

**University of South Carolina Upstate
Education Professional Program**

Student Handbook



USC Upstate School of Education
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**Education Professional Program Student Handbook
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Chapter 1: University of South Carolina Upstate and the Education Professional Program

Preface

The School of Education at the University of South Carolina Upstate (USC Upstate) facilitates the University's goal of offering candidates a liberal arts-based professional education designed to develop an understanding of the human experience which will equip them and their future P-12 students to function productively in the nation's democracy. The faculty of the School of Education, demonstrating the highest levels of professional excellence and personal concern, model these ideals in the classroom.

When an individual makes the decision to enter a teacher preparation program, that person must be aware of the magnitude of the associated responsibilities. A reflective practitioner/professional has responsibilities not only to students, but also to other members of the teaching community. As a group, teachers know that society entrusts them with the education and socialization of its youth, a responsibility not to be taken lightly. Candidates should select teacher education as an academic major fully realizing that they must be willing to spend many hours preparing for a life of dedicated service to students and to society. The purpose of this handbook is to describe in clear terms the USC Upstate School of Education Professional Program and to communicate to candidates the knowledge, skills, and dispositions they must possess and the criteria and expectations they must meet in order to become effective P-12 classroom teachers.

University of South Carolina Upstate (Institutional) Vision Statement

USC Upstate will emerge as “the metropolitan university of South Carolina” and one of the leading metropolitan universities of the Southeast, recognized as a center of superb teaching, experiential learning, regional partnerships, international opportunity, cultural diversity, and dynamic community activity.

Institutional Mission Statement

University of South Carolina Upstate aims to become one of the Southeast's leading “metropolitan” universities ... a university that acknowledges as its fundamental reason for being its relationship to expanding populations along the I-85 corridor. It aims to be recognized nationally among its peer metropolitan institutions for its excellence in education and commitment to its students, for its involvement in the Upstate, and for the clarity and integrity of its metropolitan mission.

As a senior public institution of the University of South Carolina with a comprehensive residential campus in Spartanburg and commuting and degree completion operations at the University Center of Greenville, the University's primary responsibilities are to offer baccalaureate education to the citizens of the Upstate of South Carolina and to offer selected master's degrees in response to regional demand.

USC Upstate strives to prepare its students to participate as responsible citizens in a diverse, global and knowledge-based society, to pursue excellence in their chosen careers and to continue learning throughout life. Curricula and services are designed for the University's students, four to seven thousand in headcount, who are diverse in background, age, race, ethnicity, educational experience and academic goals. Students are drawn in large proportion from the Upstate where many choose to remain for their careers. A broad range of major curricula are provided in arts and sciences and in professional fields of study required by the regional economy, including business, education, and nursing. Through on-site instruction, distance learning, continuing education and inter-institutional articulation agreements, both traditional students and working professionals are served across the region.

Consistent with the international character of the Upstate, the University promotes global perspectives across its programs. Supporting the regional employment objectives of most of its students, it provides extensive experiential learning opportunities.

The University's metropolitan mission rests upon a foundation of partnerships with the education, corporate and service organizations of the Upstate. The faculty provides leadership in promoting the Upstate's economic, social and cultural development. This is achieved through its teaching, professional and public service, basic and applied scholarship and research, and creative endeavors.

Institutional Core Values

The University's core values not only serve as the philosophical underpinnings of the institution's mission, but they serve to govern attitudes, behaviors, and decisions in daily activities among stakeholders. As such, the University of South Carolina Upstate affirms that...

People come first. We are committed to creating an inclusive environment wherein we respect our differences as we pursue our common academic purposes. Our employees, students, parents and partners are the University's most valuable assets. We aim to work hard, work smart and always do the right thing. We cooperate and collaborate with colleagues and constituents, aiming to be responsive, flexible, accessible and friendly in our service. We strive to be goodwill ambassadors for the University, and to advance its reputation and its metropolitan mission.

Stewardship of resources is critical to accomplishing the University's mission. We understand the importance of evaluating and reflecting on our daily activities in order to gain the highest value in return for the University's and our own professional investments. As employees, we aim to apply principles of honesty and fiscal responsibility in order to conserve student, partner, and University resources as though they were our own.

Integrity as an academic institution drives our daily activities. That integrity includes a passion for teaching and learning, and a belief that every employee and student has a right to learn and progress as far as he or she is able. We seek, therefore, to provide a distinctive learning environment that supports and encourages employee growth and personal and professional development.

Institutional Strategic Planning Goals

The University of South Carolina Upstate commits itself to the following goals. These goals and their associated assumptions and strategies represent a campus consensus regarding the aspirations of USC Upstate and the means by which it is to pursue its mission over the coming five years.

At its core, the University's mission is academic. Consequently, those goals that focus upon the academic enterprise are the most crucial. Yet, the goals function as linked elements. Consequently, the achievement of success in one area is dependent in critical ways on the achievement of success in the others.

- Goal 1 **Student Success:** Design and implement educational experiences that enable (facilitate) students to meet intellectual, social and career/professional objectives.
- Goal 2 **Campus Community:** Develop engaged campus communities in Spartanburg and Greenville supported by user-friendliness and enriched by diversity.
- Goal 3 **Excellence in Academia:** Support implementation of outstanding academic programs.
- Goal 4 **Institutional Stature:** Position the University to be recognized as an academic leader in the Upstate and as a critical partner in its economic and social development.
- Goal 5 **Enrollment Management:** Create enrollment capacity to meet the needs of the growing Upstate population.
- Goal 6 **Operational Excellence:** Pursue individual, organizational, technological, financial and capital development aimed at operational excellence.

USC Upstate Education Professional Program’s Relation to the University’s Vision and Mission

Faculty members and administrators of the USC Upstate Education Professional Program have adopted a conceptual framework, focused mission, and a performance-based assessment system which are consistent with the University’s vision and mission statements and which clearly describe beliefs and competencies supporting its Professional Program-- teacher education programs which prepare teachers who are reflective practitioners and reflective professionals. By undergoing the rigorous processes of self-analysis and external review required for NCATE accreditation and state program approval, the USC Upstate Education Professional Program assures excellence in its programs as well as steadfast commitment to its candidates and to the well being of P12 students and teachers in its service area and beyond. Candidates completing the Education Professional Program possess the knowledge, skills, and dispositions necessary for effective teaching and reflective professionalism.

The USC Upstate Education Professional Program serves students primarily from a region of South Carolina encompassing Spartanburg, Greenville, Cherokee, Sumter, and Union counties. As the most important part of its mission, the Education Professional Program prepares teachers for the future. It is well known that most of these Program graduates teach in the University’s service area, commonly referred to as “Upstate South Carolina.”

An important aspect of the mission of the Education Professional Program is to serve the needs of schools in the state of South Carolina, particularly the Upstate region. This service involves working cooperatively with local teachers, P12 students, superintendents, instructional supervisors, and principals in professional development schools, partner schools, and in other cooperative working arrangements. In addition, faculty serve schools through curriculum development initiatives and various projects designed to meet specific needs of particular schools or school districts. Faculty members lead the development of curricula and summer institutes; they disseminate information on and demonstrate state-of-the-art methods of teaching; they provide in-service training, teacher effectiveness assessment training, and staff development activities; they share instructional materials and provide forums for the discussion of issues and trends in the field of education.

USC Upstate Education Professional Program’s Relation to the University’s Vision and Mission

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

USC Upstate Education Professional Program (Unit) Vision

The USC Upstate School of Education/Unit aims to be recognized nationally for its comprehensive, outstanding teacher preparation programs, the graduates of which are exemplary educators on the basis of their student-centered pedagogy, commitment to reflective teaching practice, and advocacy of positive change in education.

The USC Upstate School of Education (Unit) Mission Statement

- To prepare effective teachers who are reflective practitioners and professionals.
- To serve the needs of schools in the state of South Carolina, particularly the Upstate, working collaboratively with P-12 school personnel.
- To advance understanding of how teaching and learning occur effectively.

The USC Upstate School of Education (Unit) Core Values/Goals

- The faculty and candidates of the USC Upstate Professional Program demonstrate reflective teaching practice,
- The faculty and candidates of the USC Upstate Professional Program demonstrate learner-centered pedagogy,
- The faculty and candidates of the USC Upstate Professional Program demonstrate performance-based assessment,
- The faculty and candidates of the USC Upstate Professional Program demonstrate a commitment to diversity
- The faculty and candidates of the USC Upstate Professional Program demonstrate a commitment to professional responsibility.

Graduates from a USC Upstate Education Professional Program, either undergraduate or graduate, should possess

- I. A general exposure to and an appreciation of the traditional liberal arts and sciences of both western and non-western traditions (see Institutional Standards).
- II. A specific exposure to the most up-to-date pedagogical theories and practices. This requires mastery of content-area knowledge, skills in planning, instruction, human relations, classroom management, media and technology, as well as knowledge of human growth and development, the foundations of education, and various theories of human learning and motivation. Candidates have the ability to appropriately use performance-based assessment for testing, measuring, and evaluating pupil achievement not only in cognitive, but also in affective and psychomotor learning.
- III. A set of ethical principles, values, and dispositions. Administrators and faculty members model, foster, and reinforce principles of justice and sensitivity toward racial, ethnic, cultural, linguistic, spiritual, and gender differences. Candidates learn through example, reading and discussion those dispositions critical to being an effective teacher--

fairness, open-mindedness, a belief that every child can learn, a commitment to excellence, and advocacy for positive change in education. Candidates completing the USC Upstate Education Professional Program continuously reflect upon their values and dispositions, refine these values and dispositions, and make some attempt to determine whether or not these values and dispositions are internally consistent, socially worthwhile, and egalitarian in view.

- IV. A commitment to the principle of equality of educational opportunity for all students regardless of race, ethnic background, religious affiliation, sexual orientation, or gender. Teachers prepared in the USC Upstate Education Professional Program are committed to the principle of equality of educational opportunity and the supporting principles of multicultural education. Faculty members develop candidates' knowledge of, skills for working with, and desirable dispositions toward individuals from diverse backgrounds by placing education majors in a variety of settings for field experiences. The Education Professional Program reflects a steadfast commitment to the principles of equity and fairness.
- V. A commitment to knowledge of both theory and practice and an understanding of how one informs and strengthens the other. The faculty and administration of the USC Upstate Education Professional Program believe that attempting to teach any educational theory without the opportunity for practical application of the theory is fruitless, and that attempting to teach any lesson without an understanding of state-of-the art theoretical grounding is equally unproductive. A well-prepared teacher understands that teaching is an art informed by science; the well-prepared teacher is guided by the best theory and practice known at a given time.

Institutional Standards

The Education Professional Program follows a set of institutional standards set forth by USC Upstate. We believe teacher candidates must master appropriate content as provided by USC Upstate through the required general education courses. This content provided, is an important precursor to the pedagogical aspects of the Education Professional Program coursework. The institutional standards provide general exposure to and an appreciation of the traditional liberal arts and sciences of both western and non-western traditions. Among these are included a functional knowledge and appreciation of those disciplines found in:

- A. Communication. The USC Upstate graduate should be able to communicate effectively in English, both orally and in writing.

Objective: Specifically, the graduate should speak and write in a coherent, insightful and well-organized manner, using the conventions of Standard English.

Student Learning Outcomes. The student will be able to:

1. Develop, illustrate, and support clear and precise ideas in essays, papers, or speeches.
2. Synthesize, integrate and cite appropriate material in essays, papers or speeches.
3. Write or deliver grammatically correct essays, papers, or speeches for a variety of audiences.

- B. Mathematics & Logic. The USC Upstate graduate should be able to reason effectively, understand and solve problems, and communicate quantitatively.

Objective: Specifically, the graduate should demonstrate the ability to analyze and synthesize logically and support quantitative conclusions with appropriate rationale or calculations.

Student Learning Outcomes. The student will be able to:

1. Analyze a problem and formulate a quantitative/ logical description using correct terminology and symbolism.

2. Use the description to achieve a resolution using correct logical or quantitative reasoning.
3. Communicate the conclusions or solutions orally or in writing, supported by reasoning or calculations as appropriate.

C. Information Technology. The USC Upstate graduate should have an awareness of information technologies and the ability to gather and process information as well as to communicate it to others effectively.

Objective: Specifically, the graduate should demonstrate an ability to apply information technologies.

Student Learning Outcomes. The student will be able to:

1. Use basic knowledge of computers and information technology to collect and analyze data, interpret results, and communicate findings.
2. Identify and use information technology resources and evaluate them for accuracy, suitability, and security.
3. Examine the social and ethical issues related to the use of information technology.

D. Natural Sciences. The USC Upstate graduate should understand scientific methods, principles and processes as well as their implications for society.

Objective: Specifically, the graduate should demonstrate knowledge of important scientific models that form a basis for understanding the modern world and an ability to participate in scientific investigations.

Student Learning Outcomes. The student will be able to:

1. Demonstrate knowledge of fundamental concepts from either the life sciences or physical sciences.
2. Demonstrate knowledge of scientific methodology.
3. Conduct experiments in a laboratory setting and support conclusions based on his or her own experimentation.

E. Arts and Humanities. The USC Upstate graduate should develop an awareness of the arts and humanities.

Objective: Specifically, the graduate should demonstrate knowledge of various modes of human thought and artistic expression.

Student Learning Outcomes. The student will be able to:

1. Analyze and evaluate creative works and/or demonstrate an ability to perform works of art.
2. Discuss ways in which the arts and humanities shape and are shaped by culture.
3. Explain the importance of the arts and humanities to the quality of life.

F. Foreign Language/Culture. The USC Upstate graduate should have an understanding of other cultures, including basic communication skills in at least one foreign language.

Objective: Specifically, the graduate should demonstrate an understanding of foreign culture or cultures combined with basic reading, writing, speaking and listening skills in at least one foreign language.

Student Learning Outcomes. The student will be able to:

1. Engage in simple conversations in a language other than English.
2. Demonstrate basic reading and writing skills in a language other than English.
3. Demonstrate knowledge of the distinctive features of the culture(s) associated with the language he or she is studying.

G. History. The USC Upstate graduate should understand the development and significance of historical events.

Objective: Specifically, the graduate should demonstrate knowledge of the history of at least one culture/society.

Student Learning Outcomes. The student will be able to:

1. Demonstrate knowledge of at least two of the following historical dimensions: political, cultural, intellectual, economic, and social.
2. Demonstrate an understanding of causal relationships between historical events.

H. Social and Behavioral Sciences. The USC Upstate graduate should possess a scientific understanding of the complex determinates of human interaction.

Objective: Specifically, the graduate should demonstrate knowledge of internal and external influences that affect human behavior.

Student Learning Outcomes. The student will be able to:

1. Identify and define discipline-specific terms, facts, concepts, and major principles of the social sciences.
2. Identify the advantages and limitations of basic research techniques used in the social sciences.
3. Apply selected concepts of the social sciences to real social situations.

Theoretical Foundation of the USC Upstate School of Education Professional Program

The philosophy of the School of Education is consistent with the tenets of progressivism and constructivism. Practices and behaviors consistent with these approaches include:

- Application of problem-solving and scientific inquiry;
- Use of cooperative learning experiences and self-discipline;
- Emphasis on *how* to think, as well as, on *what* to think with the teacher serving as a guide;
- Appreciation of the interdisciplinary nature of learning and the interconnection of knowledge;
- Preparation of *all* students for full participation in a democratic society.

Guiding Principles of the USC Upstate School of Education Professional Program

In accordance with its mission, philosophy, and theoretical orientation, the School of Education follows these guiding principles based on the Interstate New Teacher Assessment and Support Consortium (INTASC), National Council for the Accreditation of Teacher Education (NCATE), and the South Carolina Assistance, Development and Evaluation of Professional Teaching (ADEPT) standards. Teachers prepared at USC Upstate:

- possess thorough and accurate knowledge of the content they teach;
- demonstrate competence as effective long-range instructional planners;
- demonstrate competence as effective daily (short-range) instructional planners;
- demonstrate competence in the areas of student assessment, reflective self-assessment and use of assessments in instruction;
- establish high expectations for all learners;
- demonstrate knowledge of and capability in implementing a variety of instructional strategies to include utilizing state-of-the-art instructional technology;
- effectively monitor student learning, provide meaningful feedback to students, and enhance students' learning;
- maintain a classroom environment that promotes and facilitates learning;
- manage their classrooms effectively with equity, fairness, and firmness;
- develop as teachers both professionally and personally and fulfill professional responsibilities.

Multicultural/Diversity Perspectives in the School of Education Professional Program

Its mission, philosophy, principles and organizing themes drive the USC Upstate School of Education's commitment to multicultural/diversity education. As reflective teachers, graduates of School of Education Professional Program:

- Believe that all children can learn;
- Create a learning environment that is anti-discriminatory;
- Understand, respect, and accommodate for group and individual differences;
- Instruct for altruism, empathy, and tolerance; and
- Promote justice.

Technology in the School of Education Professional Program

Guided by the standards of the International Society for Technology in Education (ISTE) USC Upstate teacher education majors at both the undergraduate and graduate levels:

- Demonstrate a sound understanding of technology operations and concepts;
- Plan and design effective learning environments supported by technology;
- Implement curriculum plans that include methods and strategies for applying technology to maximize student learning;
- Apply technology to facilitate a variety of effective assessment and evaluation strategies; and
- Understand the social, ethical, and legal implications of technology

Chapter 2: School of Education Professional Program Overview

The USC Upstate Education degree programs are recognized and approved by national, regional, and state entities. The Commission on Colleges of the Southern Association of Colleges and Schools (SACS) has approved the University to honor baccalaureate and master's degrees. The School of Education has NCATE accreditation and is fully approved by the South Carolina Department of Education and the Commission on Higher Education. The professional teacher preparation Programs are in compliance with their respective specialized professional standards.

Program Overview

The USC Upstate School of Education offers programs which lead to a Bachelor's Degree and prepare students for South Carolina teacher certification in the areas of Early Childhood Education (Bachelor of Arts), Elementary Education (Bachelor of Arts), Middle Level Education (Bachelor of Arts), Special Education: Learning Disabilities (Bachelor of Science), Secondary Education—Biology (Bachelor of Science), Secondary Education—Chemistry (Bachelor of Science), Secondary Education—English (Bachelor of Arts or Science), Secondary Education—Spanish (Bachelor of Arts), Secondary Education—Mathematics (Bachelor of Science), Secondary Education—Social Studies/History (Bachelor of Arts or Science), and Physical Education (Bachelor of Science). The College of Arts and Sciences prepare students for South Carolina teacher certification in the areas Art Education (Bachelor of Arts). A description of each program follows.

General (Liberal Arts) Education Requirements

Each student enrolled at USC Upstate must complete a core of general (liberal arts) education coursework. This requirement is consistent with the stated mission, philosophy, goals, and objectives of both the University and the School of Education. USC Upstate teacher education programs emphasize the general liberal arts and content area knowledge which serve as the foundation of effective P12 teaching. General liberal arts education requirements for all students in the USC Upstate teacher education program include study in the areas of Communications, Mathematics, Arts and Humanities, Social and Behavioral Sciences, Natural Science, Foreign Culture, and Computer Studies.

Early Childhood Education

The Early Childhood Education program provides preparation for teaching in preschools, nurseries, kindergartens, and in the primary grades (PK-3). A substantial portion of the curriculum consists of coursework in the liberal arts to establish a broad base of knowledge prior to the professional sequence. Throughout the professional sequence candidates participate in a sequence of clinical experiences with young children that concludes with an intensive directed (student) teaching experience in a public school setting. The USC Upstate Early Childhood Education program meets knowledge, skills and dispositions standards of the National Association for Education of the Young Child (NAEYC), a constituent organization of the National Council for the Accreditation of Teacher Education (NCATE).

Early Childhood Education Program for Students in Sumter

USC Upstate and USC Sumter, a two-year campus in the USC system, have formed a partnership to better serve the needs of students in the Sumter area who desire a degree in early childhood education. Sumter students complete the first two years of general education at USC Sumter, enrolling in courses outlined in an articulation

agreement. Upon completion of those courses, Sumter students enter the Professional Program in teacher education at USC Upstate. To facilitate this arrangement, some of the Early Childhood Education Program coursework is offered via distance education technology.

Early Childhood Education Program for Students in Greenville

USC Upstate and Greenville Technical College (GTC) have formed a partnership to better serve the needs of students in the Greenville area who desire a degree in early childhood education. Greenville students complete the first two years of general education at GTC, enrolling in courses outlined in an articulation agreement. Upon completion of those courses, GTC students enter the Professional Program in teacher education at USC Upstate Greenville Campus.

Elementary Education

The Elementary Education Program is designed to prepare students to teach in grades 2-6. The Program consists of coursework in general liberal arts, professional education, and subject matter to be taught. During all phases of the program students have clinical/practicum assignments in classrooms as observers, assistants or teachers. During the semester of student teaching, students spend a minimum of fourteen weeks in an elementary and/or middle school to which they have been assigned. The USC Upstate Elementary Education Program meets knowledge, skills and dispositions standards of the Association for Childhood Education International (ACEI), a constituent organization of NCATE.

Elementary Education Program for Students in Sumter

USC Upstate and USC Sumter, a two-year campus in the USC system, have formed a partnership to better serve the needs of students in the Sumter area wanting to earn a degree in elementary education. Sumter students complete the first two years of general education at USC Sumter, enrolling in courses outlined in an articulation agreement. Upon completion of those courses and pre-requisite requirements, Sumter students enter the Professional Program in teacher education at USC Upstate. To facilitate this arrangement, some of the Elementary Education Program coursework is offered via distance education technology.

Elementary Education Program for Students in Greenville

USC Upstate and GTC have formed a partnership to better serve the needs of students in the Greenville area who desire a degree in elementary education. Greenville students complete the first two years of general education at GTC, enrolling in courses outlined in an articulation agreement. Upon completion of those courses and pre-requisite requirements, GTC students enter the Professional Program in teacher education at the USC Upstate Greenville campus.

Middle Level Education

The program in middle level education prepares candidates to teach in grades 5-8. The Program emphasizes the particular physical, emotional, attitudinal, and intellectual needs of young adolescents as well as the organizational, curricular, and pedagogical signature practices of middle schools. This is achieved through a core of liberal arts coursework (general education), professional education coursework (which includes field-based practicum experiences in middle schools), student teaching in middle school settings, and intensive coursework in two areas of academic concentration. The USC Upstate Middle Level Education Program meets South Carolina state

program approval standards and is nationally recognized by the National Middle School Association (NMSA), a constituent organization of NCATE.

Middle Level Education Program for Candidates in Greenville

USC Upstate and GTC have formed a partnership to better serve the needs of students in the Greenville area who desire a degree in middle level education. Greenville students complete the first two years of general education at GTC, enrolling in courses outlined in an articulation agreement. Upon completion of those courses, GTC students enter the Professional Program in teacher education at the USC Upstate Greenville campus.

Special Education: Learning Disabilities

The Special Education/Learning Disabilities program prepares students to serve the needs of special education students with learning disabilities in both regular classrooms and special education resource settings. The program thereby emphasizes appropriate services, curricula, assessment, and instruction required by students with special needs to facilitate their participation in the K-12 general education curriculum. Practicum experiences begin the first semester of the Professional Program and continue throughout the Program. Candidates also complete a minimum of fourteen weeks of directed (student) teaching in two seven-week field placements: one placement in a special education resource setting, the other placement in a regular elementary education classroom that includes students with learning disabilities. The Learning Disabilities Program meets the standards of the Council for Exceptional Children (CEC), a constituent organization of NCATE.

Special Education: Learning Disabilities Education Program for Candidates in Greenville

USC Upstate and GTC have formed a partnership to better serve the needs of students in the Greenville area who desire a degree in special education: learning disabilities education. Greenville students complete the first two years of general education at GTC, enrolling in courses outlined in an articulation agreement. Upon completion of those courses, GTC students enter the Professional Program in teacher education at the USC Upstate Greenville campus.

Secondary Education

The program in Secondary Education prepares candidates to teach in grades 9-12 and does so through a core of general liberal arts coursework, professional education coursework (including field-based clinical experiences designed to promote reflective teaching), an intensive directed (student) teaching experience, and extensive coursework in a specific area of subject specialization. During the semester of student teaching, candidates spend fourteen weeks in a secondary school classroom, appropriate to their content concentration, to which they have been assigned.

The secondary education curriculum may lead to either a Bachelor of Arts or Bachelor of Science degree depending upon the chosen area of subject specialization. Areas of subject specialization in secondary education at USC Upstate include English, Spanish, Mathematics, Biology, Chemistry, and Social Studies—History.

All USC Upstate teacher education programs meet knowledge, skills and dispositions standards of the respective content area specialized professional associations standards, all a constituent organization of NCATE.

Physical Education Teacher Education (PETE)

The Physical Education program prepares candidates to teach physical education in grades k-12. In addition to a core of coursework in the liberal arts, students undertake studies in professional education and an in-depth study of physical education. Clinical field experiences comprise an important part of the curriculum during the junior and senior years. During the student teaching experience, all physical education majors spend half of the semester in an elementary-level setting and the other half of the semester in a secondary-level setting.

Physical Education: Exercise and Sport Science

Students interested in careers related to physical education, but not interested in K-12 classroom teaching, may choose to major in Physical Education with a concentration in Corporate Fitness, a degree program that does not lead to teacher certification. Students enrolled in the Corporate Fitness program pursue a plan of study designed to prepare them for a career in community wellness and fitness, especially in business/industrial/corporate settings. The Corporate Fitness curriculum is composed of general education courses, corporate fitness core requirements, related cognates and electives, supporting courses as well as internships in community and corporate settings.

Art Education Program

The College of Arts and Sciences Department of Fine Arts and Communication Studies offers a Bachelor of Arts Degree in Art Education. This certification program is designed to prepare candidates for careers as K-12 art teachers, for graduate work in art education and for employment in schools, museums, community art organizations and libraries. The Art Education Program will meet the knowledge, skills and dispositions standards of the National Association of Art and Design (NASAD), a constituent organization of NCATE. Although housed in the College of Arts and Sciences, Art Education candidates follow the same admission, retention, and exit policies established by the School of Education. The Program is a component of the School of Education unit and thereby adheres to the practices, procedures, and assessment system implemented to fulfill NCATE accreditation requirements.

Professional Program (Unit) Organizing Theme: The Teacher as Reflective Practitioner/Professional.

As a succinct summary statement of its mission, philosophy, and core values/goals, the USC Upstate Professional Program adopted the following statement as an organizing theme for the teacher education programs:

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

Beginning with introductory education courses, instructors familiarize candidates with the organizing theme, “the teacher as reflective practitioner.” Instructors and candidates discuss and define key terms, such as “reflection,” “reflective teaching practice,” “professional,” and “professionalism.” As they progress through USC Upstate teacher education programs, candidates engage in sequential and incremental reflective thinking about teaching. By the time they complete the directed (student) teaching experience, USC Upstate education majors engage in intense reflective thought about teaching. They achieve this through a combination of experiences, including in-class discussions, practicum/clinical experiences in local schools, tutoring P-12 students, interviewing teachers, students, and other school personnel, teaching lessons in schools, responding to constructive critique of

their teaching, keeping a reflective journal, and completing a semester-long directed (student) teaching experience. The candidates' ADEPT portfolios help the School of Education measure the growth, progress, and professional development of program graduates.

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

During directed (student) teaching, candidates engage in the deepest form of reflection—critical and analytical reflection. They do this through thoughtful consideration of formative feedback they receive from their students, from their cooperating teachers, and from their university supervisor. Using criteria clearly defined and described in the USC Upstate Assistance, Development, and Evaluation of Professional Teaching (ADEPT) assessment, candidates are observed and evaluated by cooperating public school personnel as well as by their university supervisors. Through reflection, candidates assess, critique, and change their own teaching. In follow-up conferences, each candidate's strengths, weaknesses, and strategies for continued professional growth and development are identified and discussed.

Professional Program (Unit) Performance-Based Outcomes. Candidates who successfully complete any program leading to teacher certification master the goals and objectives listed below. These goals and objectives, reflecting the philosophy of the USC Upstate Education Professional Program, NCATE accreditation standards, and South Carolina State Department of Education program approval standards, identify the knowledge-based and skill-based competencies as well as the dispositions of program graduates. In short, the goals and objectives listed below represent those ideas a reflective practitioner/professional must believe, know and be able to do. They serve as effectiveness criteria for USC Upstate candidates. The Education Professional Program's teacher effectiveness appraisal system--ADEPT--defines and describes these criteria as well as the processes used by faculty members and cooperating public school personnel to determine candidate teacher effectiveness. Objectives undergo continuous assessment as part of program evaluation and revision. In addition to these goals and objectives, students achieve related certification area content objectives as adopted by particular specialized professional associations as well as specific course objectives listed on all syllabi.

ADEPT Performance Standard (APS) I: Long-Range Instructional Planning

Candidates will:

1. Prepare units of instruction.
2. Prepare logically sequenced daily lesson plans based on explicit standards of performance.
3. Utilize national and state content and process standards in the development of unit plans.
4. Develop units, lessons, and instructional activities that utilize a variety of instructional strategies and meet the diverse needs of all learners.
5. Design instruction toward and evaluate student performance at each level of the cognitive, affective, and psychomotor domains.

APS II: Short-Range Instructional Planning

6. Prepare logically sequenced daily lesson plans based on explicit standards of performance.
7. Utilize national and state content and process standards in the development of lesson plans.
8. Create lessons and instructional activities that utilize a variety of instructional strategies and meet the diverse needs of all learners.

9. Design instruction toward and evaluate student performance at appropriate levels of the cognitive, affective, and psychomotor domains.

APS III: Assessing Student Progress, Self Assessment, Use of Assessments

10. Use formal and informal procedures to determine students' needs and ability levels, as well as the impact of classroom organization, learning experiences, materials, and plans.
11. Identify those aspects of human behavior that indicate problems in learning and identify alternative corrective strategies to alleviate the problems.
12. Employ authentic assessments consistent with explicit standards of performance.
13. Administer and interpret (for themselves, their students and others) standardized evaluation measures.
14. Use data gathered from formal and informal sources to plan instruction and to improve student learning.
15. Use technology to facilitate assessment.
16. Analyze and reflect upon theoretical, simulated, and practical experiences in order to improve instruction and enhance student learning.
17. Understand techniques for diagnosing the capabilities of learners and for designing instructional programs appropriate for all learners in the least restrictive environment.

APS IV: High Expectations

18. Establish and maintain appropriately high levels of expectation for all learners.
19. Create an environment conducive to critical thinking, encouraging skepticism, curiosity, suspended judgment, tolerance, respect for reason, and respect for evidence.
20. Develop knowledge, skills, and attitudes that will enhance the self-esteem and confidence of their students as well as promote constructive interaction among students of differing social, racial, ethnic, religious, and gender backgrounds.
21. Model respect for exceptionalities and teach others to accept the differences among individuals with special needs.

APS V: Instructional Strategies

22. Evaluate and apply various curriculum and instructional models.
23. Teach lessons that maintain focus on the learner.
24. Use appropriately the following (among other) instructional formats: cooperative instruction, direct instruction, individualized learning, contracts, activity/task cards, learning centers/stations, projects, workshops, and storyboards.
25. Develop instruction which indicates an adequate understanding of the interdisciplinary nature of knowledge.
26. Utilize a variety of effective questioning techniques in the classroom based on a thorough understanding of cognitive, affective, and psychomotor domains.
27. Develop activities that foster in students the ability to transfer skills and knowledge to a variety of real-life situations.
28. Utilize supportive correction to affirm student's feelings of self-worth.
29. Address the instructional needs of exceptional children.
30. Adapt the classroom to assist the realization of each child's full physical, social, and academic potential.
31. Prepare and conduct activities which are designed to reduce stereotyping and prejudice and to develop respect for individual and cultural differences.
32. Identify appropriate instructional strategies for teaching controversial subject matter in their classes.
33. Design instruction that reflects awareness of the social and political influences acting on the school's curriculum.
34. Design and conduct learning experiences which teach children the informative, persuasive, and artistic techniques of oral, written, and non-verbal communication.
35. Support instruction with a variety of materials and instructional technology.
36. Encourage students to utilize technology in their own learning.
37. Identify and utilize school, district, family, and community resources to enhance curriculum and instruction.
38. Describe the processes, procedures, and policies for materials selection in schools.
39. Identify sources of and evaluate various instructional materials, including textbooks and ancillary materials, supplementary reading materials, computer courseware, audiovisual materials, and community resources.

APS VI: Content Knowledge

40. Develop broad knowledge of the liberal arts as the foundation for effective teaching.
41. Develop content knowledge in their field of specialization sufficient for effective teaching of all students.

42. Develop knowledge of methods, materials, issues and trends in the teaching of their field of specialization.
43. Understand general principles of life-long human growth and development and the relationship of teaching and learning theories to physical, social, intellectual, moral, and emotional development.
44. Understand the relationship between teacher characteristics and behaviors of the learner.
45. Understand and effectively model communication processes and skills.
46. Understand the theories and methods of teaching reading in their particular field of specialization.
47. Understand the ideas, historical and social movements, and other influences which undergird American education.
48. Understand how the computer and other technologies may enhance instruction.

APS VII: Monitoring

49. Obtain, through questions and observations, information from pupils on the need for clarification, assistance, remediation and adjustment during instruction.
50. Analyze students' learning styles and adjust instruction appropriately based on the analysis.
51. Compute, interpret and make use of descriptive statistics in making educational decisions.
52. Identify the nature and significance of specific errors observed in students' work and identify appropriate instructional strategies for correcting the problems.

APS VIII: Classroom Environment

53. Create a safe and secure classroom environment in which space, lighting, color, human resources, and material resources facilitate learning.
54. Create a learning environment in which students' differences are accommodated.
55. Create a classroom environment that nurtures respect for the individual and for cultural differences.

APS IX: Classroom Management

56. Identify, describe, and apply the theories, skills, and strategies of effective and appropriate classroom management.
57. Convey and instill in their pupils enthusiasm for learning in classroom situations through the use of appropriate intrinsic and extrinsic motivational techniques.
58. Develop a personal classroom management style which is goal-oriented and non-punitive, based upon effective classroom management models.
59. Treat children with care, concern, and respect.

ADEPT PD X: Personal and Professional Development

60. Exhibit emotional control, poise, and tact.
61. Exhibit dependability and responsibility.
62. Establish effective rapport with students.
63. Exhibit courtesy and respect for learners, families, colleagues, and supervisors.
64. Exhibit adaptability and flexibility.
65. Exhibit initiative and industriousness.
66. Exhibit enthusiasm for teaching and learning.
67. Exhibit a sense of humor.
68. Exhibit appropriate appearance, grooming, and personal hygiene.
69. Reflect upon and act in accordance with basic individual, social, and professional ethical principles.
70. Develop, through reflection, a personal style of teaching which is based on contemporary learning theory supported by both research and state of the art professional practice.
71. Develop a positive professional identity through appropriate use of professional terminology, willingness to debate issues, competence in problem-solving, and success in interpersonal relations.
72. Make educational decisions based upon reflective analysis of data.
73. Participate in parent conferences during which individual, group and standardized assessments are appropriately analyzed and explained.
74. Identify, analyze and evaluate the impact on education of local and national issues.
75. Identify the steps for securing initial teacher certification, maintaining certification, and obtaining additional endorsements.
76. Identify and reflect upon the operational philosophy of a school.
77. Understand and apply local, state, and national policies and procedures as they effect student and parental legal rights and responsibilities.

78. Recognize the roles of professional associations and teacher unions in American education and participate appropriately in professional organizations.
79. Demonstrate an understanding and acceptance of differing values and cultural norms.
80. Perceive accurately both verbal and nonverbal messages, respond authentically to words and feelings, react with sensitivity to barriers in communication, and resolve interpersonal problems.
81. Communicate effectively with parents to enhance parental participation in the educational process.

Education Professional Program Undergraduate Assessment System. The Education Professional Program identifies five common assessments used across all Programs. These unit evaluation tools are designed to evaluate candidates' knowledge, skills, and dispositions required of their respective fields. The evaluation area categories identified by NCATE are listed below with the assessments the Education Professional Program uses to fulfill their respective purpose and the checkpoint in which the assessment occurs:

1. Content-Based-- Praxis II scores [checkpoint V];
2. Discipline Content Knowledge-- Grade Point Averages [checkpoints I, II, III, and IV];
3. Candidate ability to Plan Instruction Assessments-- Assistance, Development, and Evaluation of Professional Teaching (ADEPT) Portfolio [checkpoints II, III, and IV];
4. Directed Teaching/ Clinical Experience Assessments—ADEPT Directed Teaching Summative Evaluation and/or Addendum [checkpoint IV]; and
5. Candidate Effect on Student Learning Assessments-- Teacher Work Sample [TWS] [checkpoint IV].

Programs may require additional assessments for its individual Program evaluations (i.e., Learning Disability Program [Theory-based Program grades and Foundation and Cultural Issues Evaluation]; Elementary [Student Literacy Assessment Portfolio] Secondary Biology and Chemistry Programs [Safety Plan and Scientific Research Project]; Early Childhood Program [Child Case Study and Support Young Children and Families Interview]; Middle Level Program [Ethnography Project and an Ideal Middle School Project]; Secondary Spanish Program [OPI results]; Secondary Social Studies Program [Social Studies Addendum to the Directed Teaching Evaluations]; Secondary English Program [University Writing Center Project and Secondary Mathematics Program [Lesson Plan Rubric]).

The USC Upstate Education Professional Program utilizes an assessment system designed to bring consistency across its various degree programs as well as to provide a systematic approach to the aggregation and analysis of the above as well as other data at five assessment checkpoints throughout and following each candidate's program of study. The system includes multiple measures of candidate performance during their sophomore, junior, and senior years, as well as post-graduation and follow-up assessments. These checkpoints are explained as well as displayed in Table 1, located in Chapter 3.

South Carolina State Initiatives

The Education Professional Program also adheres to state requirements and infuses knowledge about state laws into its professional level coursework. Two of such laws are briefly described below.

Education and Economic Development Act (2005) EEDA. On May 27, 2005, Governor Mark Sanford signed the Education and Economic Development Act (EEDA), new legislation designed to give South Carolina students the educational tools they need to build prosperous, successful futures. As a teacher training institution with a number of programs in initial and advanced teacher education, USC Upstate is mandated by EEDA to include in

our training of teacher candidates the following components: 1. The Career Guidance Process, 2. Career Clusters and Individual Graduation Plans, 3. SC Career Guidance Standards and Competencies, 4. Character Education, 5. Contextual Teaching, 6. Cooperative Learning, and 7. Diverse Learning Styles.

The Safe schools Act mandates that each local school district is required to adopt a policy prohibiting harassment, intimidation, or bullying at school. All education programs infuse this law into courses and candidates demonstrate their understanding of this law in designated education course assignments.

Chapter 3: The Education Professional Program Assessment System Checkpoints

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, 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 Core Academic Skills for Educators test 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, and the Standards of Professional Conduct & Dispositions Self-Assessment) 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
I. Application for Admission to the Professional Program in Teacher Education [After 60 hours of general education, concentration, support and/or education foundation courses]	GPA; specific course completion including SEDF 200: Education Colloquium, two favorable faculty recommendations, attestation of non-criminality; Standards for Professional Conduct & Dispositions form signed.	Passing scores on Praxis Core Academic Skills for Educators test (or exemption based on SAT score--1650 on the 3-part test or 1100 on the 2-part test; or ACT score--24 or higher), and the SLED check.
II. Candidate admitted to a Professional Program [400-level professional program, support, concentration, and/or content courses]	GPA; ADEPT (initial) Portfolio Assessment I; Standards of Professional Conduct & Dispositions Self-Assessment I.	
III. Application for Admission to Directed (Student) Teaching [90 hours; continued 400-level professional program, support, concentration, and/or content courses]	GPA; ADEPT (pre-student teaching) Portfolio Assessment II; Standards of Professional Conduct & Dispositions Self-Assessment II; and completion of 100 hours of field experience.	FBI Fingerprint; the South Carolina Department of Education Clearance.
IV. Completion of Professional Program [Student Teaching and co-requisite courses completed]	GPA; ADEPT (exit) Portfolio Assessment III; Standards of Professional Conduct & Dispositions Self-Assessment III and Cooperating Teacher's Conduct & Disposition Assessment of candidate; ADEPT Summative Evaluations of Student Teaching; Teacher Work Sample; and Application for Graduation.	School of Education Senior Survey (semester of graduation); the School of Education Partners' Assessment of Program.
V. Graduation and Follow-up [Application for certification and employment performance]		Recommendation for Initial Certification—program completion, Praxis II passing scores; Employee (every two years), Graduate (summer after graduation); and Alumni Surveys (1 year later).

Checkpoint 1: Admission to the School of Education Professional Program

- SLED Check & confirmation of “no records found” from National Sex Offender Registry
- Praxis Core Academic Skills for Educators or SAT score of 1650 (3-part test) or 1100 (2-part test), or ACT score of 24 or higher
- GPA (overall GPA of 2.75 on 60 hours earned)

- Application to the School of Education (including Standards of Professional Conduct & Dispositions commitment)

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) & National Sex Offender Registry Check.

The School of Education and all public schools with placement agreements require candidates to undergo a criminal records check by SLED and a confirmation of “no records found” from the National Sex Offender Registry prior to any school-based practicum/clinical experience. Candidates complete the criminal records check by SLED and the National Sex Offender Registry as part of SEDF 210: Foundations of Education or the Foundations of Education Seminar. 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 and confirmation of “no records found” from the National Sex Offender Registry. 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 Praxis Core Academic Skills for Educators 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, pass a test of basic skills--the Praxis Core Academic Skills for Educators. Since July 1983, all teacher candidates in South Carolina must pass a basic skills 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 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.” *In 2013, the state replaced the Praxis I PPST exam with the Praxis Core Academic Skills for Educators test.*

Like the PPST, the Praxis Core Academic Skills for Educators test is a basic skills assessment, consisting of three sub-tests, one each in the areas of reading, writing, and mathematics. Registration for the test is completed on-line at www.ets.org. Pro-Metrics, located in Greenville, South Carolina, is the computer-based test site. 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 is available on the SC State Department of Education website at www.scteachers.org.

USC Upstate teacher candidates should take the Praxis Core Academic Skills for Educators test during their freshman year or during the first semester of their sophomore year. Transfer students and “certification only” students should take the test 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 Praxis Core Academic Skills for Educators test 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 test 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 2.75 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 Core Academic Skills for Educators test or an exempting score of 1100 (old version—Verbal + Math) or 1650 (current version- Verbal + Math + Writing) on the SAT, or a score of 24 (or higher) 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 2.75, 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 (2.75, obtain a C or better in professional education, content concentration, and support courses)
- Standards for Professional Conduct and Dispositions Self-Assessment I
- 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 2.75 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 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

Course of (Initial) ADEPT Portfolio Evaluation I	Program
PHED 405: Teaching Elementary Physical Education	Physical Education
EDSC 441: Middle School Curriculum and Methodology	Middle Level Education
EDSC 442: Secondary School Curriculum and Methodology	Secondary Education
EDEC 422: Survey of Early Childhood Education	Early Childhood Education
EDEL 441: Elementary School Curriculum and Organization	Elementary Education
EDLD 414: Individualized Curriculum for Students with Learning Disabilities	Special Education: Learning Disability
ARTE 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 ARTE 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 (2.75, 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

Education Foundation Courses Required in all Programs
<p>EDFO 210. Foundations of Education (3) 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>EDFO 341. Introduction to Exceptional Learners/Special Education (3) 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>
Art Education
<p>ARTE 429. Elementary and Middle School Methods for Art Education (3) Instructional strategies to construct appropriate curriculum for K-8 schools. The topics are artistic growth of children, responding to art works, studio</p>

production and classroom management. 30 hours
ARTE 430. Secondary Methods for Art Education (3) 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. 30 hours
ARTE 450. School Art Program (3) 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. 40 hours
Middle Level and Secondary Programs
EDSC 342. Clinical I in Middle Grades/Secondary Education (1) 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. 30 hours
EDSC 440. Clinical II in Middle Grades/Secondary Education (1) 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. 30 hours
EDSC 450. Clinical III in Middle Grades/Secondary Education (1) 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. 40 hours
Elementary Education Program
EDEL 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
EDEL 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: EDLD 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: EDLD 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
EDRE 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.
EDLD 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
<p>Semester III: EDFO 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</p> <p>EDLD 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)</p> <p>EDLD 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</p> <p>EDRE 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</p>
Early Childhood Education Program
EDEC 410. Clinical I in Early Childhood Education (2) Infant/Toddler (12 hours) – NAEYC accredited childcare center 4K (48 hours) public program serving at-risk 4 year olds. 60 hours
EDEC 440. Clinical II in Early Childhood Education Typical classroom serving K5-3 rd grade. 80 hours
Physical Education Program
<p>EDPH 200. Foundations of Physical Education (3) The scope of the physical education field, historical background, principles, philosophy, current issues, professional leadership and publications. 5 hours</p> <p>EDPH 304. Motor Learning and Development (3) 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. 15 hours</p> <p>EDPH 312. Teaching Physical Education (4) Orientation to teaching physical education in grades 6-12. Emphasis is on teaching styles, methods and curriculum. 30 hours</p> <p>EDPH 405. Teaching Elementary Physical Education (4) Orientation to teaching physical education in grades PreK – 5. Emphasis is on teaching styles, methods and curriculum. 30 hours</p> <p>EDPH 462 – Physical Education for the Exceptional Child (3) 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. 15 hours</p> <p>EDPH 450. Clinical Experience (1) A supervised clinical experience in a physical education setting including planning, assessing and implementing a physical activity unit prior to the student teaching semester.</p>

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. 2.75 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 MATH 231, 232, and 233 with a grade of C or better and completion of all courses in Group IV--Professional Education (except EDEC 468 and 469 [Early Childhood], EDEL 486 [Elementary], and EDLD 449 and EDLD 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 EDSC 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 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 (2.75, 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 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 Employee 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
- Employee 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 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).

Table 3: Praxis II Content Tests

Major/Certification Area	Test [^]	SC Passing Score
Art Education	Art Education: Content Knowledge	161
	Art Making	161
Early Childhood Education	Education of Young Children	158
Elementary Education	Elementary Education: Instructional Practice and Applications	161
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	166
	English Language, Literature & Composition: Essays	150
Spanish	Spanish: World Language	168
History	Social Studies: Content Knowledge & Interpretation	153
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 & Design	169

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: 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 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	160
5-9	Principles of Learning & Teaching	160
7-12***	Principles of Learning & Teaching	157

(*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); 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) 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.

Chapter 4: Candidate Resources

Candidate Participation in the Professional Program

Besides fulfilling their obvious function as participants in classes conducted by faculty of the Education Professional Program, candidates participate in other crucial areas of the Professional Program. Candidates appointed by the Dean serve on the School of Education Advisory Committee and the School of Education Advisory Council. These committees meet twice yearly (once in the fall and once in the spring) to review, discuss, and consider programmatic changes. Here, the candidates may voice individual concerns as well as represent peers on matters concerning all aspects of the Professional Program. There is also candidate representation on appropriate accreditation self-study committees and sub-committees.

On a continuing basis, the Education Professional Program collects candidate input on various surveys (e.g., Advisement, Program, and University facilities) in addition to the information provided on student opinion polls on faculty effectiveness for formative evaluation of the Professional Program. Student Opinion Surveys and Advisement Surveys are conducted on each course taught and each advisor. Individual faculty members use the results of these surveys to improve instruction and academic advisement. Senior Surveys are completed each semester immediately following the student teaching experience and prior to graduation, evaluate university supervisors and the Education Professional Programs. Cooperating teachers provide feedback to the School of Education on the Professional Program and on its faculty members who serve as university supervisors by completing the School of Education School Partners' Assessment. The results of these evaluations are summarized by the Coordinator of Field Experiences and distributed to the faculty. Information obtained from candidates in response to various surveys is used to improve course requirements, curricula, assignments, student teaching placements, and practicum placements.

Academic Advisement

Each teacher candidate is assigned an academic advisor. Each candidate must see his/her advisor each semester before early registration for subsequent coursework. Dates are published for advisement and registration every semester.

The advisor is the official counselor for all matters related to the candidate's academic program of study. The advisor signs registration forms and most other forms. In the advisor's absence, the Associate Dean or the Dean may sign the student's registration form.

Careful and on-going advisement is essential to assure each student's successful and expeditious progress through the Professional Program. While the college advisor assumes great responsibility in this process, it is also important for the student to study the applicable curriculum and know the policies, procedures, and other expectations established by the University and the School of Education. Because all courses at the University are not offered every semester, both the student and the advisor must take care in selecting courses at advisement time, keeping in mind program requirements and future course scheduling.

Special Services to Candidates

In an effort to provide a supportive environment for studying and learning, USC Upstate offers its students several support services. These services include counseling, career services, and professional organizations. The

School of Education houses a Curriculum Resources Center and maintains a computer lab. Additional services and support facilities provided for the benefit of the candidates include the peer mentoring program, Audiovisual Production Center, the University Writing Center, the Mathematics Tutoring Lab, Learning Plus tutorial (for the PPST), computer tutoring services, and the Foreign Language Lab.

The Office of Student Affairs, located in the Campus Life Center, coordinates a variety of extracurricular activities. Cultural programs such as guest speakers, art exhibits, theater productions, and concerts are also an integral part of campus life. Education Professional Program candidates are urged to make use of the services and to participate in the activities. The personal growth will enhance the student's professional growth and improve his/her teaching.

Faculty members also recognize the reality of the testing programs required by the state of South Carolina and the South Carolina Department of Education for entrance into an approved teacher education program and for attaining state teacher certification. Each semester, the instructor of SEDF 200—Education Colloquium informs candidates of the necessity to take and pass the Praxis I Pre-Professional Skills Test (PPST). He/she explains the steps in the application process for the PPST.

Career Services. USC Upstate maintains a Career Services Office to help candidates identify job opportunities. In the Career Services Office prepares a complete file for all graduating seniors in Education. This file contains general information, recommendation letters, and evaluations that can be mailed out to any potential employer at the student's request.

Follow these procedures when setting up a placement file:

1. Obtain the necessary forms from the Director of the Career Services, located in the Campus Life Center.
2. Send recommendation forms (including stamped, self-addressed return envelopes) to people you select as references. Fill in your name and other identifying personal information prior to the request.
3. Sign a release of transcripts form in the Registrar's Office if you want transcripts in the placement file.
4. Check with the Career Services Office for the completion of all forms.
5. Once the placement file is complete, students may request, in writing, that a copy of the file be sent to potential employers.

Scholarship Fund. The USC Upstate School of Education maintains a scholarship fund administered by the Carolina Piedmont Foundation. Each year one candidate is selected to receive the School of Education Scholarship, on the basis of financial need, commitment to the mission, philosophy, goals and objectives of the USC Upstate School of Education, and scholastic achievement. Students may also be awarded the Alpha Delta Kappa award (\$400.00). Applications for this award are disseminated in April.

Clubs and Organizations. Membership in the USC Upstate Chapter of Kappa Delta Pi, an international honor society in Education, is open to candidates who exhibit the ideals of scholarship, high personal standards, and promise in teaching. Specifically, candidates must have earned and maintained a 3.0 GPR, completed at least 50 semester hours of course work, and completed, have in progress, or scheduled 12 semester hours of professional education course work.

Any USC Upstate student is welcome to come be a part of TEACH (Teachers Educating All Children) student organization. The USC Upstate TEACH organization offers 4 whole-group meetings per academic year that focus on current and relevant issues in education. TEACH serves and acts on behalf of the needs, rights, and well-being of all children and youth in the USC Upstate community and their families, with special emphasis on developmental and educational services and resources. It fosters the growth and development of the membership in their work with and on behalf of children and youth.

The Association for Supervision and Curriculum Development is a professional organization (worldwide) dedicated to quality teaching, learning, and leadership. The USC Upstate ASCD student chapter serves to promote members' professional development by preparing educators for classroom, school, and district leadership positions by engaging them in professional opportunities that bridge preparation and practice.

The USC Upstate in Sumter's Student Education Organization is designed to enhance Professional Development and Service Learning. Members of the organization attend conferences each semester such as SCIRA, Science, Social Studies, GEOFEST, Math, and many others as a way to grow in their Professional Development.

School of Education Communications. It is important for each candidate to check his/her USC Upstate email account regularly. School of Education news, updates, and reminders are disseminated via the USC Upstate email system. An on-line SOE Newsletter, *School of Education Student Communiqué*, is published twice yearly. Also, faculty members communicate with candidates through the USC Upstate email system.

Each Fall and Spring Semester the School of Education hosts a **Diversity Conference** and a **Teacher Recruitment Day** for candidates enrolled in directed (student) teaching. The Diversity Conference takes place during the fall semester at Benedict College and in the spring at USC Upstate Spartanburg campus. This all-day event includes workshops on various topics including multi-culturally responsive pedagogy as well as forums conducted by keynote speakers who are recognized in the Education field as experts on the topic of diversity. The Teacher Recruitment Day begins with a conference session in which school personnel from human resource offices as well as personnel directors and superintendents discuss the qualities that they seek in potential hires. The afternoon concludes with a job fair where candidates meet with staff from numerous counties and school district and share their resumes.

Facilities: USC Upstate Spartanburg Campus

The Health Education Complex on the Spartanburg Campus houses state-of-the-art classrooms. All provide instructional audio-visual equipment and are equipped with a computer having Internet access, a multi-media projector, as well as two-way communication access capabilities with distant-learning sites. Several rooms have Promethean boards and the Promethean software for delivering instruction.

The USC Upstate Library contains over 215,000 volumes (with some 6,000 new volumes added each year),

730 journal subscriptions, and 13,141 electronic journals that include all full-text titles. Approximately 400 of the full-text journals are applicable to the field of education. The Library provides on-line searches in over 120 databases. It also has a collection of 500 Press Kits. Books and periodicals not available at USC Upstate are easily obtained by means of interlibrary loan. The USC Upstate Library is a member of five different consortia for interlibrary loans, including the Association of the Southeastern Research Libraries' Kudzu.

The USC Upstate Computer Labs located across the campus, is for candidates' use and makes available instructional technology consultants. All resources are accessible to persons with disabilities. Several computers offer use of a scanner with Kurzweil 1000 and Kurzweil 3000 (scan and read), Jaws (screen reader), and ZoomText (text enlargement) software. The SOE website complies with the Web Content Accessibility Guidelines in order to make our site available to the widest audience possible. One feature includes valid and structured coding practices that separate the site's content from the site's presentation. This allows screen readers to translate web pages more effectively. The site also provides accessible plain text navigation, resizable font sizes, and alternative text descriptions for all images. Students are encouraged to preview software and to produce final drafts of writing assignments utilizing the word processing software and the computers in the School of Education Computer Lab.

The School of Education Curriculum Resources Center, located in the Health Education Complex (also on the USC-Sumter, and University Center Greenville campuses contains various educational resources/materials including college-level as well as state-adopted elementary and secondary-level textbooks, published curricula, Department of Education curriculum standards, learning kits, instructional units, multicultural curriculum resources, instructional games, learning activity books, "big books," professional journals and periodicals from the field of education, and some audiovisual materials and equipment. The materials in the Center are available for use by candidates, faculty members, other interested students and faculty as well as public school teachers.

Another resource center is located in the Math/Science Lab in HEC 2002 where students participate in hands-on experiences and use manipulatives in an inquiry based and problem solving curriculum. Materials are used by University faculty, and students for the purposes of modeling teaching and learning in mathematics and science methods classes. A large number of classroom sets of manipulatives are stored in the Lab. The materials in the Math/Science lab are available for use by teacher education candidates, faculty members, and are available for students to borrow to use in their own teaching experiences with children. The School of Education Computer Lab provides up-to-date educational software and classroom resources in which candidates use and learn about in their School of Education technology class. All Educational computing classes are taught in the lab.

The USC Upstate Information Technology Service Center offers expert assistance to faculty and students desiring to create multimedia presentations as well as instructional materials for classroom presentations and assignments. Convenient access to audiovisual equipment is also provided for student and faculty use in preparing media to enhance teaching and learning.

Facilities: USC Upstate Sumter Campus

The University of South Carolina Sumter was established to encourage higher education in Sumter and adjacent counties. It primarily serves students from Sumter, Lee, Clarendon, Williamsburg, and Kershaw counties. Located on a 49.5 acre campus, the School of Education resides in the Schwartz Building.

Facilities: USC Upstate Greenville Campus

The USC Upstate Greenville Campus provides state of the art classrooms. All provide instructional audio-visual equipment and are equipped with a computer having Internet access, a multi-media projector, as well as two-way communication access capabilities with distant-learning sites. The classrooms also have Promethean boards and the Promethean software for delivering instruction.

The Teaching and Learning Lab (TLL) is the centerpiece of the School of Education facilities on the Greenville campus. It has two rooms, each designed to be a model elementary school classroom. The TLL is equipped with Promethean boards, a document camera, and a computer with Internet access for delivering instruction. Candidates and faculty also have access to a Resource Curriculum Lab housed within the TLL. This contains various educational resources/materials including college-level as well as state-adopted elementary and secondary-level textbooks, published curricula, Department of Education curriculum standards, learning kits, instructional units, multicultural curriculum resources, instructional games, learning activity books, “big books,” professional journals and periodicals from the field of education, and some multi-media materials and equipment. Two distance education rooms are equipped with video conferencing capabilities which allow for two way video communication to the Spartanburg and Sumter campuses. The Greenville campus also has a Virtual Library with a devoted bank of computers for USC Upstate student use. Candidates and faculty have access to all databases, journals, and books made available on the USC Upstate Spartanburg campus.

Policies

Credit for Teacher Cadet Course. USC Upstate offers college credit to students who have successfully completed the Teacher Cadet Program. At the end of the Teacher Cadet course, students will have the option to obtain college credit. To receive credit, the student must enroll in USC-Upstate (and pay the current application fee). Students desiring college credit for Teacher Cadets will also pay the ‘credit by examination’ fee (currently \$15 per credit hour). If a student enrolls at USC Upstate as an education major, Teacher Cadets will fulfill the SEDF 210: Foundations of Education course requirement. However, the student will have to complete SEDF 200: Education Colloquium, a seminar of study that contains vital information about the Education Professional Program that is not included in Teacher Cadets. For those students who have completed the Teacher Cadet program and the required SEDF 200: Education Colloquium the following procedure will result in credit for SEDF 210: Foundations of Education.

1. Complete Notice of Credit by Exam, Exemption or Advanced Standing form (available on the web) with necessary signatures.
2. Go to the Cashiers office and pay \$45.00 for a 3-semester hour validation fee.
3. Bring the receipt from the Records Office.
4. Check on VIP after 10 days to verify that the credit is added.

If a student enrolls at USC Upstate and does not intend to major in education, he/she will receive three hours of elective credit for SEDF 210. The institution that the student attends ultimately determines what credit, if any, it will accept, so it is important that students consult with specific colleges/universities regarding transferability of Teacher Cadets and SEDF 210: Foundations of Education.

Appeals. Except for State Teacher Certification, candidates may appeal all decisions of their advisors or any action taken by other University officials. The School of Education Appeals Committee will hear academic appeals as described in the *USC Upstate Student Handbook*. The School of Education Appeals Committee is composed of four faculty members and two students. Student committee members are recommended by faculty members and confirmed by vote at the same time as the faculty members are selected, usually the first faculty meeting of the fall semester.

Process

Follow these steps for submitting an appeal:

1. Prior to filing an appeal, a candidate must speak/confer with the faculty member involved regarding the disagreement. At this point, if there is no resolution to the appeal, the candidate must meet with the School of Education Dean. The Dean of the School of Education decides whether or not to constitute the School of Education Appeals Committee for the purpose of considering the appeal (as described in *the USC Upstate Catalog*).
2. All appeals will be presented in writing to the Chairperson of the Appeals Committee. Depending upon the nature of the appeal, the candidate may be asked to meet personally with the committee. If the appeal involves a member of the faculty, the faculty member may also be asked to meet with the committee.
3. The findings and/or recommendation of the Appeals Committee will be forwarded to the Dean of the SOE.
4. If the Dean of the School of Education concurs with the Committee's findings and/or recommendations, a copy of that finding and/or recommendation will be forwarded to the student and, in the case of faculty involvement, to the faculty member.
5. If the Dean of the School of Education disagrees with the findings and/or recommendations of the Appeals Committee, the dean shall write the committee Chairperson, detailing his/her reasons for the disagreement and may ask the Appeals Committee to review the decision.
6. If after reconsideration, agreement is not reached, the Dean's decision becomes final within the SOE.
7. At this point, the student is notified of the recommendation of the committee and the decision of the Dean.
8. If the student disagrees with the findings, recommendations, and/or decision, he/she may appeal further in accordance with the appeals process described in the USC Upstate Catalog.

Curriculum Development and Program Evaluation. Curricula of the various programs offered in the USC Upstate School of Education are under continuous review. In light of this, the School of Education has a curriculum development and revision process, the steps of which are described below.

1. A desired change or new program (requested by candidates, by any of the various School of Education advisory committees/councils, or by faculty of the School of Education) is submitted to the Associate Dean or Coordinator/Director as appropriate.
2. The Associate Dean or Coordinator/Director reviews the submitted proposal and consults with appropriate parties (i.e. State Department of Education, public school administrators and/or teachers, professional organizations, USC Upstate School of Education faculty and students).
3. The Associate Dean or Coordinator/Director circulates a copy of the proposal to all School of Education faculty, to the student members of the School of Education advisory committees, to members of the various School of Education advisory councils, and to the Dean of the School of Education. The proposal is placed on the agenda of the next regular School of Education faculty meeting for consideration.
4. The proposal is given a first reading at the next regular SOE faculty meeting. No final vote will be taken at this meeting; however, amendments may be proposed and voted upon. The proposal will be discussed by the faculty.
5. Amended copies of the proposal are distributed to the faculty, student members of the School of Education Academic Affairs Committee, and the various School of Education advisory committees immediately following the initial reading of the proposal.
6. The School of Education Academic Affairs Committee considers the proposal at the next scheduled School of Education faculty meeting. Members of School of Education advisory committees and other appropriate parties will be informed of the proposed changes and their comments will be solicited for inclusion in the minutes of the next School of Education meeting.

7. If the proposal is passed by the School of Education Academic Affairs Committee, it will be forwarded to the Dean of the School of Education. The proposal, with all required signatures, then will be sent to the USC Upstate Executive Academic Affairs Committee.
8. The USC Upstate Executive Academic Affairs Committee operates under the by-laws of the USC Upstate Faculty Senate. If the Executive Academic Affairs Committee approves the proposal, the Executive Academic Affairs Committee Chairperson sends the proposal to the USC Upstate Faculty Advisory Committee which establishes the agenda for the Faculty Senate.
9. The Faculty Senate considers all curriculum changes resulting in changes to the USC Upstate Catalog. If the senate approves the proposal, the proposal is sent to the Executive Vice Chancellor for Academic Affairs for approval. Upon approval by the School of Education Academic Affairs Committee, the Executive Academic Affairs Committee, Faculty Senate, and the USC Upstate administration, the curriculum proposal becomes part of the USC Upstate Catalog.

Recording Clause Policy

With the availability of hardware and software enabling audio and video capturing of material, lectures, courses, etc., please be mindful of the following policy established by the USC Upstate School of Education. Violations of any form noted below are considered violations of the Code of Academic Integrity policy and potentially the Code of Student Behavior located in the USC Upstate Student Handbook (pg. 134) as well as the Academic Catalog.

- No recordings of any format (audio and/or video) may be captured **WITHOUT** direct permission from the instructor. This can be a violation of copyright.
- No recordings, even those approved by the instructor, may be posted to any Internet hosted location, copied/duplicated, or shared.
- If the instructor makes the decision to allow such activity, the student is responsible for maintaining the integrity of such recordings and will be held liable should the integrity be compromised.

Appendix A

USC Upstate Portfolio Assessment: Glossary of Key Terms

(Note: The term "candidate" refers to the student teacher and "student" refers to his/her students in the public school setting.)

Performance Dimension 1: Unit Planning

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

Performance Dimension 2: Lesson Planning

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

Performance Dimension 3: Assessment

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

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

Performance Dimension 4: High Expectations for Learners

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

Performance Dimension 5: Instructional Strategies

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

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

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

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

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

Lesson's purpose: The lesson's purpose is clearly written on the lesson plan, and clearly communicated to the

students. Relevance of the lesson's content to the everyday lives of students is stressed and clearly communicated.

Lesson's focus/objectives: The candidate creates/writes clear instructional objectives. The objectives address knowledge at and above the rote (information) level. Emphasis is placed on objectives above the rote (information) level. The objectives are clearly communicated to the students at the outset of the lesson.

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

Performance Dimension 6: Teaching Content to Students

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

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

Oral communication: The candidate communicates clearly in a manner understandable to the students. The candidate models effective use of spoken language for all students.

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

Performance Dimension 7: Monitoring student learning

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

Performance Dimension 8: Maintaining a classroom environment that promotes learning.

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

Performance Dimension 9: Classroom Management

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

High time on task: The candidate maximizes student involvement in productive learning, thereby minimizing the potential for student misbehavior.

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

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

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

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

Inclusive attitudes: The candidate exhibits an inclusive attitude by involving all students in challenging learning experiences and extra-curricular activities.

Corporal punishment: The candidate does not administer corporal punishment, nor does he/she serve as witness for corporal punishment.

Performance Dimension 10: Personal and Professional Development

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

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

Professional development activities: The candidate engages in collegial activities designed to improve teaching and the school program. The candidate participates in activities, which promote continued professional growth (e. g. joining professional organizations, reading professional journals, attending conferences, and participating in in-service sessions). The candidate participates in curriculum review, revision, development and change to the degree possible. The candidate writes professional developmental plan that lists appropriate professional development goals and strategies for achieving them. The candidate designs parent education/involvement activities; works with other professionals to benefit students and their families; serves as a volunteer in schools and/or child development centers; coaches academic and athletic groups; and serves in community outreach activities.

Appendix B
USC Upstate Education Professional Program 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)
Definition of APS (Comprehension)	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.	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.	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.	Writing indicates an insufficient degree of understanding of the APS and/or is not complete.
Relationship Between Artifact and APS (Analysis)	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.	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.	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.	The connection between the artifact and the APS is <i>not</i> established or is illogically established.
Reflection of Knowledge/Skills in APS (Synthesis and evaluation)	Synthesis of the importance of the APS and its relation to the candidates' area of certification. Conclusions drawn are clear, well-developed, and specific.	Synthesis of the importance of the APS and its relation to the candidates' area of certification. Conclusions drawn need further development and specificity.	Candidates begin to synthesize the importance of the APS and its relation to their area of certification but lacks development and specificity.	Little, if any, synthesis of the APS and its relation to the candidates' area of certification. Lacks necessary development and specificity.
Artifact Report	Exemplary (E) (4 Points)	More than Satisfactory (M) (3 Points)	Satisfactory (S) (2 Points)	Unsatisfactory (U) (1 Point)
Artifact Description	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
Artifact Reflection	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.
Documents				
Quality of Writing	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 Education Professional Program 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)
Definition of ADEPT Performance Domain and Related APSs (Comprehension)	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.	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.	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.	Writing indicates an insufficient degree of understanding of the Domain and/or is not complete.
Relationship Between Artifacts and ADEPT Performance Domain and Related APSs (Analysis)	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.	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.	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.	The connection between the artifacts, the Domain, and related APSs is not established or is illogically established.
Reflection of Knowledge/Skills in Domain and Related APSs (Synthesis and evaluation)	Synthesis of the importance of the Domain and its relation to the candidates' area of certification. Conclusions drawn are clear, well-developed, and specific.	Synthesis of the importance of the Domain and its relation to the candidates' area of certification. Conclusions drawn need further development and specificity.	Candidates begin to synthesize the importance of the Domain and its relation to their area of certification, but lacks development and specificity.	Little, if any, synthesis of the Domain and its relation to the candidates' area of certification. Lacks necessary development and specificity.
Artifact Report	Exemplary (E) (4 Points)	More than Satisfactory (M) (3 Points)	Satisfactory (S) (2 Points)	Unsatisfactory (U) (1 Point)
Artifact Description	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.
Artifact Reflection	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.
Documents				
Quality of Writing	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 included.

APPENDIX D

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

Student's First Name: <input type="text"/>	
Student's Last Name: <input type="text"/>	
Instructor's Last Name: <input type="text"/>	
Instructor's Email: <input type="text"/>	
Semester: <input type="text" value="Select"/>	Major: <input type="text" value="Select"/>
Year: <input type="text" value="Select"/>	Assessment Point: <input type="text" value="Select"/>
Campus: <input type="checkbox"/> Spartanburg <input type="checkbox"/> UCG <input type="checkbox"/> 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"/>
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	Select ▼
APS 7: Monitoring, Assessing, & Enhancing Learning	Select ▼
APS 8: Maintaining an Environment that Promotes Learning	Select ▼
APS 9: Managing the Classroom	Select ▼
APS 10: Fulfilling Professional Responsibilities	Select ▼
Number of Submissions (re-writes):	Select ▼
Overall Portfolio Rating:	Select ▼

Comments:

Submit Form

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

Student's First Name: <input style="width: 80%;" type="text"/>	
Student's Last Name: <input style="width: 80%;" type="text"/>	
Instructor's Last Name: <input style="width: 80%;" type="text"/>	
Instructor's Email: <input style="width: 90%;" type="text"/>	
Semester: <input style="width: 80%;" type="text" value="Select"/>	Major: <input style="width: 80%;" type="text" value="Select"/>
Year: <input style="width: 80%;" type="text" value="Select"/>	
Campus: <input type="checkbox"/> Spartanburg <input type="checkbox"/> UCG <input type="checkbox"/> Sumter	

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

ADEPT Domain:	Rating:
Domain I - Planning (APS 1,2 & 3): <div style="border: 1px solid gray; height: 60px; width: 100%; margin-top: 5px;">  </div>	<input style="width: 90%;" type="text" value="Select"/>
Domain II - Instruction (APS 4,5,6 & 7):	<input style="width: 90%;" type="text" value="Select"/>

	
<p>Domain III - Classroom Environment (APS 8 & 9):</p> 	<input type="text" value="Select"/>
<p>Domain IV - Professionalism (APS 10):</p> 	<input type="text" value="Select"/>
<p>Number of Submissions (re-writes):</p>	<input type="text" value="Select"/>
<p>Overall Portfolio Rating:</p> 	<input type="text" value="Select"/>

Submit Form

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 _____

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.

APS4	Establishing and Maintaining High Expectations for Learners <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:
APS5	Using Instructional Strategies to Facilitate Learning <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:
APS6	Providing Content for Learners <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:
APS7	Monitoring & Enhancing Learning <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:
APS8	Maintaining an Environment That Promotes Learning <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:
APS9	Managing the Classroom <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: _____

Appendix I

USC Upstate ADEPT Directed Teaching Summary Assessment Form

Candidate's Last Name: <input type="text"/>	SOE Supervisor's Last Name: <input type="text"/>
Candidate's First Name: <input type="text"/>	SOE Supervisor's Email: <input type="text"/>
Coop. Teacher's Last Name: <input type="text"/>	
School: <input type="text"/>	Major: <input type="text" value="Select"/>
Semester: <input type="text" value="select"/>	Year: <input type="text" value="Select"/>
Campus: <input type="checkbox"/> Spartanburg <input type="checkbox"/> UCG <input type="checkbox"/> Sumter	

Directions:

After rating each performance standard, briefly describe strengths and recommendations for improvement in each category. Then, rate the candidate's overall performance.

Select	APS 1 & 2: Long and Short Range Planning of Instruction
Comments:	
Select	APS 3: Planning Assessment & Using Data
Comments:	
Select	APS 4: Establishing & Maintaining High Expectations for Learners
Comments:	
Select	APS 5: Using Instructional Strategies to Facilitate Learning
Comments:	
Select	APS 6: Providing Content for Learners
Comments:	
Select	APS 7: Monitoring, Assessing, & Enhancing Learning

Comments:



Select



APS 8: Maintaining an Environment that Promotes Learning

Comments:



Select



APS 9: Managing the Classroom

Comments:



Select



APS 10: Fulfilling Professional Responsibilities

Comments:



Overall Rating:

Select



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:

Submit Form

Appendix J

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.

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

Reviewer's Signature: _____

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?