College of Education, Human Performance, and Health
UNIVERSITY OF SOUTH CAROLINA UPSTATE

Field Experience Handbook
for
Teacher Candidates
2024-2025

Art Education

Early Childhood Education Elementary Education

Middle Level Education

Physical Education

Secondary Level Education

Special Education – Learning Disabilities

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INTRODUCTION

The USC Upstate College of Education, Human Performance, and Health (CoEHPH) Field Experiences Handbook includes policies and procedures underlying and governing all field experiences, including Student Teaching, 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 (TC) 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 Director of Field Experiences to review this handbook on a bi-annual basis and to make appropriate revisions.

Selection of Public Schools

An effort is made by the CoEHPH to arrange field experiences in partner public schools where USC Upstate TCs can benefit from teaching experiences and where public-school faculty and administrators work cooperatively with university faculty and TCs. All public schools used for field experiences must be accredited by AdvanED. The partner districts and schools represent different types of diversity of students. A Memorandum of Understanding between USC Upstate and partner school districts outlines the experiences and qualifications/roles and responsibilities of the school, the Cooperating Teacher (CT), and the University Supervisor (US).

Personnel Involved in Field Experiences

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

- Administrative Assistant for Field Experiences – The designated staff member at USC Upstate who is responsible for handling documents for field experiences and monitoring clearance.

- Cooperating Administrator (CA) - 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.

- Cooperating Teacher (CT) - One who teaches in a public school and undertakes the

additional responsibility of supervising teacher candidates during a semester.

- Director of Field Experiences - The designated faculty member at USC Upstate who oversees field placements and serves as a primary liaison between the University and public school district partners.
- Dean of the CoEHPH - The individual responsible for recommending to the South Carolina State Department of Education (SCDE) those individuals who have successfully completed the teacher education program at USC Upstate.
- Field Experience Instructor - Faculty member, also referred to as the University Supervisor for field experiences, responsible for observing the TC and ensuring the completion of the required hours prior to Student Teaching. The Field Experience Instructor is responsible for facilitating a Field Experience course, for evaluating the Teacher Candidate's Self-Evaluation and Reflection of Teaching (SERT), formal lesson observations, and the Dispositions Evaluation, which is a key assessment.
- LiveText Coordinator – The designated faculty member who sets up evaluations in LiveText and answers any questions related to LiveText.
- Seminar (Pull Back) Instructor - The individual responsible for evaluating the TC's Self Evaluation and Reflection of Teaching (SERT) and the Teacher Work Sample (TWS), which is a key assessment, during Student Teaching.
- Teacher Candidate (TC) - A university student currently enrolled in the teacher education preparation program, including those participating in a Field Experience/ Student Teaching.
- University Supervisor (US) - A member (including faculty/adjunct and affiliate positions) from USC Upstate who serves as a liaison between the University and public school and is responsible for supervising a teacher candidate and communicating/collaborating with the cooperating teacher during Student Teaching. The University Supervisor is responsible for completing formal lesson observations and an ADEPT SCTS 4.0 Rubric Summative Consensus Evaluation, which is a key assessment, in consensus with the CT.

Qualifications of Cooperating Teachers

Teachers who serve as CTs must:

- Hold a valid continuing professional certificate in their area of supervision.
- Have successfully taught for at least two years at the grade level and/or subject area for which supervision is assigned.

- Have been trained on the ADEPT SCTS 4.0 Rubric, per South Carolina Department of Education requirements.
- Have completed a CoEHPH Orientation for CTs.
- Have been recommended annually, by the school administrator for service as a CT.
- Be willing and able to mentor TCs.

Qualifications of University Supervisors

USC Upstate faculty members and affiliates who serve as USs must:

- Have strong classroom experience within P-12 schools (5 years minimum).
- Be willing to travel to various school assignments.
- Hold a valid driver's license and have a reliable mode of transportation.
- Be available to TCs and the University during the student placement period.
- Possess the ability to use technology in the performance of responsibilities.
- Maintain ADEPT SCTS 4.0 Rubric Certification (if not already, must be certified by the start of the placement).

FIELD EXPERIENCE COURSES

Field experiences are intended to provide USC Upstate teacher candidates with firsthand classroom experiences. These experiences allow TCs to connect theory and practices discussed throughout their teacher preparation coursework. Field experience courses serve as preparation for Student Teaching and the TC's teaching career. Field experience courses include: planning, teaching, assessing, managing the classroom, and professionalism, while utilizing a variety of student groupings. Performance in each field experience course is evaluated by the field experience Instructor/University Supervisor. Note: Field experiences for TCs in Art, Physical Education and Special Education follow a cohort model in which field experiences are embedded in courses. The Instructor/US communicates with the Director of Field Experiences regarding which TCs should be included in placements for each semester.

General Competencies Developed in Field Experience Courses

Field experiences required of USC Upstate TCs are sequential and interdependent with course work. Though specific requirements may vary by course, the following competencies are fostered by field experiences:

The TC will:

- Describe the nature of schools and schooling as determined through observation.

- Describe characteristics of PreK-12 students as determined through observation.
- Participate in diverse settings including those with different socio-economic status, cultural, and linguistic backgrounds.
- Identify the various educational resources available to exceptional students.
- Demonstrate skill at recording and analyzing data gathered through observation and other informal assessment measures.
- Collect and analyze pre/post test data to inform teaching practices.
- Engage in reflective thinking about teaching.
- Plan and implement lessons under the direction of the CT.

Documentation and Evaluation

All field experiences (including courses leading up to Student Teaching, as well as Student Teaching) will be documented, and appropriate evaluation forms will be completed and saved in the TC's LiveText account, which is a private and secure assessment management web application by Watermark. TCs are required by the SCDE to complete a minimum of 100 hours of classroom experience before moving into Student Teaching. In many cases, depending on course requirements, TCs will have more than 100 hours. All TCs are formally observed with documented evaluations based on the SCDE's ADEPT SCTS 4.0 Evaluation of Teaching Effectiveness system. TCs in Field Experience courses are evaluated on the key performance assessment Dispositions Evaluation, which focuses on five dispositions or professional behaviors critical for effective teaching. LiveText questions/issues should be communicated to the LiveText Coordinator.

Conflicts of Interest

TCs may not be placed in any school setting where a family member is employed. Placement with family members who attend the school will be handled at the discretion of the Director of Field Experiences. TCs should report either of these situations to the Director of Field Experiences if they occur so they may be remedied immediately.

In an effort to maintain balance in the CT/ST/US relationship, gift-giving is prohibited during the evaluation period of a TC's placement. Though it is not required or to be expected, there may be instances when a person would like to offer a small parting gift or a gift of thanks at the end of the field experience (once all evaluations have been completed). In such cases, a gift is permissible but not to exceed the value of $50. If you have questions regarding this policy, contact the Director of Field Experiences for clarification.

Student Teaching is a field experience that serves as the capstone learning experience in the teacher education program. TCs are expected to behave in a professional manner at all times throughout the placement period.

The Student Teaching experience is designed to:
- Give the TC, under the guidance of a competent professional, first-hand experience with PreK-12 students.
- Allow the TC to apply theoretical content and professional knowledge acquired during coursework at the University.
- Provide CTs who model and exemplify good pedagogy.
- Allow the TC to practice and develop teaching skills including planning, implementing, and evaluating instruction.

The length of the USC Upstate Student Teaching experience is sixty-five days.

Single Placement

TCs with majors in Art, Early Childhood, Elementary, Middle, and Secondary programs have one placement for the entire semester. They 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 Student Teaching experience.

Dual Placement

TCs with majors in Physical Education and Special Education programs will have two placements of approximately seven weeks each (typically one in an elementary school and one in a middle or secondary school). Having a dual placement means TCs assume full responsibility for the entire day during the second week of school and gradually release full responsibility during the second to last week of Student Teaching.

All TCs are 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 TCs with diverse classroom experiences, TCs 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 TCs and monitoring their progress. The cooperating administrator also works with the university supervisor. Specific responsibilities of the cooperating administrator include:

- Conduct an orientation meeting with TCs, during which they are informed of school policies and procedures and are given a tour of the building.
- Introduce TCs to the entire faculty during an appropriate faculty meeting.
- Conduct a minimum of two conferences with the TCs concerning their progress during the placement.
- Arrange for TCs to observe in a minimum of 2 classrooms other than those to which they are assigned during the last 1-2 weeks of their placements.

Roles and Responsibilities of Cooperating Teachers

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

- Attend the Cooperating Teacher Orientation session provided by the University prior to the beginning of the semester.
- Prepare/introduce students, faculty, and staff in the school for the arrival of the TC.
- Acquaint the TC with the availability and location of student records, instructional materials, and instructional technology.
- Provide the TC with a desk or table for professional use.
- Familiarize the TC with schedules and other routines.
- Guide the TC through the creation of lesson plans, based on content and grade level standards and objectives.

- Assist the TC in the development of a unit plan.
- Provide the TC with opportunities to observe in various classroom settings.
- In collaboration with the TC, prepare a long-range plan for the gradual assumption and release of classroom teaching responsibilities.
- Approve unit plans and daily/weekly lesson plans prepared by the TC.
- Provide regular and continuous feedback to the TC concerning all aspects of the instructional process and specific suggestions concerning management techniques.
- Involve the TC in all responsibilities related to teaching, such as 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).
- Complete two ADEPT Formative Observations and take an active part in the ADEPT SCTS 4.0 Rubric Consensus Evaluation.
- Communicate with the US on a regular basis concerning the progress of the TC.
- Participate in a consensus meeting with the US at the end of the placement.
- Complete assigned reports and submit into LiveText by the designated due date.
- Complete and submit the Evaluation of University Supervisor Survey of the USC Upstate teacher education program when solicited.

Roles and Responsibilities of University Supervisors

The US provides the primary link between the public school and the CoEHPH. The US assumes direct responsibility for the TC and works closely with the CT and school administrators to ensure the progress and well- being of the students impacted by the TC. Duties and responsibilities of the US include:

- Serve as a liaison between the University and public school. Alert the Director of Field Experiences regarding any concerns as they occur.
- Attend meetings required by the Director of Field Experiences and/or USC Upstate.
- Visit the TC 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.
- Conduct conferences, as needed, with the TC and provide both constructive criticism and positive reinforcement.
- Communicate regularly with the CT concerning the progress of the TC.

- Conduct a three-way conference at the beginning of each placement to meet the CT and TC.

- Complete at least two ADEPT Formative evaluations

- Complete two Expanded ADEPT 4.0 evaluations (including pre- conference and post-conference)

- Complete the ADEPT SCTS 4.0 Rubric Summative Consensus Evaluation/Addendum in LiveText.

- Conduct a consensus meeting and complete the ADEPT SCTS 4.0 Consensus Rubric in LiveText.

- Enter all evaluations into LiveText according to the due dates assigned there.

- Follow the removal procedure, when necessary, in cooperation with the Director of Field Experiences.

- Verify and collect the 65-day verification form and the Student Teaching Observation Schedule with all required signatures and submit to the Director of Field Experiences by the designated due date, along with an overall rating of the TC as satisfactory (S) or unsatisfactory (U).

Roles and Responsibilities of Teacher Candidates

For the TC, the Student Teaching experience provides an opportunity to synthesize and apply knowledge and skills accumulated during college coursework. TCs are expected to be positive and cooperative and to understand that the welfare of public-school students is their primary responsibility. The responsibilities of the TC include:

- Provide meaningful learning experiences on a daily basis through implementing well-planned lessons and unit plans approved by the CT.

- Submit weekly lesson plans to the US and CT for the following week by Saturday at noon each week, unless otherwise specified by the US.

- Write a weekly reflection and submit it to the US along with weekly lesson plans (see Appendix A as an example) each Saturday by noon, unless otherwise specified by the US.

- Actively seek suggestions and advice from the CT and be receptive to constructive criticism.

- Work cooperatively with teachers, students, families, administrators, and the US.

- Develop, with the CT, long-range plans for the gradual assumption of all teaching responsibilities in the classroom.

- Assume total teaching responsibilities consistent with the timeline provided in this handbook.

- Adhere to the daily schedule of the CT 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).

- Adhere to the calendar of the assigned school district as opposed to the academic calendar of the University.

- Notify the CT, 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.

- Maintain the role of a TC, only acting as a substitute teacher when appropriate (see Appendix B).

- Implement discipline which demonstrates respect for the child - NEVER engaging in or serving as a witness to corporal punishment.

- Behave, speak, and dress in a professional manner throughout your placement.

- Communicate with teachers, students, administrators, families, and university personnel in a professional manner at all times.

- Recognize that neither employment nor additional coursework should interfere with the responsibilities associated with Student Teaching.

- Attend co-requisite courses and Student Teaching Orientation session.

- Refrain from using technology apart from placement-related tasks during school hours (Netflix, social media, phone usage including texting, etc.).

- Refrain from reaching out to any student via social media for any reason at any time.

- Refrain from taking photos or videos of students and/or posting them on any social media platform.

- Complete the Exit Assessment and Teacher Work Sample according to CoEHPH requirements.

- Complete the Standards of Professional Conduct and Dispositions Self-assessment prior to the Pinning & Hooding Ceremony.

- Complete surveys including the evaluation of the CT, evaluation of the US, and the Senior Survey prior to the end of the semester.

- Complete all Student Teaching requirements prior to the Pinning & Hooding Ceremony.

- Complete Steps for Certification (see Appendix D).

Schedule for Student Teaching

Arrangements for the TC to gradually assume instructional responsibilities (up to the first 3 weeks) and then gradually relinquish instructional responsibilities (during the last 3 weeks) in the classroom must be determined on an individual basis between the CT, US, and the TC. It is desirable that the TC have as much experience in all standards of teaching as possible.

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

The following general example of a schedule applies for all certification areas.

Week 1: TCs become oriented to the new classroom, observe both teacher and students, learn students' names, assume small housekeeping chores, and assist with individual students and/or small groups. This is also the time for the CT and the TC to make long-range plans for the transitioning of teaching responsibilities.

Week 2: TCs begin preparing and teaching one, two, or three different subjects (or classes). For example, an elementary TC 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 TC has full responsibility for the classroom. The CT will gradually reassume responsibility for instruction during the last three weeks of the Student Teaching experience.

During the last week of a TC's placement, it is desirable for the TC 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 to accommodate individual and school schedules.

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

Week 1   Introduction, Planning Visit

Week 3   US's ADEPT Formative Assessment #1 Week 5, CT's first Formative
                Assessment

Week 6   US's Expanded ADEPT 4.0 Assessment #1 Week 9, CT's
                second Formative Assessment

Week 10   US's ADEPT Formative Assessment #2

Week 12   US's Expanded ADEPT 4.0 Assessment #2

Week 14   US's ADEPT Summary Assessment from three-way conference, CT's
                USC Upstate Program Evaluation

DUAL PLACEMENT (Physical Education, Special Education, Art)

PLACEMENT ONE

Week 1   Introduction, Planning Visit

Week 2   US's ADEPT Formative Assessment

Week 3   CT's Formative Evaluation

Week 4/5   US's Expanded ADEPT 4.0 Assessment

Week 7   US's ADEPT Summary Assessment from conference with CT, CT's
                USC Upstate Program Evaluation

PLACEMENT TWO

Week 1   Introduction, Planning Visit

Week 2   US's ADEPT Formative Assessment

Week 3   CT's Formative Evaluation

Week 4/5   US's Expanded ADEPT 4.0 Assessment

Week 7   US's ADEPT Summary Assessment from conference with CT,
                CT's USC Upstate Program Evaluation

Absence of a Cooperating Teacher

Should a CT be absent from the classroom, the school district will provide a certified substitute to work with the TC. For a short-term absence, if agreed upon by the cooperating administrator and the school principal, the TC may be eligible to serve as the substitute teacher (see Appendix B). Those days would not count toward the 65 required days for Student Teaching, however.

Absence of the Teacher Candidate

TCs are expected to be present in the classroom each day of the Student Teaching experience. Attendance at a professional conference may be allowed **if approved 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 requires the teacher candidate to leave the school during a school day, the CT and the US must be notified. In the case of an absence, individual arrangements must be made for the TC to make-up days/hours missed. All missed days/hours, unless approved by the Director of Field Experiences (See Appendix G), must be made up at the end of Student Teaching. This includes leaving early and/or arriving late at your assigned school.

STUDENT TEACHING EVALUATION

At the conclusion of the Student Teaching experience, TCs will receive a grade of Satisfactory (S) or Unsatisfactory (U). Determination of the final grade is the responsibility of the Director of Field Experiences, in conjunction with feedback from the US and CT.

Informal Evaluation

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

Formal Evaluations Required by USC Upstate

Two types of formal evaluations are to be completed by the CT and the US during each Student Teaching placement. The first of these is a formative evaluation incorporating specific competencies aligned with the ADEPT SCTS 4.0 Rubric for the evaluation of effective teaching designated by the CoEHPH. A copy of this form is to be completed by the CT and US at specified points during each placement and shared and discussed with the TC, allowing for optimum candidate growth and development.

The key assessment ADEPT SCTS 4.0 Rubric Summative Evaluations is to be completed by both the CT and the US at the conclusion of each placement, and a consensus meeting should be held between the US and CT. Results are to be discussed with the TC by the US. Each of these exchanges should be scheduled at a time and place when P-12 students are not present. Some US' require that the TC complete both formative and summative self-evaluations. Copies of all formal evaluations become part of the TC's permanent file in the USC Upstate CoEHPH.

In addition to two formal evaluations, USs are to complete two Expanded ADEPT evaluations for a total of four formal observations during Student Teaching. These Expanded ADEPT evaluations will include a pre-conference, observation, and post-conference. The pre and post-conferences will be conducted between the US and the TC. After the post-conference, the US will complete the ADEPT SCTS 4.0 Rubric (see Appendix C) and provide the results to the TC orally and through LiveText. Documentation from the pre-conference and post-conference will also be submitted through LiveText. These thorough, formal observations, in addition to continual informal oral and written feedback, provide optimum opportunity for candidate growth and development throughout Student Teaching and are based on South Carolina's Expanded ADEPT SCTS 4.0 Rubric.

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Evaluation of Program and Personnel

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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 Student Teaching process. At the end of the semester, TCs in Student Teaching complete two evaluation forms, one regarding their CT and one regarding their US, and TCs in FE 1 and FE 2 complete one evaluation form regarding their CT and an end of course evaluation.

The CT completes two evaluation forms at the conclusion of the Student Teaching experience. The first evaluates the USC Upstate teacher education program based on the performance of the TC. The second evaluates the performance of the US.

The US completes and submits an evaluation form based on the performance of the CT. All of the data collected electronically is reviewed by the Coordinator of Accreditation and Assessment, who summarizes it, shares it with the Director of Field Experiences, and uses the information gathered for reports to various accrediting agencies. This allows for improvement of field experiences and the communication with and training/professional development for schools, CTs, and US'.

The information gathered from these evaluations form the basis for changes made in the teacher education program in general. 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 Student Teaching program: US', CTs, cooperating administrators, district office personnel and TCs.

REMOVAL OF A TEACHER CANDIDATE FROM A FIELD EXPERIENCE

The College of Education, Human Performance, and Health will enforce the following policy concerning the removal of a TC from any field experience, including Student Teaching. This policy will cover removal prior to the end of the semester. The criteria for evaluating TCs 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 TCs 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:

- Effective teaching (instruction and planning)

- Classroom management (instruction and behavior)

- Content knowledge

- Oral and written communication skills

- 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 formal observations, formal two-way or three-way conferences, the key assessment Dispositions Evaluation, and the key assessment ADEPT SCTS 4.0 Rubric Evaluation. The teacher education program expects candidates to perform at a satisfactory level on the key assessment rubric evaluations.

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 TC must be observed and evaluated by at least two USC Upstate CoEHPH faculty members.
2. The TC must be observed and evaluated by the CT and, when possible, an additional classroom teacher or a school administrator.
3. The TC will be observed by a university faculty member at least once a week until performance reaches a satisfactory level, or a decision is made to remove the TC.
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 TC, CT, and US. Documentation should include suggestions for improvement. The conference should be conducted at least one week prior to withdrawal of the TC.
6. The TC must be notified in writing that removal from Student Teaching/FE 1/FE 2 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.
8. An Improvement Plan may be required at any point in the process.

A TC may be removed immediately upon the request from the cooperating administrator (or the principal acting as an agent of that district), in which case, 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.

A conference involving the TC and the Director of Field Experiences (which may also include the Dean, Associate Dean, or Department Chair) will be conducted upon removal of the TC from placement. 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."
    i. 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.

II.   Student Appeal

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

INTERNSHIP CERTIFICATE REQUIREMENTS

The internship certificate is an alternative pathway to achieving a teaching certificate (see Appendix F). "The Internship certificate is available to an eligible TC* 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).

The internal application for an internship certificate must be received by CoEHPH before the beginning of Student Teaching (Spring Placement: November 1st ; Fall Placement: May 1st). Check the internship eligibility requirements before applying.

*An eligible TC is defined at USC Upstate as having:

- Passed all Praxis & PLT exams required for certification (exams must've been taken by May 1st and passing scores received no later than June 15th)

- A GPA of 3.5 or greater from Program of Study (with exception to the Reach Up! pathway)

- Exemplary or Acceptable ratings in all dispositions assessments conducted in field experiences
- The recommendation of the Department Chair in consultation with program faculty

If approved by CoEHPH, the Department Chair will complete an official application for an internship certificate with the SCDE on behalf of the TC. A specific school district request and classroom assignment will be necessary prior to submission. Candidates with an internship certificate are enrolled in Student Teaching at USC Upstate and must fulfill the same requirements as traditional Teacher

candidates. The differences are as follows:

- The Teacher Candidate with an internship certificate is the teacher of record in his/her own classroom.

- An assigned mentor serves as the CT and follows the same observation and evaluation schedule as one would for a traditional Teacher Candidate.

- The Teacher Candidate is a hired employee by the school district partner hosting him/her.

APPENDIX A   REFLECTIVE JOURNAL ASSIGNMENT

One of the requirements of Student Teaching is the reflective journal. As teacher candidates, you will write a weekly reflection to include introspection, feelings, and reactions to happenings of the week in the classroom. The basis for this is the idea that writing is a means of reflection, and that reflection on experience leads to meaningful learning. Such reflection will allow you to isolate positive teaching experiences, to analyze what made them positive, and to repeat them. Likewise, negative teaching experiences will be isolated, analyzed and may be eliminated or avoided in the future. 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; Smythe, 1989), "shape" the form and contents of the reflective journal.

1. Keep a journal during each practicum and each Student 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 a notebook.

4. Each entry is composed of three parts:

   a. *Description* of an experience (What happened? What did I do? What did the students do? What did the cooperating teacher do?

   b. *Reflection* upon the experiences (What does it mean? OR How do you view what happened? What informed your decision or interpretation of the meaning?).

   c. *Decisions, conclusions, or actions* on how subsequent teaching will change as a result of the experience and reflection (How will I teach differently in the future? 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 (TC) receiving compensation during the time they are Student Teaching. TCs are now allowed to receive compensation during Student Teaching, which means that the TC can substitute teach for their CT when the CT is absent. The TC <u>must</u> complete the process for becoming a substitute teacher in the district they are Student Teaching <u>before</u> they are eligible to act as the substitute teacher. The TC can only act as the substitute teacher for his/her CT. The days that the TC acts as the substitute teacher will not count toward the 65 required days (attendance or instructional) for Student Teaching. Taking on substitute teaching responsibilities will result in a TC having to make up days to fulfill the Student Teaching requirements at the end of their scheduled experience.

Ultimately, the choice to allow TCs 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 TCs to act as substitute teachers for CTs, this policy is void.

APPENDIX C   South Carolina Teaching Standards (Expanded ADEPT) 4.0 Rubric

INSTRUCTION

	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
Standards and Objectives[1]	• All learning objectives and state content standards are explicitly communicated. • Sub-objectives are aligned and logically sequenced to the lesson's major objective. • Learning objectives are: (a) consistently connected to what students have previously learned, (b) know from life experiences, and (c) integrated with other disciplines. • Expectations for each student's performance are clear, demanding, and high. • State standards are displayed, referenced throughout the lesson with explanations. • There is evidence that most students demonstrate mastery of the objective.	• Most learning objectives and state content standards are communicated. • Sub-objectives are mostly aligned to the lesson's major objective. • Learning objectives are connected to what students have previously learned. • Expectations for student performance are clear, demanding and high. • State standards are displayed and referenced in the lesson. • There is evidence that most students demonstrate mastery of the objective.	• Some learning objectives and state content standards are communicated. • Sub-objectives are sometimes aligned to the lesson's major objective. • Learning objectives are not clearly connected to what students have previously learned. • Expectations for student performance are clear. • State standards are appropriately displayed • There is evidence that some of the students demonstrate mastery of the objective.	• Learning objectives and state content standards are not communicated. • Sub-objectives are rarely aligned to the lesson's major objective. • Learning objectives are rarely connected to what students have previously learned. • Expectations for student performance are vague. • State standards are not appropriately displayed. • There is evidence that few students demonstrate mastery of the objective.
Motivating Students[2]	• The teacher consistently and explicitly organizes the content so that it is personally meaningful, relevant and intellectually engaging to all students. • The teacher consistently develops learning experiences where inquiry, curiosity and exploration are valued. • The teacher consistently reinforces and rewards effort.	• The teacher often organizes the content so that it is personally meaningful, relevant and intellectually engaging to most students. • The teacher often develops learning experiences where inquiry, curiosity and exploration are valued. • The teacher regularly reinforces and rewards effort.	• The teacher sometimes organizes the content so that it is personally meaningful, relevant and engaging to some students. • The teacher sometimes develops learning experiences where inquiry, curiosity and exploration are valued. • The teacher sometimes reinforces and rewards effort.	• The teacher rarely organizes the content so that it is personally meaningful, relevant and engaging to students. • The teacher rarely develops learning experiences where inquiry, curiosity and exploration are valued. • The teacher rarely reinforces and rewards effort.

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

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

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Presenting Instructional Content[3]	Presentation of content always includes: • visuals that establish: the purpose of the lesson, preview the organization of the lesson, and include reflective internal summaries of the lesson. • Explicit examples, illustrations, analogies, and labels for new concepts and ideas. • modeling by the teacher to demonstrate his or her performance expectations throughout the lesson. • concise communication. • logical sequencing and segmenting. • all essential information. • no irrelevant, confusing, or non-essential information.	Presentation of content most of the time includes: • visuals that establish the purpose of the lesson, preview the organization of the lesson, and include reflective internal summaries of the lesson. • examples, illustrations, analogies, and labels for new concepts and ideas. • modeling by the teacher to demonstrate his or her performance expectations. • concise communication. • logical sequencing and segmenting. • all essential information. • no irrelevant, confusing, or non-essential information.	Presentation of content sometimes includes: • visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson. • examples, illustrations, analogies, and labels for new concepts and ideas. • modeling by the teacher to demonstrate his or her performance expectations. • concise communication. • logical sequencing and segmenting. • all essential information • no irrelevant, confusing, or non-essential information.	Presentation of content rarely includes: • visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson. • examples, illustrations, analogies, and labels for new concepts and ideas. • modeling by the teacher to demonstrate his or her performance expectations. • concise communication. • logical sequencing and segmenting. • all essential information. • no irrelevant, confusing, or non-essential information.
Lesson Structure and Pacing[4]	• The lesson starts promptly. • The lesson's structure is coherent, with a significant beginning, middle, end, and extended time for reflection. • Pacing is brisk, and provides many opportunities for individual students who progress at different learning rates. • Routines for distributing materials are seamless. • No instructional time is lost during transitions.	• The lesson starts promptly. • The lesson's structure is coherent, with a beginning, middle, and end and reflection. • Pacing is appropriate, and sometimes provides opportunities for students who progress at different learning rates. • Routines for distributing materials are efficient. • Little instructional time is lost during transitions.	• The lesson starts promptly. • The lesson's structure is coherent, with a beginning, middle, and end. • Pacing is appropriate for some students and rarely provides opportunities for students who progress at different learning rates. • Routines for distributing materials are efficient. • Instructional time is lost during transitions.	• The lesson does not start promptly. • The lesson has a structure, but may be missing closure or introductory elements. • Pacing is appropriate for few students, and does not provide opportunities for students who progress at different learning rates. • Routines for distributing materials are inefficient. • Considerable time is lost during transitions.

3 Dalton, B., & Smith, B. E. (2012). Teachers as designers: Multimodal immersion and strategic reading on the Internet. Research in the Schools, 19(1), 12-25.
4 Konrad, M., Helf, S., & Joseph, L. M. (2011). Evidence-based instruction is not enough: Strategies for increasing instructional efficiency. Intervention in School and Clinic, 47(2), 67-74. doi: 10.1177/1053451211414192

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[5] Pahl, K., & Roswell, J. (2010). Artifactual literacies: Every object tells a story. New York, NY: Teachers College Press.

Activities and Materials[5]	Activities and materials include all of the following:	Activities and materials include most of the following:	Activities and materials include some of the following:	Activities and materials include few of the following:
	• support the lesson objectives. • are challenging. • sustain students' attention. • elicit a variety of thinking. • provide time for reflection. • are relevant to students' lives. • provide opportunities for student to student interaction. • induce student curiosity and suspense. • provide students with choices. • incorporate multimedia and technology which enhances student learning and thinking. • incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, cultural centers, etc.). • In addition, sometimes activities are game-like, involve simulations, require creating products, and demand self-direction and self-monitoring.	• support the lesson objectives. • are challenging. • sustain students' attention. • elicit a variety of thinking. • provide time for reflection. • are relevant to students' lives. • provide opportunities for student to student interaction. • induce student curiosity and suspense. • provide students with choices. • incorporate multimedia and technology. • incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, cultural centers, etc.).	• support the lesson objectives. • are challenging. • sustain students' attention. • elicit a variety of thinking. • provide time for reflection. • are relevant to students' lives. • provide opportunities for student to student interaction. • induce student curiosity and suspense. • provide students with choices. • incorporate multimedia and technology. • incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, cultural centers, etc.).	• support the lesson objectives. • are challenging. • sustain students' attention. • elicit a variety of thinking. • provide time for reflection. • are relevant to students' lives. • provide opportunities for student to student interaction. • induce student curiosity and suspense. • provide students with choices. • incorporate multimedia and technology. • incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, etc.).

Questioning [6]	Teacher questions are varied and high quality providing a consistently balanced mix of question types: ○ knowledge and comprehension, ○ application and analysis, and ○ creation and evaluation. • Questions are consistently purposeful and coherent. • A high frequency of questions is asked. • Questions are consistently sequenced with attention to the instructional goals. • Questions regularly require active responses (e.g., whole class signaling, choral responses, written and shared responses, or group and individual answers). • Wait time (3-5 seconds) is consistently provided. • The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex. • Students generate higher order questions that lead to further inquiry and self-directed learning.	Teacher questions are varied and high quality providing a balanced mix of question types: ○ knowledge and comprehension, ○ application and analysis, and ○ creation and evaluation. • Questions are usually purposeful and coherent. • A moderate frequency of questions asked. • Questions are often sequenced with attention to the instructional goals. • Questions sometimes require active responses (e.g., whole class signaling, choral responses, or group and individual answers). • Wait time is often provided. • The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex. • Students generate questions that lead to further inquiry and self-directed learning.	Teacher questions are varied and high quality providing for some, but not all, question types: ○ knowledge and comprehension, ○ application and analysis, and ○ creation and evaluation. • Questions are sometimes purposeful and coherent. • A moderate frequency of questions asked. • Questions are sometimes sequenced with attention to the instructional goals. • Questions sometimes require active responses (e.g., whole class signaling, choral responses, or group and individual answers). • Wait time is sometimes provided. • The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex. • Students generate questions that lead to further inquiry and self-directed learning.	Teacher questions are inconsistent in quality and include few question types: ○ knowledge and comprehension, ○ application and analysis, and ○ creation and evaluation. • Questions are random and lack coherence. • A low frequency of questions is asked. • Questions are rarely sequenced with attention to the instructional goals. • Questions rarely require active responses (e.g., whole class signaling, choral responses, or group and individual answers). • Wait time is inconsistently provided. • The teacher mostly calls on volunteers and high ability students.
Academic Feedback [7]	• Oral and written feedback is consistently academically focused, frequent, and high quality. • Feedback is frequently given during guided practice and homework review. • The teacher circulates to prompt student thinking, assess each student's progress, and provide individual feedback. • Feedback from students is consistently used to monitor and adjust instruction. • Teacher engages students in giving specific and high quality feedback to one another.	• Oral and written feedback is mostly academically focused, frequent, and mostly high quality. • Feedback is often given during guided practice and homework review. • The teacher circulates regularly during instructional activities to support engagement, and monitor student work. • Feedback from students is regularly used to monitor and adjust instruction. • Teacher engages students in giving feedback to one another.	• Oral and written feedback is sometimes academically focused, frequent, and mostly high quality. • Feedback is sometimes given during guided practice and homework review. • The teacher circulates sometimes during instructional activities to support engagement, and monitor student work. • Feedback from students is sometimes used to monitor and adjust instruction.	• The quality and timeliness of feedback is inconsistent. • Feedback is rarely given during guided practice and homework review. • The teacher circulates during instructional activities, but monitors mostly behavior. • Feedback from students is rarely used to monitor or adjust instruction.

[6] Fusco, E. (2012). *Effective questioning strategies in the classroom: A step-by-step approach to engaged thinking and learning, K–8*. New York, NY: Teachers College Press.
[7] Hattie, J. & Gan, M. (2010). Instruction based on feedback. In R. E. Mayer & P. A. Alexander (Eds.), *Handbook of Research on Learning and Instruction* (pp. 249-272). New York, NY: Taylor & Francis.

Grouping Students[8]	• The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero- or homogenous ability) consistently maximize student understanding and learning efficiency. • All students in groups know their roles, responsibilities, and group work expectations. • All students participating in groups are held accountable for group work and individual work. • Instructional group composition is varied (e.g., race, gender, ability, and age) to best accomplish the goals of the lesson. • Instructional groups facilitate opportunities for students to set goals, reflect on, and evaluate their learning.	• The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero- or homogenous ability) adequately enhance student understanding and learning efficiency. • Most students in groups know their roles, responsibilities, and group work expectations. • Most students participating in groups are held accountable for group work and individual work. • Instructional group composition is varied (e.g., race, gender, ability, and age) to most of the time, accomplish the goals of the lesson.	• The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero- or homogenous ability) sometime enhance student understanding and learning efficiency. • Some students in groups know their roles, responsibilities, and group work expectations. • Some students participating in groups are held accountable for group work and individual work. • Instructional group composition is varied (e.g., race, gender, ability, and age) to sometime, accomplish the goals of the lesson.	• The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero-or homogenous ability) inhibit student understanding and learning efficiency. • Few students in groups know their roles, responsibilities, and group work expectations. • Few students participating in groups are held accountable for group work and individual work. • Instructional group composition remains unchanged irrespective of the learning, and instructional goals of a lesson.
Teacher Content Knowledge[9]	• Teacher displays extensive content knowledge of all the subjects she or he teaches. • Teacher consistently implements a variety of subject-specific instructional strategies to enhance student content knowledge.[1] • The teacher consistently highlights key concepts and ideas, and uses them as bases to connect other powerful ideas. • Limited content is taught in sufficient depth to allow for the development of understanding.	• Teacher displays accurate content knowledge of all the subjects she or he teaches. • Teacher regularly implements subject-specific instructional strategies to enhance student content knowledge. • The teacher regularly highlights key concepts and ideas, and uses them as bases to connect other powerful ideas.	• Teacher displays adequate content knowledge of all the subjects he or she teaches. • Teacher sometimes implements subject-specific instructional strategies to enhance student content knowledge. • The teacher sometimes highlights key concepts and ideas, and uses them as bases to connect other powerful ideas.	• Teacher displays under-developed content knowledge in several subject areas. • Teacher rarely implements subject-specific instructional strategies to enhance student content knowledge. • Teacher does not understand key concepts and ideas in the discipline, and therefore presents content in an unconnected way.

8 Li, T., Han, L., Zhang, L., & Rozelle, S. (2014). Encouraging classroom peer interactions: Evidence from Chinese migrant schools. Journal of Public Economics, 111, 29-45. doi:10.1016/j.jpubeco.2013.12.014
9 Ball, D. L., Thames M. H., & Phelps, G. (2008). Content knowledge for teaching: What makes it special? Journal of Teacher Education, 59(5), 389-407. doi:10.1117/0022487108324554

Teacher Knowledge of Students[10]	• Teacher practices display understanding of each student's anticipated learning difficulties. • Teacher practices consistently incorporate student interests and cultural heritage. • Teacher consistently provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.	• Teacher practices display understanding of most student anticipated learning difficulties. • Teacher practices regularly incorporate student interests and cultural heritage. • Teacher regularly provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.	• Teacher practices display understanding of some student anticipated learning difficulties. • Teacher practices sometimes incorporate student interests and cultural heritage. • Teacher sometimes provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.	• Teacher practices demonstrate minimal knowledge of students anticipated learning difficulties. • Teacher practices rarely incorporate student interests or cultural heritage. • Teacher practices demonstrate little differentiation of instructional methods or content.
Thinking[11]	The teacher thoroughly teaches three types of thinking: • analytical thinking where students analyze, compare and contrast, and evaluate and explain information. • practical thinking where students use, apply, and implement what they learn in real-life scenarios. • creative thinking where students create, design, imagine and suppose. • research-based thinking where students explore and review a variety of ideas, models, and solutions to problems. The teacher consistently provides opportunities where students: • generate a variety of ideas and alternatives. • analyze problems from multiple perspectives and viewpoints. • monitor their thinking to ensure that they understand what they are learning, are attending to critical information, and are aware of the learning strategies that they are using and why.	The teacher thoroughly teaches two types of thinking: • analytical thinking where students analyze, compare and contrast, and evaluate and explain information. • practical thinking where students use, apply, and implement what they learn in real-life scenarios. • creative thinking where students create, design, imagine and suppose. • research-based thinking where students explore and review a variety of ideas, models, and solutions to problems. The teacher regularly provides opportunities where students: • generate a variety of ideas and alternatives. • analyze problems from multiple perspectives and viewpoints.	The teacher attempts to teach one type of thinking. • analytical thinking where students analyze, compare and contrast, and evaluate and explain information. • practical thinking where students use, apply, and implement what they learn in real-life scenarios. • creative thinking where students create, design, imagine and suppose. • research-based thinking where students explore and review a variety of ideas, models, and solutions to problems. The teacher sometimes provides opportunities where students: • generate a variety of ideas and alternatives. • analyze problems from multiple perspectives and viewpoints.	The teacher implements no learning experiences that thoroughly teach any type of thinking. The teacher provides few opportunities where students: • generate a variety of ideas and alternatives. • analyze problems from multiple perspectives and viewpoints.

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

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

Problem Solving[12]	The teacher implements activities that teach and reinforce 3 or more of the following problem solving types: • Abstraction • Categorization • Drawing Conclusions/Justifying Solutions • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing	The teacher implements activities that teach and reinforce 2 of the following problem solving types: • Abstraction • Categorization • Drawing Conclusions/Justifying Solution • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing	The teacher implements activities that teach and reinforce 1 of the following problem solving types: • Abstraction • Categorization • Drawing Conclusions/Justifying Solution • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing	The teacher implements no activities that teach and reinforce any of the following problem solving types: • Abstraction • Categorization • Drawing Conclusions/Justifying Solution • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing
Description of Qualifying Measures	Consistent Evidence of Student Centered Learning/Student Ownership of Learning- Teacher Facilitates the Learning.	Some Evidence of Student Centered Learning/ Student Ownership of Learning – Teacher Facilitates the Learning	Moving Towards Student Centered Learning/Student Ownership of Learning- Consistent Reliance on Teacher Direction.	Heavy emphasis on Teacher Direction – Minimal Evidence of Student Ownership of Learning

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

PLANNING

	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
Instructional Plans [13]	Instructional plans include: • measurable and explicit goals aligned to state content standards. • activities, materials, and assessments that: 　○ are aligned to state standards. 　○ are sequenced from basic to complex. 　○ build on prior student knowledge, are relevant to students' lives, and integrate other disciplines. 　○ provide appropriate time for student work, student reflection, and lesson and unit closure. • evidence that plan is appropriate for the age, knowledge, and interests of all learners. • evidence that the plan provides regular opportunities to accommodate individual student needs.	Instructional plans include: • goals aligned to state content standards. • activities, materials, and assessments that: 　○ are aligned to state standards. 　○ are sequenced from basic to complex. 　○ build on prior student knowledge. 　○ provide appropriate time for student work, and lesson and unit closure. • evidence that plan is appropriate for the age, knowledge, and interests of most learners. • evidence that the plan provides some opportunities to accommodate individual student needs.	Instructional plans include: • some goals aligned to state content standards. • activities, materials, and assessments that: 　○ are sometimes aligned to state standards. 　○ are sometimes sequenced from basic to complex. 　○ Sometimes build on prior student knowledge. 　○ Sometimes provide appropriate time for student work, and lesson and unit closure. • Some evidence that plan is appropriate for the age, knowledge, and interests of most learners. • evidence that the plan provides some opportunities to accommodate individual student needs.	Instructional plans include: • few goals aligned to state content standards. • activities, materials, and assessments that: 　○ are rarely aligned to state standards. 　○ are rarely logically sequenced. 　○ rarely build on prior student knowledge 　○ inconsistently provide time for student work, and lesson and unit closure • little evidence that the plan is appropriate for the age, knowledge, or interests of the learners. • little evidence that the plan provides some opportunities to accommodate individual student needs.
Student Work [14]	Assignments require students to: • organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it. • draw conclusions, make generalizations, and produce arguments that are supported through extended writing. • connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives both inside and outside of school.	Assignments require students to: • interpret and analyze information rather than reproduce it. • draw conclusions and support them through writing. • connect what they are learning to prior learning and some life experiences.	Assignments require students to: • interpret information rather than reproduce it. • Sometimes draw conclusions and support them through writing. • Sometimes connect what they are learning to prior learning or life experiences.	Assignments require students to: • mostly reproduce information. • rarely draw conclusions and support them through writing. • rarely connect what they are learning to prior learning or life experiences.

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

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

Assessment[15]			
Assessment Plans: • are consistently aligned with state content standards. • have clear appropriate measurement criteria. • measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test. • require extended written tasks. • are portfolio-based with clear illustrations of student progress toward state content standards. • include descriptions of how assessment results will be used to inform future instruction.	**Assessment Plans:** • are aligned with state content standards. • have clear measurement criteria. • measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test). • require written tasks. • include performance checks throughout the school year.	**Assessment Plans:** • are sometimes aligned with state content standards. • have measurement criteria. • measure student performance in more than one way (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test). • require limited written tasks. • include performance checks but may not be monitored consistently.	**Assessment Plans:** • are rarely aligned with state content standards. • have ambiguous measurement criteria. • measure student performance in less than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test). • include performance checks, although the purpose of these checks is not clear.
Description of Qualifying Measures			
Consistent Evidence of Student Centered Learning/Student Ownership of Learning- Teacher Facilitates the Learning.	Some Evidence of Student Centered Learning/ Student Ownership of Learning – Teacher Facilitates the Learning	Moving Towards Student Centered Learning/Student Ownership of Learning- Consistent Reliance on Teacher Direction.	Heavy emphasis on Teacher Direction – Minimal Evidence of Student Ownership of Learning

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

	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
Expectations[16]	*Consistent Evidence of Student-Centered Learning/Student Ownership of Learning – Teacher and Students Facilitate the Learning* • Teacher engages students in learning with clear and rigorous academic expectations for every student and actively uses aligned and differentiated materials and resources to ensure equitable access to learning. • Students regularly learn from their mistakes and can describe their thinking on what they learned. • Teacher encourages students to learn from mistakes. • Teacher creates learning opportunities where all students consistently experience success. • Students lead opportunities that support learning. • Students take initiative to meet or exceed teacher expectations. • Teacher optimizes instructional time to ensure each student meets their learning goals.	*Some Evidence of Student-Centered Learning/Student Ownership of Learning – Teacher Facilitates the Learning* • Teacher engages students in learning with clear and rigorous academic expectations for every student with aligned materials and resources for students to access. • Teacher encourages students to learn from mistakes. • Teacher creates learning opportunities where all students can experience success. • Students complete their work according to teacher expectations.	*Moving Toward Student-Centered Learning/Student Ownership of Learning Consistent Reliance on Teacher Direction* • Teacher engages students in learning with clear and rigorous academic expectations for most students. • Teacher encourages students to learn from mistakes. • Teacher creates learning opportunities where some students can experience success. • Teacher expectations for student work are not clear for all students.	*Heavy Emphasis on Teacher Direction – Minimal Evidence of Student Ownership of Learning* • Teacher expectations are not rigorous for every student. • Teacher creates an environment where mistakes and failure are not viewed as learning experiences. • Teacher does not create learning opportunities where students can experience success. • Student work is rarely completed to meet teacher expectations.
Engaging Students and Managing Behavior[17]	• Students are consistently engaged in behaviors that optimize learning and increase time on task. • Teacher and students establish clear commitments for learning and behavior. • The teacher consistently uses and students reinforce several techniques (e.g., rewards, intrinsic motivation, approval, contingent activities, and consequences) that maintain student engagement and promote a positive classroom environment. • Teacher consistently recognizes and motivates positive behaviors and does not allow inconsequential behavior to interrupt the lesson. • The teacher addresses individual students who have caused disruptions rather than the entire class. • The teacher attends to disruptions quickly with minimal interruption to learning.	• Students are mostly engaged in behaviors that optimize learning and increase time on task; some minor learning disruptions may occur. • Teacher establishes rules for learning and behavior. • The teacher uses several techniques (e.g., rewards, intrinsic motivation, approval, contingent activities, and consequences) that maintain student engagement and promote a positive classroom environment. • The teacher often recognizes and motivates positive behaviors and overlooks most inconsequential behavior. • The teacher addresses students who have caused disruptions, yet sometimes he or she addresses the entire class.	• Students are sometimes engaged in behaviors that optimize learning and increase time on task; minor learning disruptions are frequent. • Teacher establishes some rules for learning and behavior. • The teacher uses some techniques (e.g., rewards, intrinsic motivation, approval, contingent activities, and consequences) to maintain appropriate student behavior. • The teacher sometimes recognizes and motivates positive behaviors and overlooks some inconsequential behavior, but other times addresses it, stopping the lesson. • The teacher inconsistently deals with students who have caused disruptions, and frequently addresses the entire class.	• Students are consistently engaged in behavior that interrupts learning or minimizes time on task. • Teacher establishes few rules for learning and behavior. • The teacher uses few techniques to maintain student engagement. • The teacher over-addresses inconsequential behavior. • Teacher does not or inconsistently addresses behavior that interrupts learning.

ENVIRONMENT

	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
Environment[18]	*Consistent Evidence of Student-Centered Learning/Student Ownership of Learning – Teacher and Students Facilitate the Learning*	*Some Evidence of Student-Centered Learning/Student Ownership of Learning – Teacher Facilitates the Learning*	*Moving Toward Student-Centered Learning/Student Ownership of Learning Consistent Reliance on Teacher Direction*	*Heavy Emphasis on Teacher Direction – Minimal Evidence of Student Ownership of Learning*
	The classroom • welcomes all students and guests and provides a safe space for all students to take risks and interact with peers. • is clearly organized and designed for and with students to promote learning for all. • has supplies, equipment, and resources easily and readily accessible to provide equitable opportunities for all students. • displays current student work that promotes a positive and inclusive classroom environment. • is consistently arranged to maximize individual and group learning and to reinforce a positive classroom culture.	The classroom • welcomes all students and guests. • is organized to promote learning for all students. • has supplies, equipment, and resources accessible to provide equitable opportunities for students. • displays current student work. • is arranged to promote individual and group learning.	The classroom • welcomes most students and guests. • is somewhat organized to promote learning for all students. • has supplies, equipment, and resources accessible. • displayed student work is not updated regularly. • is sometimes arranged to promote individual and group learning.	The classroom • is somewhat uninviting. • is not organized to promote student learning. • supplies, equipment, and resources are difficult to access. • does not display student work. • is not arranged to promote group learning.
Respectful Culture[19]	• Teacher-student and student-student interactions demonstrate caring and respect for one another and celebrate and acknowledge all students' background and culture. • Teacher fosters positive teacher-to-student and student-to-student interactions that demonstrate overall care, kindness, and respect for one another. • Teacher seeks out and is receptive to the interests and opinions of all students. • Positive relationships and interdependence characterize the classroom.	• Teacher-student interactions are generally positive and reflect awareness and consideration of all students' background and culture. • Teacher and students exhibit respect and kindness for the teacher and each other; classroom is free of unhealthy conflict, sarcasm, and put-downs. • Teacher is receptive to the interests and opinions of students.	• Teacher-student interactions are sometimes positive, but may reflect occasional inconsistencies. • Students exhibit respect and kindness for the teacher and each other. • Teacher is sometimes receptive to the interests and opinions of students.	• Teacher does not establish a safe and positive classroom culture for students. • Students do not exhibit respect for the teacher or each other. • Teacher and/or student interaction is characterized by unhealthy conflict, sarcasm, or put-downs. • Teacher is not receptive to interests and opinions of students.

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

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

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PROFESSIONALISM

	Performance Standard	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
Growing and Developing Professionally[16]	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[17]	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[18]	9. The educator actively supports school activities and events.	Always	Often	Sometimes	Rarely
School Responsibilities[19]	10. The educator accepts leadership responsibilities and/or assists in peers contributing to a safe and orderly school environment.	Always	Often	Sometimes	Rarely

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APPENDIX D   Steps to Certification

☐ Go to the CATS portal (https://cert.ed.sc.gov) and verify that your contact information is accurate.
   o Verify that your fingerprints were submitted within the past 18 months. If they were submitted in the last 18 months, you do not need to re-submit them. If you paid the $105 application fee within the past 3 years, you do not need to re-pay the fee.

☐ Achieve a passing score for your specific PRAXIS II and PLT exams – make sure you name USC Upstate as an institution with whom to share the scores. **Email Mrs. Lyndell Marks (lyndell@uscupstate.edu) once you receive your score report from ETS.**

☐ If you have changed your name, please notify Mrs. Lyndell Marks.

☐ Approximately four weeks after graduation, your degree will post in SSC. Once it has posted it, it will appear on your unofficial transcript like this.

Degree Information

Awarded   Degree Date
Bachelor Science Education   05/02/2023

Curriculum Information

Primary Degree

☐ Transcripts:
   o After confirming your degree has posted, you must send your official transcripts to: Office of Educator Services 428 Wholesale Lane, West Columbia, SC 29172. They can be sent electronically to transcripts@ed.sc.gov. Your transcripts must come directly from USC. You can find a link to request transcripts in SSC.

☐ After your degree has posted, the University will send your recommendation letter to the State Department. Please allow up to eight weeks for your letter to be processed by the Office of Educator Services.

APPENDIX E   Contact List

Student Teachers
- For questions about assignments, placement, concerns, absences, and expectations contact Dr. Amy Stevenson (as314@uscupstate.edu).
- For questions about applying for Student Teaching, background check status, TB test status, or clearance with the State Department, contact Lyndell Marks (lyndell@uscupstate.edu).
- For questions about LiveText, contact (TBA).
- For questions about the status of your Certification after graduation, contact Lyndell Marks (lyndell@uscupstate.edu).

Cooperating Teachers
- For questions about assignments, placement, concerns, absences, and expectations contact Dr. Amy Stevenson (as314@uscupstate.edu).
- For questions about your letter for points towards re-certification, contact Lyndell Marks (lyndell@uscupstate.edu).
- For questions about LiveText, contact (TBA)
- For questions regarding using your voucher towards classes at USC Upstate, contact Alyssa Dickerson-Moody (dickersa@uscupstate.edu).

University Supervisors
- For questions about Livetext, contact (TBA).
- For questions regarding payment, contact Kelly Crow (kcrow2@uscupstate.edu).
- For all other questions, contact Dr. Amy Stevenson (as314@uscupstate.edu).

APPENDIX F   Internship Information Sheet

Internship Information Sheet

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

- The specific district request and classroom assignment

- Passed all Praxis and Praxis II exams required for teaching

- A GPA of 3.5 or greater from Program of Study (with exception to the Reach Up! pathway)

- An Exemplary or Acceptable rating in all dispositions assessments conducted in field experiences

- The recommendation of the Department Chair in consultation with program faculty

Details

1. Be sure to check the internship requirements before applying.

2. Most students will be enrolled in their second field experience when applying for the internship certificate.

3. If selected for an internship position:

   - It will be a paid position with the district that hires you. At least one interview is likely.

   - You will be teaching full-time while Student Teaching.

   - You will still pay regular tuition to USC Upstate.

   - You will still register to take the Student Teaching course and Pull-Back course.

4. Submission of an application will not ensure that a candidate is hired.

5. Students should not contact districts/principals prior to getting clearance. We have forms to streamline the process.

6. Notice that the first application to submit is internal. If a candidate is approved at that step, then the official application for an Internship Certificate will be required by the SCDE. The deadlines for that are December 1st for a spring internship and July 15th for a fall internship.

7. "The internship certificate request with the SCDE 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)

Process Simplified

1. Take and pass the appropriate Praxis II and PLT exams. Be sure to have USC Upstate named as a score recipient.

2. Complete and submit an internal application to show interest in pursuing the internship Certificate. Access the internship internal application here Student Internship Application - Formstack.

3. The Department Chair and Director of Field Experiences will review the application and schedule a meeting to discuss next steps and answer questions if all eligibility requirements have been met.

4. Once the meeting has been conducted, the Department Chair will contact the Teacher Candidate's program faculty to receive recommendations on behalf of the student.

5. If the student is approved for the Internship Certificate, the Director of Field Experiences will work with the student and a partnering district to facilitate the process of hiring.

Reminder: There is no guarantee of an internship, even if requirements have been met at USC Upstate. Each candidate will need to interview as a potential new employee with the hiring district and an appropriate job opening must be available.

APPENDIX G   Absence Request Form for Student Teachers (link provided in Blackboard)
Note: Submission does not ensure approval.

Absence Request Form for Student Teachers

This form is to be submitted for scheduled events. One would not submit this form for an unexpected illness or personal emergency, in which case the procedures outlined in the Field Experience Handbook (contacting the cooperating teacher, school secretary, and university supervisor and making the time up at the end of the placement) should be implemented. Please note that this form should be used for each day that is being requested to be absent.

Your Name:*

First Name	Last Name

Your e-mail:*

Cooperating Teacher's name:*

First Name	Last Name

Cooperating Teacher's e-mail:*

University Supervisor's name:*

First Name	Last Name

Name of the School Placement:*

Date You are requesting to be absent from your placement:*

MMMM DD, YYYY

The reason for absence is due to the following:*

○ Conference
○ Illness/Medical Procedure
○ Praxis/PLT Exam
○ Other