical thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Empowering students to work collaboratively, reflectively, and productively and allowing students opportunities to be cognizant of how instruction is interconnected and/or	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

related to their own lives

### **Performance Based Assessment**

Rate USC Upstate Master of Education graduates on the following:

	1 Poor	2 Below Average	3 Average	4 Above Average	5 Excellent
Ability to identify the nature and significance of errors and misconceptions observed in students' work and develop appropriate instructional strategies for correcting the problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to employ authentic assessment on a regular basis and adjust their instructional activities to address group and individual needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### **Commitment to Diversity**

Rate USC Upstate Master of Education graduates on the following:

	1 Poor	2 Below Average	3 Average	4 Above Average	5 Excellent
Helping students learn to respect and appreciate individual and group differences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### **Professional Responsibility**

Rate USC Upstate Master of Education graduates on the following:

	1 Poor	2 Below Average	3 Average	4 Above Average	5 Excellent
Ability to foster relationships with members of the educational community (including colleagues, families, and community agencies)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please add any comments that help clarify your ratings or any information you would like to share about the Master of Education program at USC Upstate or its graduates.

Finish Survey

## Appendix T Program Assessment Template

Component	Description	
<b>Program Mission Statement</b>	<b>From your Program Assessment Plan</b> (Statement should articulate the unit/ program mission in support of the institutional mission and include a clearly defined purpose appropriate to collegiate education.)	
<b>Goals</b>	<b>From your Program Assessment Plan</b> (Describe broad learning outcomes and concepts (what you want students to learn) expressed in general terms (clear communication, problem-solving skills, etc). Goals should focus on <u>discipline-specific</u> outcomes relevant to the program.)	
<b>Objectives SLO's</b>  (student learning outcomes)	<b>From your Program Assessment Plan</b> (Describes the specific skills, values and attitudes students should be able to exhibit that reflect the broader goals. Objectives (student learning outcomes) transform the general program goals into specific student performance/behaviors that demonstrate student learning and skill development along these goals.	
<b>Assessment Methods</b>	<b>From your Program Assessment Plan</b> (Describes the measure(s) by which the department will know the students are meeting the departmental learning objectives. Includes both direct and indirect assessment. Each SLO should have at least one assessment method.)	
<b>Assessment Criteria</b>	<b>Level of achievement you are targeting</b> (Indicate benchmarks, scores on assessment instruments, etc... that would indicate acceptable achievement under your plan)	
<b>Assessment Results</b>	<b>Actual results and data collected</b> (Make sure to break down data by subgroups (e.g. other campuses or emphases). As appropriate, also include item or category analysis.)	
<b>Use of Results</b>	<b>What actions or modifications have been or will be made based on this assessment?</b>	
<b>Implementation of Previous Years' "Use of Results"</b>	<b>Which of the modifications indicated in the previous years' reports were implement this year and what was the impact?</b>	