

# Field Experiences Handbook

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## INTRODUCTION

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

## Personnel Involved in Field Experiences

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

1. Cooperating Administrator - One who functions as an administrator in a school district and assumes the responsibility for coordinating the presence of teacher candidates in that particular school district;
2. Cooperating Teacher - One who teaches in a public school and undertakes the additional responsibility of supervising one or two teacher candidates during a semester;
3. Teacher Candidate - A university student currently enrolled in a SoEHPH program or individual course participating in a field experience;
4. University Supervisor - A faculty member (including adjuncts) from USC Upstate responsible for collaborating with the cooperating teacher and supervising a teacher candidate;
5. Field Experiences Coordinator - The designated faculty member at USC Upstate serving as the liaison between the University and public schools;
6. Dean of the SoEHPH - The individual responsible for recommending to the State Department of Education those individuals who have successfully completed the teacher education program at USC Upstate.
7. Directed Teaching Instructor - The individual responsible for evaluating the Teacher Candidates' ADEPT Exit Portfolio and Teacher Work Sample (TWS)
8. Clinical Instructor - Faculty member responsible for observing the teacher candidate and ensuring the completion of the required hours prior to directed student teaching.

## Selection of Public Schools

An effort is made by the SoEHPH to arrange field experiences in public schools where USC Upstate teacher candidates can benefit from teaching experiences and where public-school faculty and administrators work cooperatively with university faculty and teacher candidates. All public schools used for field experiences must be accredited by AdvanED.

## Conflict of Interest

Teacher candidates cannot be placed in any school setting where a conflict of interest may occur. Such conflicts of interest include (but are not limited to):

1. Have attended the school within 10 years
2. Have family members employed or attending the school
3. The teacher candidate has been employed/volunteered at the school (including before and after school programs)
4. The teacher candidate lives in the same community that the school serves

## Qualifications of Cooperating Teachers

Teachers who serve as cooperating teachers must:

1. hold a valid continuing professional certificate in their area of supervision;
2. have successfully taught for at least two years at the grade level and/or subject area for which supervision is assigned;
3. have completed a SoEHPH Orientation for cooperating teachers; and
4. have been recommended annually, based on the aforementioned criteria, by the school administrator for service as a cooperating teacher.

## Qualifications of University Supervisors

USC Upstate faculty members (including adjunct faculty) will act as university supervisors responsible for the supervision of teacher candidates. University supervisors are required to have preparation in professional education and/or in the specific subject area of the teacher candidate, have taken and successfully passed with a minimum score of 80% or better the training to be certified as a South Carolina evaluator using the NIET Expanded ADEPT 4.0 evaluation tool and must possess a minimum of two years' experience teaching PreK-12 school students.

## CLINICAL EXPERIENCES

Clinical courses are intended to provide USC Upstate teacher candidates with first hand classroom experiences. These experiences allow teacher candidates to connect theory and practices discussed throughout their teacher preparation coursework. Clinical experiences also serve as preparation for Directed Teaching (Student Teaching) and the teacher candidates teaching career. Clinical experiences will include: planning, teaching, assessing, managing the classroom, and professionalism while utilizing a variety of student groupings. Performance in each clinical course is evaluated by the clinical instructor.

## General Competencies Developed in Clinical Courses

Clinical experiences required of USC Upstate teacher candidates are sequential and interdependent with course work. Though specific requirements may vary by course, the following competencies are fostered by clinical experiences:

The teacher candidate will:

1. describe the nature of schools and schooling as determined through observation.
2. describe characteristics of PreK-12 students as determined through observation.
3. participate in diverse settings including those with different socio-economic status, cultural, and linguistic backgrounds.
4. identify the various educational resources available to exceptional students.
5. demonstrate skill at recording and analyzing data gathered through observation and other informal assessment measures.
6. collect and analyze pre/post test data to inform teaching practices.
7. engage in reflective thinking about teaching.
8. plan and implement lessons under the direction of the cooperating teacher.

## Documentation and Evaluation

All field experiences will be documented, and appropriate evaluation forms will be completed and saved in the teacher candidate's LiveText file. Teacher candidates are required to complete a minimum of 100 hours of classroom experience before moving into Directed Student Teaching.

## DIRECTED STUDENT TEACHING

Directed Student Teaching is the capstone learning experience in the teacher education program. Teacher candidates are expected to act professionally at all times.

The Directed Student Teaching experience is designed to:

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

The length of the USC Upstate Directed Student Teaching experience is seventy days. Teacher candidates are required to take on a full teaching load gradually assuming full responsibility for the entire day during the first 3 weeks and gradually releasing full responsibility back to the cooperating teacher during the last 3 weeks of the directed teaching experience. Candidates in the learning disabilities, art and physical education program will have two placements of approximately seven weeks each – one in an elementary school and one in a middle or secondary school. Early childhood, elementary, middle, and secondary teacher candidates have one placement for the entire semester. All teacher candidates enroll in a 15-credit hour block that includes 12 credit hours for student teaching with an additional 3 credit hour seminar course during student teaching. To provide teacher candidates with diverse classroom experiences, teacher candidates are prohibited from student teaching in any school where a conflict of interest may exist - (see “Conflict of Interest”).

### **Roles and Responsibilities of Cooperating Administrators**

The cooperating administrator is responsible for coordinating the placement of teacher candidates and monitoring their progress. The cooperating administrator also works with the university supervisor. Specific responsibilities of the cooperating administrator include:

1. conducting an orientation meeting with teacher candidates during which they are informed of school policies and procedures and tour the school building;
2. introducing teacher candidates to the entire faculty during an appropriate faculty meeting;
3. conducting conferences with teacher candidates concerning their progress on several occasions during the placement; arranging for teacher candidates' observation in classrooms other than those to which they are assigned; and
4. attending the orientation session provided by the University.

### **Roles and Responsibilities of Cooperating Teachers**

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

1. attend the cooperating teacher orientation session provided by the University prior to the beginning of the semester, complete the Expanded ADEPT 4.0 online training modules, and submit the online Background and Experience Form;

2. prepare/introduce students, faculty, and staff in the school for the arrival of the teacher candidate;
3. acquaint the teacher candidate with the availability and location of student records, instructional materials, and instructional technology;
4. provide the teacher candidate with a desk or table for professional use;
5. familiarize the teacher candidate with schedules and other routines;
6. provide the teacher candidate with opportunities to observe in various classroom settings;
7. prepare, with the teacher candidate, a long-range plan for the gradual assumption of classroom teaching responsibilities;
8. approve unit plans and daily/weekly lesson plans prepared by the teacher candidate;
9. provide regular and continuous feedback to the teacher candidate concerning all aspects of the instructional process and specific suggestions concerning management techniques;
10. involve the teacher candidate in all responsibilities related to teaching for example but not limited to bus duty, lunchroom and playground duty, faculty meetings, parent conferences, PTA meetings, in-service activities, and extracurricular activities (except those for which extra compensation is received);
11. complete two Expanded ADEPT Formative Observations and take an active part in the Consensus evaluation;
12. communicate with the university supervisor on a regular basis concerning the progress of the teacher candidate;
13. complete and submit the Teacher Education Program Evaluation Survey of the USC Upstate teacher education program.

## **Roles and Responsibilities of University Supervisors**

The university supervisor provides the primary link between the public school and the SoEHPH. The university supervisor assumes direct responsibility for the teacher candidate and works closely with the cooperating teacher and school administrators to ensure the progress and well-being of the students impacted by the teacher candidate. Duties and responsibilities of the university supervisor include:

1. to serve as the primary liaison between the university and the public school;
2. to visit the teacher candidate a minimum of three times during each double placement, or six times during a single placement, making at least four teaching observations with at least two follow-up conferences;
3. to conduct conferences regularly with the teacher candidate and to provide both constructive criticism and positive reinforcement;
4. to communicate regularly with the cooperating teacher concerning the progress of the teacher candidate;
5. to conduct a three-way conference at the beginning and conclusion of each placement;
6. to complete at least two Expanded ADEPT Formative evaluations;
7. to complete two Expanded ADEPT 4.0 evaluations (including pre- conference and post-conference);
8. to complete the Summative Evaluation and discuss during last three-way conference;
9. to enter all evaluations into LiveText before the end of the semester;
10. to follow the removal procedures when necessary;
11. to submit for the teacher candidate a grade of satisfactory (S) or unsatisfactory (U) on the summative evaluation;
12. to verify and collect the 70-day verification form with all required signatures;
13. to submit to the Field Experiences Coordinator all required materials by a determined due date.

## **Roles and Responsibilities of Teacher Candidates**

For the teacher candidate, the Directed Teaching experience provides an opportunity to synthesize and apply knowledge and skills accumulated during college coursework. Teacher candidates are expected to be positive and cooperative and to understand that the welfare of public-school students is their primary responsibility. Responsibilities of the teacher candidate include:

1. to provide meaningful learning experiences on a daily basis; through implementing well-planned lesson and unit plans approved by the cooperating teacher;
2. to actively seek suggestions and advice from the cooperating teacher and to be receptive to constructive criticism;
3. to work cooperatively with teachers, students, families, and administrators, and with the university supervisor;
4. to develop, with the cooperating teacher, long-range plans for the gradual assumption of all teaching responsibilities in the classroom;
5. to keep a reflective journal (see Appendix A)
6. to assume total teaching responsibilities consistent with the timeline provided on page 3;
7. to adhere to the daily schedule of the cooperating teacher including such activities as bus duty, lunchroom and playground duty, faculty meetings, parent conferences, PTA meetings, in-service activities, and extracurricular activities (this does not include activities for which the cooperating teacher receives extra compensation such as coaching);
8. to adhere to the calendar of the assigned school district as opposed to the calendar of the University;
9. to notify the cooperating teacher, the receptionist of their school, and the university supervisor in case of absence or in case of leaving school early or arriving at school late due to an emergency;
10. to maintain the role of a teacher candidate, only acting as a substitute teacher when appropriate (see Appendix B);
11. to employ discipline which demonstrates respect for the child - NEVER engaging in or serving as a witness to corporal punishment;
12. to behave, speak, and dress in a professional manner;
13. to communicate with teachers, students, administrators, families, and university personnel in a professional manner at all times;
14. To recognize that neither employment nor additional course work should interfere with the responsibilities associated with Directed Teaching;
15. to attend co-requisite courses and orientation sessions;
16. to complete his/her ADEPT Exit Portfolio and Teacher Work Sample according to SoEHPH requirements;
17. to complete the Standards of Professional Conduct and Dispositions Self-assessment prior to the Celebration and Recognition Meeting.
18. to complete the Senior Survey prior to the end of the semester; and
19. to complete all directed student teaching requirements prior to the Celebration and Recognition Meeting.

## **Schedule for Directed Teaching**

Arrangements for the teacher candidate to gradually assume instructional responsibilities (start date on for up to the first 3 weeks) and then gradually relinquish instructional responsibilities (end date back for up to the last 3 weeks) in the classroom must be determined on an individual basis between the cooperating teacher, university supervisor, and the teacher candidate. It is desirable that the teacher candidate have as much experience in all standards of teaching as possible.

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

Week 1: Teacher candidates becomes oriented to the new classroom, observes both teacher and students, learns students' names, assumes small housekeeping chores, and assists individual students. Also, the cooperating teacher and the teacher candidate make long-range plans for the transitioning of teaching responsibilities.

Week 2: Teacher candidates begin preparing and teaching one, two or three different subjects (or classes). For example, an elementary teacher candidate might assume responsibility for teaching science and math each day and toward the end of the second week begin planning for teaching social studies and ELA.

Remainder of the Weeks: Subjects or classes are gradually added so that by the third week the teacher candidate has full responsibility for the classroom. The cooperating teacher will gradually reassume responsibility for instruction during the last three weeks of the directed teaching experience.

*During the last week of a teacher candidate's placement, it is desirable for the teacher candidate to observe in other classrooms in the building. This should include different content areas, and grade levels as well as special education and related arts rooms.*

## **USC Upstate ADEPT Observation and Assessment Schedule**

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

### **Double Placement (Physical Education, Special Education/LD, Art)**

#### **PLACEMENT ONE**

Week 1	Introductions, Planning Visit
Week 2	University Supervisor's ADEPT Formative Assessment
Week 3	Cooperating Teacher's Midpoint Formative Evaluation
Week 4/5	University Supervisor's Expanded ADEPT 4.0 Observation
Week 7	University Supervisor's ADEPT Summary Assessment from three-way conference; Cooperating Teacher's USC Upstate Program Evaluation

#### **PLACEMENT TWO**

Week 1	Introductions, Planning Visit
Week 2	University Supervisor's ADEPT Formative Assessment
Week 3	Cooperating Teacher's Midpoint Formative Evaluation
Week 4/5	University Supervisor's Expanded ADEPT 4.0 Assessment
Week 7	University Supervisor's ADEPT Summary Assessment from three-way conference; Cooperating Teacher's USC Upstate Program Evaluation

### **SINGLE PLACEMENT (Early Childhood, Elementary, Middle, Secondary)**

Week 1	Introductions, Planning Visit
Week 3	University Supervisor's ADEPT Formative Assessment #1
Week 5	Cooperating Teacher's First Formative Assessment

Week 6	University Supervisor's Expanded ADEPT 4.0 Assessment #1
Week 9	Cooperating Teacher's Second Formative Assessment
Week 10	University Supervisor's ADEPT Formative Assessment #2
Week 12	University Supervisor's Expanded ADEPT 4.0 Assessment #2
Week 14	University Supervisor's ADEPT Summary Assessment from three-way conference; Cooperating Teacher's USC Upstate Program Evaluation

## **Absence of a Cooperating Teacher**

Should a cooperating teacher be absent from the classroom, the school district will provide a certified substitute to work with the teacher candidate. If agreed upon by cooperating administrator and the school principal, the teacher candidate can be eligible to serve as the substitute teacher if the cooperating teacher is absent (see Appendix B).

## **Absence of the Teacher Candidate**

Teacher candidates are expected to be present in the classroom each day of the Directed Student Teaching experience. Attendance at a professional conference may be allowed if approved well in advance. *If a teacher candidate must be absent, three individuals must be notified before the beginning of the school day and preferably the day before the absence--the cooperating teacher, the university supervisor, and the receptionist of their assigned school.* If a personal emergency should occur which necessitates the teacher candidate's leaving school during a school day, the cooperating teacher, and the university supervisor must be notified. Should the teacher candidate be absent from directed teaching for an extended period, individual arrangements will be made for the teacher candidate to make-up days/hours missed. All missed days/hours, unless approved and considered professional development by the Director of Field Experience and School Partnerships, must be made up at the end of directed student teaching. This includes leaving early and/or arriving late to your assigned school.

## **DIRECTED TEACHING EVALUATION**

At the conclusion of the experience, teacher candidates will receive a grade of satisfactory (S) or unsatisfactory (U). Determination of the final grade is the responsibility of the University Supervisor and Director of Field Experiences and School Partnerships; however, careful consideration will be given to the evaluations conducted by cooperating teachers.

## **Informal Evaluation**

Continuous informal (formative) evaluation makes a significant difference in the performance of the teacher candidate. Every day, either at the conclusion of the school day or during a planning period, the teacher candidate and the cooperating teacher should meet together to critique lessons taught by the teacher candidate and to consider alternatives for improvement. The cooperating teacher is encouraged to be candid but supportive. It is important not to lose sight of the fact that Directed Student Teaching is a learning experience.

## **Formal Evaluations Required by USC Upstate**

Two types of formal evaluations to be completed by the cooperating teacher and the university supervisor are required during each Directed Teaching placement. The first of these is a formative evaluation incorporating specific competencies designated by the SoEHPH. A copy of this form is to be completed by the cooperating teacher and University Supervisor 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 SoEHPH.

In addition to the two formal evaluations stated above, university supervisors are to complete two Expanded ADEPT 4.0 evaluations. These evaluations will include a pre-conference, observation, and post-conference. The pre and post-conferences will be conducted between the university supervisor and the teacher candidate. After the post-conference, the university supervisor will complete the NIET rubric (see Appendix C) and provide the results to the teacher candidate through LiveText. Documentation from the pre-conference and post-conference will also be submitted through LiveText.

## **Evaluation of Program and Personnel**

In order to monitor the effectiveness of the USC Upstate teacher education program, a number of different evaluation instruments are employed. These solicit the feedback of all who are involved in the Directed Teaching process. At the end of the semester, teacher candidates complete two evaluation forms, one regarding their cooperating teacher and one regarding their university supervisor.

The cooperating teacher completes two evaluation forms at the conclusion of the Directed Teaching experience. The first evaluates the USC Upstate teacher education program based on the performance of the teacher candidate. The second evaluates the performance of the university supervisor.

The university supervisor completes and submits an evaluation form based on the performance of the cooperating teacher. All of the data collected electronically is reviewed by the Field Experiences Coordinator and the Assessment Coordinator who summarize and use the information gathered for reports to various accrediting agencies.

The information gathered from these evaluations form the basis for changes made in the teacher education program in general and in the Directed Student Teaching portion of that program in particular. 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. 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.

## **REMOVAL OF A TEACHER CANDIDATE FROM A FIELD EXPERIENCE**

The School of Education, Human Performance, and Health will enforce the following policy concerning the removal of a teacher candidate. This policy will cover removal prior to the end of the semester. The criteria for evaluating teacher candidates are based on the goals and objectives agreed upon by the faculty and published in this manual. These goals and objectives are incorporated in the unit's formative and summative evaluation forms. Judgments concerning the effectiveness of teacher candidates will be based on these criteria. Cause for early removal from a field experience will be based on deficiencies in any of the following areas:

1. Effective teaching (instruction and planning);
2. Classroom management (instruction and behavior);
3. Content knowledge;

4. Oral and written communication skills; and
5. Ethical and professional behavior (including health problems that jeopardize others within the normal confines of the classroom).

Evidence for less than satisfactory performance may be documented by, but not limited to, any of the following: USC Upstate ADEPT 4.0 Evaluation Forms and/or formal three-way conferences. Teacher candidates can also be removed immediately upon request from the cooperating administrator (or the principal acting as an agent of that district).

## **I. Process**

The following procedures and practices will be followed when a student teacher has been identified as performing below a satisfactory level.

1. The student teacher must be observed and evaluated by at least two USC UPSTATE SoEHPH faculty members.
2. The student teacher must be observed and evaluated by the cooperating teacher and when possible an additional classroom teacher or a school administrator.
3. The student teacher will be observed by a university faculty member at least twice a week until performance reaches a satisfactory level, or a decision is made to remove the student teacher.
4. A copy of all formative and summative evaluations, with recommendations for change, will be provided to the student teacher and the cooperating teacher.
5. At least one three-way conference will be conducted with the student teacher, cooperating teacher, and university supervisor. Documentation should include suggestions for improvement. The conference should be conducted at least one week prior to withdrawal of the student teacher.
6. The student teacher must be notified in writing that removal from student teaching will occur unless significant improvement is made in teaching performance.
7. Ineffectiveness in one area might be serious enough to cause removal even though improvement occurs in other areas.

\*A student teacher will be removed immediately upon request from the cooperating administrator (or the principal acting as an agent of that district) and the processes above may or may not have been completed. Immediate removal will result in dismissal from the professional program. Readmission to the professional program is governed by the petition process and should be directed to the Scholastic Standing and Petitions Committee.

## **II. Removal Grade**

A conference involving the teacher candidate, the Dean or Associate Dean of SoEHPH, the Director of Field Experiences and School Partnerships, Department Chair, and/or the university supervisor will be conducted upon removal. After removal the following grades may be assigned:

1. Removal from the field experience with the assignment of a grade of "U."
2. Removal from field experience with the assignment of a grade of "I."
  - a. A grade of "I" (incomplete) will result in the teacher candidate repeating the entire semester of the field experience. A contract will be developed to ensure identified deficiencies will be addressed.

## **III. Student Appeal**

If the teacher candidate chooses to petition removal from a field experience, the teacher candidate should refer to the Removal of a Teacher Candidate from Field Experience Petition Process located in the SOEHPH student handbook.

## INTERNSHIP CERTIFICATE REQUIREMENTS

The internship certificate is an alternative pathway to achieving a teaching certificate that does not require directed teaching (student teaching). “The Internship certificate is available to an eligible teacher candidate\* who is currently enrolled in a State Board of Education-approved educator preparation program in South Carolina and has been approved by the college or university for participation in an internship program. The candidate must have completed all academic and bachelor’s degree requirements, with the exception of the teaching internship, as well as all certification examination requirements. The certificate will be issued for up to one year and must be requested by the employing school district. Upon completion of the teaching internship and verification by the college or university that all approved program requirements have been met, the Internship certificate will be converted to an Initial certificate. The Internship certificate request must be initiated by the school district and partnering institution of higher education. The candidate must have a complete student teaching application with fee, cleared background reports, and test scores on file.” (The South Carolina Department of Education, 2018)

Applications for an internship certificate must be received no later than 6 weeks before the beginning of directed teaching.

\*An eligible teacher candidate is defined at the University of South Carolina Upstate as:

- GPA in excess of 3.75
- Passed all Praxis and Praxis II exams required for teaching
- Exemplary performance in all education courses taken
- Recommendation of the Associate Dean

## APPENDIX A - REFLECTIVE JOURNAL ASSIGNMENT

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

1. Keep a journal during each practicum and each Directed Teaching experience.
2. Write one entry per week in the journal.
3. One copy of this weekly reflection should be emailed to your University Supervisor no later than Saturday by 12:00 noon and one copy should be kept in your portfolio notebook.
4. Each entry is composed of three parts:
  - a. *Description* of an experience (Ask the following [among other] questions: What happened? What did I do? What did the students do?).
  - b. *Reflection* upon the experiences (Ask the following questions: What does it mean? What informed my decision? How did I come to be that way?).
  - c. *Decisions, conclusions, or actions* on how subsequent teaching will change as a result of the experience and reflection (Ask the following questions: How
  - d. *Can I or should I teach differently?* How can I maintain the positive and avoid the negative?)
5. Each week’s entry should be a description of and reflection upon a critical teaching experience that contributed to the teacher candidate’s growth as an educator.

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

## APPENDIX B - Substitute Policy

In November 2016, the South Carolina Department of Education issued a Memorandum regarding teacher candidates receiving compensation during the time they are student teaching. Teacher candidates are now allowed to receive compensation during student teaching, which means that the teacher candidate can substitute teach for their cooperating teacher when the cooperating teacher is absent. The teacher candidate must complete the process for becoming a substitute teacher in the district they are student teaching before they are eligible to act as the substitute teacher. The teacher candidate can only act as the substitute teacher for their cooperating teacher. The days that the teacher candidate acts as the substitute teacher will not count toward the 70 required days (attendance or instructional) for directed teaching. Taking on substitute teaching responsibilities will result in a teacher candidate having to make up days to fulfill the directed teaching requirements at the end of their scheduled experience.

Ultimately, the choice to allow teacher candidates to act as substitute teachers is up to school district personnel (superintendents and cooperating administrators). If district personnel or the school's principal do not allow teacher candidates to act as substitute teachers for their cooperating teacher, this policy is void.

# APPENDIX C – Formative & Summative Evaluations

## Expanded ADEPT 4.0 Formative Observation Form (Updated 07/2017) University of South Carolina Upstate

Teacher Candidate:

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

Evaluator: University Supervisor  or Cooperating Teacher

This form will focus on the Instruction and Planning Domains of the NIET Rubric. Use the dropdown menu to select a rating for each of the indicators. It is appropriate to select N/A for a given indicator on this form. It is extremely important to provide evidence in the space provided that validates the rating selected. Recall that a Proficient rating is in line with evidence of good teaching for that indicator and an Exemplary rating is in line with evidence of outstanding teaching for that indicator.

Rating Key: E = Exemplary, P= Proficient, NI = Needs Improvement, U = Unsatisfactory, N/A = Not Applicable

Indicator	Rating (circle one)	Evidence
Standards and Objectives	E P NI U N/A	
Motivating Students	E P NI U N/A	
Presenting Instructional Content	E P NI U N/A	
Lesson Structure and Pacing	E P NI U N/A	
Activities and Materials	E P NI U N/A	
Questioning	E P NI U N/A	
Academic Feedback	E P NI U N/A	
Grouping Students	E P NI U N/A	
Teacher Content Knowledge	E P NI U N/A	
Teacher Knowledge of Students	E P NI U N/A	
Thinking	E P NI U N/A	
Problem Solving	E P NI U N/A	

### Instructional Plans:

Please provide an overall rating for the instructional planning associated with the observed lesson using the dropdown provided. Provide evidence for this rating that clearly addresses the following elements: Standards, Activities/Materials, Student Work, and Assessments.

**Instructional Plans Rating:** E P NI U N/A

**Evidence:**

**Expanded ADEPT 4.0 Summative Form (Updated 07/2017)**  
**University of South Carolina Upstate**

Teacher Candidate:

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

This form must be completed at the end of the field experience. The content of this form should be discussed with the teacher candidate during the last formal field experience meeting. Each domain should be rated for the teacher candidate. Use the textbox to provide evidence in the form of refinements and reinforcements that support your rating. After completing each of the domains, choose an overall rating for the teacher candidate.

Rating Key: E = Exemplary, P= Proficient, NI = Needs Improvement, U = Unsatisfactory

<b>Domain #1: Planning</b>	<b>Comments</b>
Instructional Plans	
Student Work	
Assessment	
Rating:	

<b>Domain #2: Instruction</b>	<b>Comments</b>
Standards and Objectives	
Motivating Students	
Presenting Instructional Content	
Lesson Structure and Pacing	
Activities and Materials	
Questioning	
Academic Feedback	
Grouping Students	
Teacher Content Knowledge	
Teacher Knowledge of Students	
Thinking	
Problem Solving	
Rating:	

<b>Domain #3: Environment</b>	<b>Comments</b>
Expectations	
Managing Student Behavior	
Environment	
Respective Culture	
Rating:	

<b>Domain #4: Professionalism</b>	<b>Comments</b>
Growth and Developing Professionally	
Reflecting on Teaching	
Community Involvement	
School Responsibilities	
Rating:	

**Overall Rating:**

## APPENDIX D – NIET Rubric

Instruction				
	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
<b>Standards and Objectives</b>	<ul style="list-style-type: none"> <li>All learning objectives and state content standards are explicitly communicated.</li> <li>Sub-objectives are aligned and logically sequenced to the lesson's major objective.</li> <li>Learning objectives are: (a) consistently connected to what students have previously learned, (b) know from life experiences, and (c) integrated with other disciplines.</li> <li>Expectations for each student's performance are clear, demanding, and high.</li> <li>State standards are displayed, referenced throughout the lesson with explanations.</li> <li>There is evidence that all students demonstrate mastery of the objective.</li> </ul>	<ul style="list-style-type: none"> <li>Most learning objectives and state content standards are communicated.</li> <li>Sub-objectives are mostly aligned to the lesson's major objective.</li> <li>Learning objectives are connected to what students have previously learned.</li> <li>Expectations for student performance are clear, demanding and high.</li> <li>State standards are displayed and referenced in the lesson.</li> <li>There is evidence that most students demonstrate mastery of the objective.</li> </ul>	<ul style="list-style-type: none"> <li>Some learning objectives and state content standards are communicated.</li> <li>Sub-objectives are sometimes aligned to the lesson's major objective.</li> <li>Learning objectives are not clearly connected to what students have previously learned.</li> <li>Expectations for student performance are clear.</li> <li>State standards are displayed</li> <li>There is evidence that some of the students demonstrate mastery of the objective.</li> </ul>	<ul style="list-style-type: none"> <li>Learning objectives and state content standards are not communicated.</li> <li>Sub-objectives are rarely aligned to the lesson's major objective.</li> <li>Learning objectives are rarely connected to what students have previously learned.</li> <li>Expectations for student performance are vague.</li> <li>State standards are not displayed.</li> <li>There is evidence that few students demonstrate mastery of the objective.</li> </ul>
<b>Motivating Students</b>	<ul style="list-style-type: none"> <li>The teacher consistently and explicitly organizes the content so that it is personally meaningful, relevant and intellectually engaging to all students.</li> <li>The teacher consistently develops learning experiences where inquiry, curiosity and exploration are valued.</li> <li>The teacher consistently reinforces and rewards effort.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher often organizes the content so that it is personally meaningful, relevant and intellectually engaging to most students.</li> <li>The teacher often develops learning experiences where inquiry, curiosity and exploration are valued.</li> <li>The teacher regularly reinforces and rewards effort.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher sometimes organizes the content so that it is personally meaningful, relevant and engaging to some students.</li> <li>The teacher sometimes develops learning experiences where inquiry, curiosity and exploration are valued.</li> <li>The teacher sometimes reinforces and rewards effort.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher rarely organizes the content so that it is personally meaningful, relevant and engaging to students.</li> <li>The teacher rarely develops learning experiences where inquiry, curiosity and exploration are valued.</li> <li>The teacher rarely reinforces and rewards effort.</li> </ul>

<b>Presenting Instructional Content</b>	Presentation of content always includes: <ul style="list-style-type: none"> <li>• visuals that establish: the purpose of the lesson, preview the organization of the lesson, and include reflective internal summaries of the lesson.</li> <li>• Explicit examples, illustrations, analogies, and labels for new concepts and ideas.</li> <li>• modeling by the teacher to demonstrate his or her performance expectations throughout the lesson.</li> <li>• concise communication.</li> <li>• logical sequencing and segmenting.</li> <li>• all essential information.</li> <li>• no irrelevant, confusing, or non-essential information.</li> </ul>	Presentation of content most of the time includes: <ul style="list-style-type: none"> <li>• visuals that establish the purpose of the lesson, preview the organization of the lesson, and include reflective internal summaries of the lesson.</li> <li>• examples, illustrations, analogies, and labels for new concepts and ideas.</li> <li>• modeling by the teacher to demonstrate his or her performance expectations.</li> <li>• concise communication.</li> <li>• logical sequencing and segmenting.</li> <li>• all essential information.</li> <li>• no irrelevant, confusing, or non-essential information.</li> </ul>	Presentation of content sometimes includes: <ul style="list-style-type: none"> <li>• visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson</li> <li>• examples, illustrations, analogies, and labels for new concepts and ideas.</li> <li>• modeling by the teacher to demonstrate his or her performance expectations.</li> <li>• concise communication.</li> <li>• logical sequencing and segmenting.</li> <li>• all essential information</li> <li>• no irrelevant, confusing, or non-essential information.</li> </ul>	Presentation of content rarely includes: <ul style="list-style-type: none"> <li>• visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson.</li> <li>• examples, illustrations, analogies, and labels for new concepts and ideas.</li> <li>• modeling by the teacher to demonstrate his or her performance expectations.</li> <li>• concise communication.</li> <li>• logical sequencing and segmenting.</li> <li>• all essential information.</li> <li>• no irrelevant, confusing, or</li> </ul>
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<b>Lesson Structure and Pacing</b>	<ul style="list-style-type: none"> <li>• The lesson starts promptly.</li> <li>• The lesson's structure is coherent, with a significant beginning, middle, end, and extended time for reflection.</li> <li>• Pacing is brisk, and provides many opportunities for individual students who progress at different learning rates.</li> <li>• Routines for distributing materials are seamless.</li> <li>• No instructional time is lost during transitions.</li> </ul>	<ul style="list-style-type: none"> <li>• The lesson starts promptly.</li> <li>• The lesson's structure is coherent, with a beginning, middle, and end and reflection.</li> <li>• Pacing is appropriate, and sometimes provides opportunities for students who progress at different learning rates.</li> <li>• Routines for distributing materials are efficient.</li> <li>• Little instructional time is lost during transitions.</li> </ul>	<ul style="list-style-type: none"> <li>• The lesson starts somewhat promptly.</li> <li>• The lesson's structure is coherent, with a beginning, middle, and end.</li> <li>• Pacing is appropriate for some students and rarely provides opportunities for students who progress at different learning rates.</li> <li>• Routines for distributing materials are efficient.</li> <li>• Instructional time is lost during transitions.</li> </ul>	<ul style="list-style-type: none"> <li>• The lesson does not start promptly.</li> <li>• The lesson has a structure, but may be missing closure or introductory elements.</li> <li>• Pacing is appropriate for few students, and does not provide opportunities for students who progress at different learning rates.</li> <li>• Routines for distributing materials are inefficient.</li> <li>• Considerable time is lost during transitions.</li> </ul>
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<b>Activities and Materials</b>	<p>Activities and materials include all of the following:</p> <ul style="list-style-type: none"> <li>• support the lesson objectives.</li> <li>• are challenging.</li> <li>• sustain students' attention.</li> <li>• elicit a variety of thinking.</li> <li>• provide time for reflection.</li> <li>• are relevant to students' lives.</li> <li>• provide opportunities for student to student interaction.</li> <li>• induce student curiosity and suspense.</li> <li>• provide students with choices.</li> </ul>	<p>Activities and materials include most of the following:</p> <ul style="list-style-type: none"> <li>• support the lesson objectives.</li> <li>• are challenging.</li> <li>• sustain students' attention.</li> <li>• elicit a variety of thinking.</li> <li>• provide time for reflection.</li> <li>• are relevant to students' lives.</li> <li>• provide opportunities for student to student interaction.</li> <li>• induce student curiosity and suspense.</li> <li>• provide students with choices.</li> </ul>	<p>Activities and materials include some of the following:</p> <ul style="list-style-type: none"> <li>• support the lesson objectives.</li> <li>• are challenging.</li> <li>• sustain students' attention.</li> <li>• elicit a variety of thinking.</li> <li>• provide time for reflection.</li> <li>• are relevant to students' lives.</li> <li>• provide opportunities for student to student interaction.</li> <li>• induce student curiosity and suspense.</li> <li>• provide students with choices.</li> </ul>	<p>Activities and materials include few of the following:</p> <ul style="list-style-type: none"> <li>• support the lesson objectives.</li> <li>• are challenging.</li> <li>• sustain students' attention.</li> <li>• elicit a variety of thinking.</li> <li>• provide time for reflection.</li> <li>• are relevant to students' lives.</li> <li>• provide opportunities for student to student interaction.</li> <li>• induce student curiosity and suspense.</li> <li>• provide students with choices.</li> </ul>
<b>Questioning</b>	<p>Teacher questions are varied and high quality providing a consistently balanced mix of question types:</p> <ul style="list-style-type: none"> <li>○ knowledge and comprehension,</li> <li>○ application and analysis, and</li> <li>○ creation and evaluation.</li> </ul> <ul style="list-style-type: none"> <li>• Questions are consistently purposeful and coherent.</li> <li>• A high frequency of questions is asked.</li> <li>• Questions are consistently sequenced with attention to the instructional goals.</li> <li>• Questions regularly require active responses (e.g., whole class signaling, choral responses, written and shared responses, or group and individual answers).</li> <li>• Wait time (3-5 seconds) is consistently provided.</li> <li>• The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and gender.</li> <li>• Students generate higher order questions that lead to further inquiry and self-directed learning.</li> </ul>	<p>Teacher questions are varied and high quality providing a balanced mix of question types:</p> <ul style="list-style-type: none"> <li>○ knowledge and comprehension,</li> <li>○ application and analysis, and</li> <li>○ creation and evaluation.</li> </ul> <ul style="list-style-type: none"> <li>• Questions are usually purposeful and coherent.</li> <li>• A moderate frequency of questions asked.</li> <li>• Questions are often sequenced with attention to the instructional goals.</li> <li>• Questions often require active responses (e.g., whole class signaling, choral responses, or group and individual answers).</li> <li>• Wait time is often provided.</li> <li>• The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and gender.</li> <li>• Students generate questions that lead to further inquiry and self-directed learning.</li> </ul>	<p>Teacher questions are varied and high quality providing for some, but not all, question types:</p> <ul style="list-style-type: none"> <li>○ knowledge and comprehension,</li> <li>○ application and analysis, and</li> <li>○ creation and evaluation.</li> </ul> <ul style="list-style-type: none"> <li>• Questions are sometimes purposeful and coherent.</li> <li>• Limited frequency of questions asked.</li> <li>• Questions are sometimes sequenced with attention to the instructional goals.</li> <li>• Questions sometimes require active responses (e.g., whole class signaling, choral responses, or group and individual answers).</li> <li>• Wait time is sometimes provided.</li> <li>• The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and gender.</li> </ul>	<p>Teacher questions are inconsistent in quality and include few question types:</p> <ul style="list-style-type: none"> <li>○ knowledge and comprehension,</li> <li>○ application and analysis, and</li> <li>○ creation and evaluation.</li> </ul> <ul style="list-style-type: none"> <li>• Questions are random and lack coherence.</li> <li>• A low frequency of questions is asked.</li> <li>• Questions are rarely sequenced with attention to the instructional goals.</li> <li>• Questions rarely require active responses (e.g., whole class signaling, choral responses, or group and individual answers).</li> <li>• Wait time is inconsistently provided.</li> <li>• The teacher mostly calls on volunteers and high ability students.</li> </ul>
<b>Academic Feedback</b>	<ul style="list-style-type: none"> <li>• Oral and written feedback is consistently academically focused, frequent, and high quality.</li> <li>• Feedback is frequently given during guided practice and homework review.</li> <li>• The teacher circulates to prompt student thinking, assess each student's progress, and provide individual feedback.</li> <li>• Feedback from students is consistently used to monitor and adjust instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral and written feedback is mostly academically focused, frequent, and mostly high quality.</li> <li>• Feedback is often given during guided practice and homework review.</li> <li>• The teacher circulates regularly during instructional activities to support engagement, and monitor student work.</li> <li>• Feedback from students is regularly used to monitor and adjust instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral and written feedback is sometimes academically focused, frequent, and mostly high quality.</li> <li>• Feedback is sometimes given during guided practice and homework review.</li> <li>• The teacher circulates sometimes during instructional activities to support engagement, and monitor student work.</li> <li>• Feedback from students is sometimes used to monitor and adjust instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• The quality and timeliness of feedback is inconsistent.</li> <li>• Feedback is rarely given during guided practice and homework review.</li> <li>• The teacher circulates during instructional activities, but monitors mostly behavior.</li> <li>• Feedback from students is rarely used to monitor or adjust instruction.</li> </ul>



<b>Grouping Students</b>	<ul style="list-style-type: none"> <li>The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero- or homogenous ability) consistently maximize student understanding and learning efficiency.</li> <li>All students in groups know their roles, responsibilities, and group work expectations.</li> <li>All students participating in groups are held accountable for group work and individual work.</li> <li>Instructional group composition is varied (e.g., race, gender, ability, and age) to best accomplish the goals of the lesson.</li> <li>Instructional groups facilitate opportunities for students to set goals, reflect on, and evaluate their learning.</li> </ul>	<ul style="list-style-type: none"> <li>The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero- or homogenous ability) adequately enhance student understanding and learning efficiency.</li> <li>Most students in groups know their roles, responsibilities, and group work expectations.</li> <li>Most students participating in groups are held accountable for group work and individual work.</li> <li>Instructional group composition is varied (e.g., race, gender, ability, and age) to most of the time, accomplish the goals of the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero-or homogenous ability) sometime enhance student understanding and learning efficiency.</li> <li>Some students in groups know their roles, responsibilities, and group work expectations.</li> <li>Some students participating in groups are held accountable for group work and individual work.</li> <li>Instructional group composition is varied (e.g., race, gender, ability, and age) to sometime, accomplish the goals of the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero-or homogenous ability) inhibit student understanding and learning efficiency.</li> <li>Few students in groups know their roles, responsibilities, and group work expectations.</li> <li>Few students participating in groups are held accountable for group work and individual work.</li> <li>Instructional group composition remains unchanged irrespective of the learning, and instructional goals of a lesson.</li> </ul>
<b>Teacher Content Knowledge</b>	<ul style="list-style-type: none"> <li>Teacher displays extensive content knowledge of all the subjects she or he teaches.</li> <li>Teacher consistently implements a variety of subject-specific instructional strategies to enhance student content knowledge.<sup>2</sup></li> <li>The teacher consistently highlights key concepts and ideas, and uses them as bases to connect other powerful ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher displays accurate content knowledge of all the subjects he or she teaches.</li> <li>Teacher regularly implements subject-specific instructional strategies to enhance student content knowledge.</li> <li>The teacher regularly highlights key concepts and ideas, and uses them as bases to connect other powerful ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher displays adequate content knowledge of all the subjects he or she teaches.</li> <li>Teacher sometimes implements subject-specific instructional strategies to enhance student content knowledge.</li> <li>The teacher sometimes highlights key concepts and ideas, and uses them as bases to connect other powerful ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher displays under-developed content knowledge in several subject areas.</li> <li>Teacher rarely implements subject-specific instructional strategies to enhance student content knowledge.</li> <li>Teacher does not understand key concepts and ideas in the discipline, and therefore presents content in an unconnected way.</li> </ul>
<b>Teacher Knowledge of Students<sup>3</sup></b>	<ul style="list-style-type: none"> <li>Teacher practices display understanding of each student's anticipated learning difficulties.</li> <li>Teacher practices consistently incorporate student interests and cultural heritage.</li> <li>Teacher consistently provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher practices display understanding of most student anticipated learning difficulties.</li> <li>Teacher practices regularly incorporate student interests and cultural heritage.</li> <li>Teacher regularly provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher practices display understanding of some student anticipated learning difficulties.</li> <li>Teacher practices sometimes incorporate student interests and cultural heritage.</li> <li>Teacher sometimes provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher practices demonstrate minimal knowledge of students anticipated learning difficulties.</li> <li>Teacher practices rarely incorporate student interests or cultural heritage.</li> <li>Teacher practices demonstrate little differentiation of instructional methods or content.</li> </ul>

2 A variety of subject specific instructional strategies to teach reading comprehension, for example, would be writing summaries, predicting, clarifying vocabulary, story maps, graphic organizers, self monitoring one's understanding, etc.

3 Danielson, C. (1996). *Enhancing Professional Practice: A Framework for Teaching*. Alexandria, Virginia. Association for Supervision and Curriculum Development.

<p><b>Thinking</b></p>	<p>The teacher thoroughly teaches three types of thinking:</p> <ul style="list-style-type: none"> <li>analytical thinking where students analyze, compare and contrast, and evaluate and explain information.<sup>4</sup></li> <li>practical thinking where students use, apply, and implement what they learn in real-life scenarios.<sup>5</sup></li> <li>creative thinking where students create, design, imagine and suppose.<sup>6</sup></li> <li>research-based thinking where students explore and review a variety of ideas, models, and solutions to problems.<sup>7</sup></li> </ul> <p>The teacher consistently provides opportunities where students:</p> <ul style="list-style-type: none"> <li>generate a variety of ideas and alternatives.</li> <li>analyze problems from multiple perspectives and viewpoints.</li> <li>monitor their thinking to insure that they understand what they are learning, are attending to critical information, and are aware of the learning strategies that they are using and why.</li> </ul>	<p>The teacher thoroughly teaches two types of thinking:</p> <ul style="list-style-type: none"> <li>analytical thinking where students analyze, compare and contrast, and evaluate and explain information.</li> <li>practical thinking where students use, apply, and implement what they learn in real-life scenarios.</li> <li>creative thinking where students create, design, imagine and suppose.</li> <li>research-based thinking where students explore and review a variety of ideas, models, and solutions to problems.</li> </ul> <p>The teacher regularly provides opportunities where students:</p> <ul style="list-style-type: none"> <li>generate a variety of ideas and alternatives.</li> <li>analyze problems from multiple perspectives and viewpoints.</li> </ul>	<p>The teacher attempts to teach one of the following types of thinking:</p> <ul style="list-style-type: none"> <li>analytical thinking where students analyze, compare and contrast, and evaluate and explain information.</li> <li>practical thinking where students use, apply, and implement what they learn in real-life scenarios.</li> <li>creative thinking where students create, design, imagine and suppose.</li> <li>research-based thinking where students explore and review a variety of ideas, models, and solutions to problems.</li> </ul> <p>The teacher sometimes provides opportunities where students:</p> <ul style="list-style-type: none"> <li>generate a variety of ideas and alternatives.</li> <li>analyze problems from multiple perspectives and viewpoints.</li> </ul>	<p>The teacher implements no learning experiences that thoroughly teach any type of thinking.</p> <p>The teacher provides few opportunities where students:</p> <ul style="list-style-type: none"> <li>generate a variety of ideas and alternatives.</li> <li>analyze problems from multiple perspectives and viewpoints.</li> </ul>
<p><b>Problem Solving</b></p>	<p>The teacher implements activities that teach and reinforce 3 or more of the following problem solving types:</p> <ul style="list-style-type: none"> <li>Abstraction</li> <li>Categorization</li> <li>Drawing Conclusions/Justifying Solutions</li> <li>Predicting Outcomes</li> <li>Observing and Experimenting</li> <li>Improving Solutions</li> <li>Identifying Relevant/Irrelevant Information</li> <li>Generating Ideas</li> <li>Creating and Designing</li> </ul>	<p>The teacher implements activities that teach and reinforce 2 of the following problem solving types:</p> <ul style="list-style-type: none"> <li>Abstraction</li> <li>Categorization</li> <li>Drawing Conclusions/Justifying Solution</li> <li>Predicting Outcomes</li> <li>Observing and Experimenting</li> <li>Improving Solutions</li> <li>Identifying Relevant/Irrelevant Information</li> <li>Generating Ideas</li> <li>Creating and Designing</li> </ul>	<p>The teacher implements activities that teach and reinforce 1 of the following problem solving types:</p> <ul style="list-style-type: none"> <li>Abstraction</li> <li>Categorization</li> <li>Drawing Conclusions/Justifying Solution</li> <li>Predicting Outcomes</li> <li>Observing and Experimenting</li> <li>Improving Solutions</li> <li>Identifying Relevant/Irrelevant Information</li> <li>Generating Ideas</li> <li>Creating and Designing</li> </ul>	<p>The teacher implements no activities that teach and reinforce any of the following problem solving types:</p> <ul style="list-style-type: none"> <li>Abstraction</li> <li>Categorization</li> <li>Drawing Conclusions/Justifying Solution</li> <li>Predicting Outcomes</li> <li>Observing and Experimenting</li> <li>Improving Solutions</li> <li>Identifying Relevant/Irrelevant Information</li> <li>Generating Ideas</li> <li>Creating and Designing</li> </ul>
<p><b>Description of Qualifying Measures</b></p>	<p><b>Consistent Evidence of Student Centered Learning/Student Ownership of Learning-Teacher Facilitates the Learning.</b></p>	<p><b>Some Evidence of Student Centered Learning/ Student Ownership of Learning – Teacher Facilitates the Learning</b></p>	<p><b>Moving Towards Student Centered Learning/Student Ownership of Learning-Consistent Reliance on Teacher Direction.</b></p>	<p><b>Heavy emphasis on Teacher Direction – Minimal Evidence of Student Ownership of Learning</b></p>

4 Robert Sternberg (1998). Principles of Teaching for Successful Intelligence. Educational Psychologist, 33, 65-72.

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



<b>Assessment</b>	<p>Assessment Plans:</p> <ul style="list-style-type: none"> <li>• are consistently aligned with state content standards.</li> <li>• have clear appropriate measurement criteria.</li> <li>• measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test).</li> <li>• require extended written tasks.</li> <li>• are portfolio-based with clear illustrations of student progress toward state content standards.</li> <li>• include descriptions of how assessment results will be used to inform future instruction.</li> </ul>	<p>Assessment Plans:</p> <ul style="list-style-type: none"> <li>• are aligned with state content standards.</li> <li>• have clear measurement criteria.</li> <li>• measure student performance in three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test).</li> <li>• require written tasks.</li> <li>• include performance checks throughout the school year.</li> </ul>	<p>Assessment Plans:</p> <ul style="list-style-type: none"> <li>• are sometimes aligned with state content standards.</li> <li>• have measurement criteria.</li> <li>• measure student performance in two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test).</li> <li>• require limited written tasks.</li> <li>• include performance checks but may not be monitored consistently.</li> </ul>	<p>Assessment Plans:</p> <ul style="list-style-type: none"> <li>• are rarely aligned with state content standards.</li> <li>• have ambiguous measurement criteria.</li> <li>• measure student performance in less than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test).</li> <li>• require no written tasks.</li> <li>• include performance checks, although the purpose of these checks is not clear.</li> </ul>
Description of Qualifying Measures	Consistent Evidence of Student Centered Learning/Student Ownership of Learning-Teacher Facilitates the Learning.	Some Evidence of Student Centered Learning/ Student Ownership of Learning – Teacher Facilitates the Learning	Moving Towards Student Centered Learning/Student Ownership of Learning-Consistent Reliance on Teacher Direction.	Heavy emphasis on Teacher Direction – Minimal Evidence of Student Ownership of Learning

Environment				
	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
<b>Expectations</b>	<ul style="list-style-type: none"> <li>Teacher sets high and demanding academic expectations for every student.</li> <li>Teacher encourages students to learn from mistakes.</li> <li>Teacher creates learning opportunities where all students can experience success.</li> <li>Students take initiative and follow through with their own work.</li> <li>Teacher optimizes instructional time, teaches more material, and demands better performance from every student.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher sets high and demanding academic expectations for most student.</li> <li>Teacher encourages students to learn from mistakes.</li> <li>Teacher creates learning opportunities where most students can experience success.</li> <li>Students complete their work according to teacher expectations.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher sets high and demanding academic expectations for some students.</li> <li>Teacher encourages students to learn from mistakes.</li> <li>Teacher creates learning opportunities where some students can experience success.</li> <li>Teacher expectations for student work are not clear for all students.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher expectations are not sufficiently high for every student.</li> <li>Teacher creates an environment where mistakes and failure are not viewed as learning experiences.</li> <li>Students demonstrate little or no pride in the quality of their work.</li> </ul>
<b>Managing Student Behavior</b>	<ul style="list-style-type: none"> <li>Students are consistently well-behaved, and on task.</li> <li>Teacher and students establish clear rules and expectations for learning and behavior.</li> <li>The teacher consistently uses techniques such as intrinsic motivation, social approval, contingent activities, and consequences to maintain appropriate student behavior.</li> <li>The teacher overlooks inconsequential behavior.</li> <li>The teacher deals with students who have caused disruptions rather than the entire class.</li> <li>The teacher attends to disruptions quickly, firmly and consistently with no interruption to instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Students are mostly well-behaved, and on task, some minor learning disruptions may occur.</li> <li>Teacher establishes rules for learning and behavior.</li> <li>The teacher uses several techniques such as intrinsic motivation, social approval, contingent activities, and consequences to maintain appropriate student behavior.</li> <li>The teacher overlooks most inconsequential behavior, but other times addresses it stopping the lesson.</li> <li>The teacher attends to disruptions firmly and consistently with minimal interruption to instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Student behavior is inconsistent with several students off task, minor learning disruptions are frequent.</li> <li>Teacher establishes some rules for learning and behavior.</li> <li>The teacher uses some techniques such as intrinsic motivation, social approval, contingent activities, and consequences to maintain appropriate student behavior.</li> <li>The teacher overlooks some inconsequential behavior, but other times addresses it stopping the lesson.</li> <li>The teacher inconsistently deals with students who have caused disruptions, and frequently addresses the entire class.</li> </ul>	<ul style="list-style-type: none"> <li>Students are not well-behaved and are often off-task.</li> <li>Teacher establishes few rules for learning and behavior.</li> <li>The teacher uses few techniques to maintain appropriate student behavior.</li> <li>The teacher does not distinguish between inconsequential behavior and inappropriate behavior.</li> <li>Disruptions frequently interrupt instruction.</li> </ul>
<b>Environment</b>	<p>The classroom</p> <ul style="list-style-type: none"> <li>welcomes all members and guests</li> <li>is organized and understandable to all students and encourages student collaboration .</li> </ul>	<p>The classroom</p> <ul style="list-style-type: none"> <li>welcomes most members and guests.</li> <li>is organized and understandable to most students.</li> </ul>	<p>The classroom</p> <ul style="list-style-type: none"> <li>welcomes some members and guests.</li> <li>is organized and understandable to some students.</li> </ul>	<p>The classroom</p> <ul style="list-style-type: none"> <li>is somewhat cold and uninviting.</li> <li>is not well organized and understandable to students.</li> <li>supplies, equipment, and resources are difficult to access.</li> </ul>

<b>Respectful Culture<sup>9</sup></b>	<ul style="list-style-type: none"> <li>Teacher-student interactions demonstrate caring and respect for one another.</li> <li>Students exhibit caring and respect for one another.</li> <li>Teacher seeks out, and is receptive to</li> </ul>	<ul style="list-style-type: none"> <li>Teacher-student interactions are mostly friendly, but may reflect occasional inconsistencies.</li> <li>Students exhibit respect for the teacher, and are often polite to</li> </ul>	<ul style="list-style-type: none"> <li>Teacher-student interactions are sometimes friendly, but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures.</li> <li>Students exhibit respect for the</li> </ul>	<ul style="list-style-type: none"> <li>Teacher-student interactions are sometimes authoritarian, negative, or inappropriate.</li> <li>Students exhibit disrespect for the teacher.</li> <li>Student interaction is</li> </ul>
Description of Qualifying Measures	<p>Consistent Evidence of Student Centered Learning/Student Ownership of Learning- Teacher Facilitates the</p> <ol style="list-style-type: none"> <li>Learning.</li> </ol>	<p>Some Evidence of Student Centered Learning/ Student Ownership</p> <ol style="list-style-type: none"> <li>of Learning – Teacher Facilitates the Learning</li> </ol>	<p>Moving Towards Student Centered Learning/Student Ownership</p> <ol style="list-style-type: none"> <li>of Learning-Consistent Reliance on Teacher Direction.</li> </ol>	<ol style="list-style-type: none"> <li>Heavy emphasis on Teacher Direction – Minimal Evidence of Student Ownership of Learning</li> </ol>

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