



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

Field Experience Handbook for Teacher Candidates 2025-2026

Art Education

Early Childhood Education

Elementary Education

Middle Level Education

Physical Education

Secondary Education

Special Education – Learning Disabilities

Special Education – Visual Impairments

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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 early field experiences that lead up to student teaching related to the Education Professional Program of the University of South Carolina Upstate (USC Upstate) and student teaching. In addition, this handbook serves as a reference for university and public-school personnel, as well as teacher candidates (TC) involved in field experiences.

USC Upstate and its educator preparation programs are nationally and state accredited. As part of CoEHPH, the Department of Education aims to develop highly effective educators through practical and rigorous coursework and by facilitating field experiences that offer TCs opportunities to work with and learn from dynamic teachers and administrators in our partner school districts. The primary purpose of field experiences is for TCs to develop knowledge and skills that will help them become highly effective educators when they serve in their own classrooms. In addition to that, the expectation also is that TCs will actively contribute to the learning and classroom environment of each placement to which they are assigned.

Selection of Public Schools

A priority of the Department of Education at USC Upstate is to arrange field experiences in partner schools where TCs may benefit from teaching experiences and where school personnel work cooperatively with university faculty and TCs. All public schools used for field experiences must be accredited by the South Carolina Department of Education (SCDE). The partner districts and schools represent various 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, note the following definitions:

- Administrative Assistant for the Department of Education – 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 and assumes the responsibility for coordinating the presence of teacher candidates in that particular school/field experience.
- Cooperating Teacher (CT) – One who teaches in a public school and undertakes the additional responsibility of supervising teacher candidates during a field experience.
- 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 school district partners.
- Dean of the CoEHPH – The individual responsible for recommending to the SCDE those individuals who have successfully completed the teacher education program at USC Upstate.
- Field Experience Instructor – The faculty member, also referred to as the University Supervisor for an early clinical/practicum field experience, responsible for facilitating the course, observing and evaluating lessons by the TC, and ensuring the completion of the required hours prior to student teaching.
- Coordinator of Assessment & Accrediation – The designated USC Upstate representative who sets up evaluations in LiveText and answers any questions related to assessment management system (e.g. 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 are our primary assessments, 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 (may be a faculty/adjunct or affiliate position) from USC Upstate, directly supervised by the Director of Field Experiences, who serves as a liaison between the University and school partner and is responsible for supervising a TC and communicating/collaborating with the CT during the Student Teaching/field experience. The University Supervisor is responsible for completing formal lesson

observations and an ADEPT SCTS 4.0 Rubric Summative Consensus Evaluation, which is a primary assessment, in consensus with the CT.

OVERVIEW OF FIELD EXPERIENCES

The beginning of the teacher education program includes general education components. This coursework provides content-learning opportunities, as well as opportunities to develop critical thinking and problem-solving skills. Once students enter the professional program, they are termed as teacher candidates (TCs). Clinical field placements begin, at which time TCs are given opportunities to apply what they have learned through previous coursework, as well as new courses they encounter, more specific to their academic program. Field experiences provide firsthand classroom experiences where theory is put to practice. They give TCs opportunities to observe and interact with teachers, students, administrators, and other school personnel at the locations where they are placed. 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. The scope and responsibilities will gradually increase with each placement.

Clarification of types of field experiences available to TCs

The following are terms used for the various types of field experiences available to TCs:

- Early Field Experiences – experiences prior to student teaching. They include support and activities through a course led by university faculty and are intended to assist TCs in developing initial skills to teach, support, develop rapport with, and assess students.
- Student Teaching – a supervised, full-time, direct teaching experience that provides hands-on practice in a classroom setting, under the guidance of a cooperating teacher.
- Internship – a unique opportunity that happens simultaneously with student teaching, in which the TC is hired as the teacher of record in a classroom while completing student teaching requirements.

General Competencies Developed in Field Experience Courses

The South Carolina Expanded ADEPT (Assisting, Developing, and Evaluating Professional Teaching) system serves as the basis for all field experiences. The assessment and evaluation of TCs is based on the competencies they demonstrate on ADEPT performance indicators in the

South Carolina Teaching Standards (SCTS) 4.0 Rubric and on national standards related to their program of study. The SCTS Rubric indicators are listed below.

Domains	Indicators
Planning	<ul style="list-style-type: none"> • Instructional Plans • Student Work • Assessment
Instruction	<ul style="list-style-type: none"> • 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
Environment	<ul style="list-style-type: none"> • Managing Student Behavior • Expectations • Environment • Respectful Culture
Professionalism	<ul style="list-style-type: none"> • Beliefs About Student Learning • Collaboration for Student Learning • Professional Behavior • Standards of Conduct • Communication with Families • Communication with Professionals • Reflective Practitioner • Professional Learning and Engagement

Field experiences required of USC Upstate TCs are sequential and interdependent with coursework. Some practical examples of how competencies described above may look include:

- Plan and implement lessons based on State standards and objectives.
- Incorporate multiple forms of assessments into teaching.
- Be prepared for lessons, including content knowledge and preparation of materials.

- Provide feedback that is academic in nature (ex. Instead of simply saying, “Good job,” state the strength specifically and/or ask the student). Solid academic feedback is often in the form of a two-way dialogue rather than a simple critique.
- Collect and analyze pre/post test data to inform teaching practices.
- Create a positive classroom environment.
- Model respectful communication through tone of voice, facial expressions, and words.
- Communicate with the CT and other school personnel to provide support for students.
- Reflect thoughtfully on your strengths and areas for growth regarding your teaching practice.
- Dress professionally.
- Complete tasks thoroughly, on time, and with excellence.

Conflicts of Interest

TCs may not be placed in any school setting where a family member is employed. Placement at a school where a family member attends as a student 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 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.

Transportation/Travel

In order to gain a variety of diverse experiences in schools within our partnering school districts and due to limited spaces available to host teacher candidates, some placements may require more travel than others. The Director of Field Experiences makes every effort to place students within a reasonable distance, with the goal of less than 30-35 minutes away. In instances when that cannot happen, consideration will be given prior to future placements. It is to the best

interest of every TC to respond to requests regarding location information when solicited by the department.

Travel to and from each placement is the TC's responsibility, and he/she assumes full liability for any required travel related to field experiences. Carpooling is encouraged when possible but not required. That being said, transportation of classroom students from the field placement to or from school or any school-related activity is not permitted.

EARLY FIELD EXPERIENCES

Through early field experiences, TCs are able to observe classroom instruction, practice writing lesson plans, observe and interact with children, practice implementation of lessons, and attain skills needed for successful completion of the culminating field experience, which is student teaching. Though there are minimum requirements in each course associated with early field experiences, TCs are encouraged to look for additional opportunities to assist in the classroom, ask questions, and take ownership of learning as much as may be afforded in each placement.

Courses related to early field experiences are managed primarily by the university faculty member assigned to each course, who serves as the instructor and US for each student in the course. The schedule and amount of hours in the placement within each field experience course is determined primarily by the program. Opportunities are provided to help TCs develop necessary teaching competencies including guided observations, timely and constructive feedback, collaboration, projects, and practice with planning and teaching.

In conjunction with school district partners, the Director of Field Experiences is responsible for assigning placements for each field experience. Availability is limited based on multiple factors, and importance is placed on providing diverse experiences. When completed, assignments are given to the course instructor, who then distributes them to TCs. Any issues with placements should be communicated directly to both the course instructor and the Director of Field Experiences.

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 been recommended 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:

- Be willing to travel to various school assignments.
- Hold a valid driver's license and have a reliable mode of transportation.
- Possess the ability to use technology in the performance of responsibilities.
- Maintain ADEPT SCTS 4.0 Rubric Certification

Responsibilities of Early Field Experience TCs

All TCs in early field experiences are expected to:

- Attend all classes related to the course prior to the start of actual field placement.
- Submit all field experience assignments according to the schedule created by the instructor, including details surrounding observations.
- Visit the website of the assigned placement to learn about the faculty, staff, students, rules, and procedures.
- Arrange for transportation (carpool, for example), if you do not have a vehicle of your own.
- Follow the guidelines set by your instructor/the program of study regarding scheduling and hours.
- Work cooperatively with teachers, students, administrators, and the US/instructor.
- Behave, speak, and dress in a professional manner throughout your placement.
- Communicate with teachers, students, administrators, families, and university personnel in a professional manner.
- Refrain from using technology, apart from placement-related tasks, during school hours (Netflix, social media, phone usage, texting, other schoolwork, etc.)

- Refrain from taking photos or videos of students and/or posting them on any social media platform.
- Refrain from reaching out to any student via social media for any reason at any time.

Responsibilities of Early Field Experience CTs

CTs in early field experiences are expected to:

- Mentor the TC.
- Model research-based best practices for TCs (planning, communication, developing and managing routines, instruction implementation, assessment, maintaining professional relationships with others in the school community, adhering to appropriate codes of conduct, treating students respectfully, etc.).
- Provide opportunities for TCs to engage in classroom activities, when possible.
- Verify hours completed by the TC.
- Evaluate the TC through a set amount of observations per program and submit evaluations into LiveText.
- Complete any other assessments, per LiveText.
- Communicate any ongoing concern with the TC and course instructor/US.

Responsibilities of USs (field experience instructors)

All USs in early field experiences are expected to:

- Maintain SCTS 4.0 Rubric certification.
- Meet with TCs weekly before placements (approximately one month) during scheduled class times to review expectations, assignments, assessment criteria, and best practices.
- Initiate communication with the CT of each TC through written correspondence, to include basic information and expectations throughout the placement.
- Establish an observation schedule with the TC.
- Communicate any changes to that schedule with the TC and CT in advance.
- Maintain ongoing communication with the TC and CT.
- Provide ongoing feedback to each TC.
- Conduct assigned evaluations and enter into LiveText.
- Grade each TC, based on course expectations.

Documentation and Evaluation

All TCs are formally observed with documented evaluations based on the SCTS 4.0 Rubric. In addition, TCs in early field experience courses are also evaluated on the Dispositions Evaluation, which is a key performance assessment that focuses on professional behaviors critical for effective teaching. The evaluations are entered into and stored as assessments in LiveText, which is a private and secure assessment management web application by Watermark.

Dismissal from Early Field Experiences

TCs are expected to complete all course assignments, show growth in teaching competencies, and demonstrate professionalism during all field experiences. If the instructor/US, CT, or administrator asks for the removal of a TC from a placement, the TC may be unable to complete the field experience and may be granted an F for the course, at the discretion of the Department Chair in consultation with the Director of Field Experiences.

Early Field Experiences by Individual Program

Program Area	Field Experience Courses
Art Education	ARTE U429, ARTE U430, ARTE U450
Early Childhood Education	EDEC U410, EDEC U440
Elementary Education	EDEL U455, EDEL U460
Middle Level Education	EDSC U440, EDSC U450
Physical Education	EDPH U312, EDPH U405
Secondary Education	EDSC U440, EDSC U450
Special Education	EDLD U425, EDLD U440
Special Education – Visual Impairments	EDVI 610, EDVI 675, EDVI 706, EDVI 730, EDVI 712, EDLC 721V, EDVI 724, EDVI 734

STUDENT TEACHING APPLICATION

TCs must begin their Student Teaching Application approximately 10 months prior to the beginning of the student teaching placement. This is a 2-step process that includes applying through the SpartanHub and creating an Educator Portal with the SCDE to complete the Student

Teaching Application. Both parts need to be completed by April 15 prior to the spring student teaching semester or November 15 prior to the fall student teaching semester. One can access the SpartanHub at <https://emailuscupstateedu.sharepoint.com/sites/Student-Intranet/SitePages/Application-for-Student-Teaching.aspx?xsdata>

A few points of interest directly for TCs:

- There is a non-refundable application fee with the SCDE to cover the processing of your application materials. An online payment option via credit card is available or you may submit a check or money order. Checks or money orders should be made payable to the “South Carolina Department of Education” and can be mailed to: Office of Educator Services, 8301 Parklane Rd., Columbia, SC 29223.
- The application fee does not include the FBI fingerprint processing fee, which should be done at Identogo. If you already have fingerprints on file with the SCDE and wonder if they could transfer into your Student Teacher Application, contact the Certification department at certification@ed.sc.gov.
- Be sure to use a personal email account when setting up your account in the Educator Portal, rather than a school email address, as the account created will remain with you for as long as you are employed by the SCDE.
- It is important to note that late submission or failure to complete all components of the application by the deadline may result in failure to complete Student Teaching on time.

STUDENT TEACHING

Student teaching is a field experience that serves as the capstone learning experience in the teacher education program. The goal of the student teaching experience is to prepare TCs to graduate and be successful in their initial service as induction teachers. The student teaching experience is designed to:

- Give the TC, under the guidance of a CT who models strong skill and pedagogy, first-hand experience with PreK-12 students.
- Provide opportunities for the TC to apply theoretical content and professional knowledge acquired during coursework at the University.
- 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 65 days. All TCs are registered for a 15-credit hour block that includes 12 credit hours for student teaching with an additional 3-credit hour seminar course during student teaching.

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 weeks each (typically one in an elementary school and one in a middle or high school). Having a dual placement means TCs typically 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.

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 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).

Roles and Responsibilities of Cooperating Administrators

The cooperating administrator (CA) is responsible for fulfilling the placement request and assuming applicable responsibilities named in the MOU between USC Upstate and the school district partner. No TC is placed in a school without the CA's consent. In addition, CA's often:

- Introduce TCs to the entire school faculty during an appropriate faculty meeting.
- Informally observe a TC for a whole or portion of a lesson.
- Confer with CTs about the progress or any issues with TCs.
- Approve a minimum of 2 observations by the TC in classrooms other than those to which they have been assigned during the last 1-2 weeks of the placement.

Responsibilities of Cooperating Teachers

Effective CTs serve as positive role models while supporting TCs in developing their own unique teaching style. 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:

- Complete the Cooperating Teacher Orientation 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 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 lesson plans prepared by the TC.
- Provide regular and continuous feedback to the TC concerning all aspects of 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, based on scripted evidence taken while observing, and submit reports into LiveText by the designated due dates.
- Complete and submit the Evaluation of University Supervisor Survey of the USC Upstate Teacher Education Program when solicited.

Responsibilities of University Supervisors

The US provides the primary link between the public school and the CoEHPH. The US takes direct responsibility for the TC and collaborates closely with the CT and school administrators to support the TCs development and ensure a positive experience for the students in their classroom. USs will:

- 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, totaling 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.
- Complete at least two ADEPT Formative Evaluations, based on scripted evidence taken while observing, and submit reports into LiveText by the designated due dates.
- Conduct a three-way conference at the beginning of each placement to meet the CT and TC.
- Complete the ADEPT SCTS 4.0 Rubric Summative Consensus Evaluation/Addendum 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).

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. It is expected that USC Upstate student teachers will:

- Provide meaningful learning experiences on a daily basis through the implementation of 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 or CT.
- 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 the handbook.
- Adhere to the daily schedule of the CT including such activities as bus duty, lunchroom duty, 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 school receptionist, and the US in case of absence or leaving school early or arriving at school late due to an emergency.
- Submit and Absence Request Form and wait for approval from the Director of Field Experiences regarding any planned absence (see APPENDIX G).
- Maintain the role of a TC, only acting as a substitute teacher when appropriate (see Appendix B).
- Implement discipline which demonstrates respect for each child – NEVER engaging in or serving as a witness to corporal punishment.
- Behave, speak, and dress in a professional manner throughout the 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 the 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/pr 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 & Awards 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 & Awards 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. Gradually taking on teaching responsibilities from the start date helps create a smoother transition for students as the TC steps into the lead role. A similar gradual release of responsibilities back to the CT at the end of the placement is equally beneficial for maintaining continuity in the classroom.

The following general example of a schedule applies for all single-placement 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. A secondary TC would start with one to two prep periods the second week and gradually increase from there.

Remainder of the Weeks: Subjects or classes are gradually added so the TC has full responsibility for the classroom by the end of the third week. 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 and could include 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 (Art, Early Childhood, Elementary, Middle, Secondary)

Week 1	Introduction, Planning Visit
Week 2	ADEPT Formative Assessment #1 by US
Week 5	ADEPT Formative Assessment #1 by CT
Week 6	Expanded ADEPT 4.0 Assessment #1 by US
Week 9	ADEPT Formative Assessment #2 by CT
Week 10	ADEPT Formative Assessment #2 by US
Week 12	Expanded ADEPT 4.0 Assessment #2 by US
Week 14	ADEPT Summative Assessment by US (through consensus meeting with CT) USC Upstate Program Evaluation by CT

DUAL PLACEMENT (Physical Education & Special Education)

PLACEMENT ONE

Week 1	Introduction, Planning Visit
Week 2	ADEPT Formative Assessment #1 by US
Week 3	ADEPT Formative Assessment #1 by CT
Week 4/5	Expanded ADEPT 4.0 Assessment #1 by US
Week 7	ADEPT Summative Assessment (through consensus meeting with CT) USC Upstate Program Evaluation by CT

PLACEMENT TWO

Week 1	Introduction, Planning Visit
Week 2	ADEPT Formative Assessment #2 by US
Week 3	ADEPT Formative Assessment #2 by CT
Week 4/5	Expanded ADEPT 4.0 Assessment #2 by US
Week 7	ADEPT Summative Assessment (through consensus meeting with CT) USC Upstate Program Evaluation by CT

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 CA, CT, and TC, 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, and time would need to be made up by the TC.

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, it is the TC's responsibility to contact the CT, US, and the receptionist of the 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. All missed days/hours, unless excused by the Director of Field Experiences, must be made up at the end of the placement. This includes leaving early and/or arriving late at your assigned school.

In the case of a pre-planned absence, the TC must submit an Absence Request Form (see Appendix G) to the Director of Field Experiences prior to the event. The Director of Field Experiences will approve or deny the absence and will alert the TC, US, and CT of the decision. The Absence Request Form can be found in the Student Teaching Blackboard Course.

STUDENT TEACHING EVALUATION

Informal Evaluations Required by USC Upstate

Continuous informal (formative) evaluation makes a significant difference in the performance of the TC. The focus of early field experiences is primarily to formatively assess TCs and provide feedback on the performance they exhibit and growth they show throughout the process. In student teaching, formative evaluations are still crucial. Every day, either at the conclusion of the school day or during a planning period, the TC and the CT should critique/discuss 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 professional teachers.

Formal Evaluations Required by USC Upstate

CTs and USs provide formative assessments during student teaching. In student teaching, it is a requirement that USs complete a minimum of two formative and two Expanded ADEPT evaluations, for a total of four formal observations/evaluations. Expanded ADEPT evaluations will include a pre-conference, observation, and post-conference (otherwise known as a POP Cycle). The pre- and post-conferences will be conducted between the US and the TC. The TC will submit documentation into LiveText regarding the pre-conference at least 48 hours prior to the observation. This documentation will serve as the basis for the pre-conference. After the post-conference, the US will complete the ADEPT SCTS 4.0 Rubric (see Appendix C) and will submit it into LiveText. Both assessments/reports will be viewable by the US and TC. In addition to continual informal oral and written feedback, the POP Cycle provides optimum opportunity for candidate growth and development.

Though evaluations occur throughout all field experiences, a key difference between early experiences and the student teaching experience is that, in student teaching, TCs are summatively evaluated based on the four domains of the SCTS 4.0 Rubric. Ratings are based on the competency they demonstrate in each of the twenty-seven performance indicators associated with the rubric, and feedback from each assessment is shared with the TC, allowing for optimum candidate growth and development.

The key assessment, the ADEPT SCTS 4.0 Rubric Summative Evaluation, 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 PreK-12 students are not present. Some USs require that the TC complete both formative and summative self-evaluations. Copies of all formal evaluations become part of the TCs permanent file in the USC Upstate CoEHPH.

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 student teaching process. At the end of the semester:

- The TC submits two evaluation forms, one regarding their CT and one regarding their US.
- The CT submits two evaluation forms, one regarding the USC Upstate teacher education program (based on the performance of the TC) and one regarding performance of the US.
- Finally, 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 Assessment and Accreditation, 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 informs the communication in the training/professional development for schools, CTs, and USs.

REMOVAL OF A TEACHER CANDIDATE FROM STUDENT TEACHING

The CoEHPH will enforce the following policy concerning the removal of a TC from 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. Judgements 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, but not limited to, 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 offered remediation support until performance reaches a satisfactory level, or the decision is made to remove the TC. An Improvement Plan may be required at any point in the process.
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 or an early field experience placement 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 may occur in other areas.

A TC may be removed immediately upon a request from the CA, 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 the field experience with the assignment of a grade of “I.” A grade of “I” 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 TC chooses to petition removal from the student teaching 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: June 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
- a GPA of 3.5 or greater from Program of Study (with exception to the Reach UP pathway).
- acceptable or exemplary ratings in all dispositions assessments conducted in all field experiences.
- the recommendation of the Chair of the Department of Education 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 TCs. The differences are as follows:

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

REACH UP PATHWAY

Reach Up is an alternative pathway to earning a Bachelor's degree in Early Childhood Education or Elementary Education, only available for those employed in a SC public school district in a P-6th grade environment. To enter the Reach Up pathway, one must:

- Be enrolled at USC Upstate.
- Be accepted into the CoEHPH Professional Program.
- Submit an application to Reach Up.
- Have the support of administration at the school of employment/school district.
- Have reliable technology to be able to access courses online.

Reach Up is 5 semesters long, completely online, and allows a candidate to complete field experiences at the school where they work. The course sequence is pre-set, with 3 classes in each semester, and the intention of doing student teaching via an internship certificate (though that is not guaranteed).

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 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 must complete the process for becoming a substitute teacher in the district they are Student Teaching in before 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

Standards and Objectives ¹	INSTRUCTION			
	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
Marketing Students²	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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., & Ribban, S. (2007). "Intradisciplinary curricula in middle and high school classrooms: Case studies to curriculum and instruction." *American Educational Research Journal*, 44(4), 1023-1029. doi: 10.3102/000202531027308219

² Owen Nelson, K. (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), 396-432. doi:10.3102/0096543312064989

Presenting Instructional Content ³	Presentation of content always includes:	Presentation of content most of the time includes:	Presentation of content sometimes includes:	Presentation of content rarely includes:
<ul style="list-style-type: none"> • visuals that establish the purpose 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • The lesson starts somewhat 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. 	<ul style="list-style-type: none"> • 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.
Lesson Structure and Pacing⁴	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • The lesson starts somewhat 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. 	<ul style="list-style-type: none"> • 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: Multinational immersion and strategic reading on the internet. *Research in the Schools*, 19(1), 12-25.

⁴ Konrad, M., Heif, 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: 10.1177/1053431211414192

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:
	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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). 	<ul style="list-style-type: none"> • 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). 	<ul style="list-style-type: none"> • 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).

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

<p>Questioning ⁶</p>	<p>Teacher questions are varied and high quality providing a consistently balanced mix of question types:</p> <ul style="list-style-type: none"> ○ knowledge and comprehension, ○ application and analysis, and ○ creation and evaluation. <p>Questions are consistently purposeful and coherent.</p> <ul style="list-style-type: none"> • 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. 	<p>Teacher questions are varied and high quality providing a balanced mix of question types:</p> <ul style="list-style-type: none"> ○ knowledge and comprehension, ○ application and analysis, and ○ creation and evaluation. <p>Questions are usually purposeful and coherent.</p> <ul style="list-style-type: none"> • 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. 	<p>Teacher questions are varied and high quality providing for some, but not all, question types:</p> <ul style="list-style-type: none"> ○ knowledge and comprehension, ○ application and analysis, and ○ creation and evaluation. <p>Questions are sometimes purposeful and coherent.</p> <ul style="list-style-type: none"> • 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. 	<p>Teacher questions are inconsistent in quality and include few question types:</p> <ul style="list-style-type: none"> ○ knowledge and comprehension, ○ application and analysis, and ○ creation and evaluation. <p>Questions are random and lack coherence.</p> <ul style="list-style-type: none"> • 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.
<p>Academic Feedback?</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 Frisco, E. (2012). *Effective questioning strategies in the classroom: A step-by-step approach to engaged thinking and learning*. K-8. New York, NY: Teacher College Press.

⁷ Hattie, J. & Gan, M. (2010). Instruction based on feedback. In R. E. Mayer & R. A. Alexander (Eds.), *Handbook of Research on Learning and Instruction* (pp. 249-272). New York, NY: Taylor & Francis.

<p>Grouping Students^a</p>	<ul style="list-style-type: none"> The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero- or homogeneous 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. 	<ul style="list-style-type: none"> The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero- or homogeneous 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. 	<ul style="list-style-type: none"> The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero- or homogeneous 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. 	<ul style="list-style-type: none"> The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero- or homogeneous 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.
<p>Teacher Content Knowledge^b</p>	<ul style="list-style-type: none"> 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. 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. 	<ul style="list-style-type: none"> Teacher displays accurate content knowledge of all the subjects he or she 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Teacher displays underdeveloped 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.

^a Li, T., Han, L., Zhang, L., & Kozlitz, 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

^b Ball, D. L., Thames, M. H., & Phelps, G. (2008). Content knowledge for teaching: What makes it special? *Journal of Teacher Education*, 39(5), 389-407. doi: 10.1177/0022487108324554

Teacher Knowledge of Students	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	<p>The teacher thoroughly teaches three types of thinking:</p> <ul style="list-style-type: none"> 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. <p>The teacher consistently provides opportunities where students:</p> <ul style="list-style-type: none"> 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. 	<p>The teacher thoroughly teaches two types of thinking:</p> <ul style="list-style-type: none"> analytical thinking where students analyze, compare 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. <p>The teacher regularly provides opportunities where students:</p> <ul style="list-style-type: none"> generate a variety of ideas and alternatives. analyze problems from multiple perspectives and viewpoints. 	<p>The teacher attempts to teach one type of thinking:</p> <ul style="list-style-type: none"> analytical thinking where students analyze, compare 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. <p>The teacher sometimes provides opportunities where students:</p> <ul style="list-style-type: none"> generate a variety of ideas and alternatives. analyze problems from multiple perspectives and viewpoints. 	<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"> generate a variety of ideas and alternatives. analyze problems from multiple perspectives and viewpoints.

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

¹¹ Marshall, J. C., & Benson, R. M. (2011). The relationship of teacher-facilitated, inquiry-based instruction to student higher-order thinking. *School Science and Mathematics, 12*(18), 93-101. doi: 10.1141/1949-8594.2010.00066.x

Problem Solving ¹²	The teacher implements activities that teach and reinforce 3 or more of the following problem solving types:	The teacher implements activities that teach and reinforce 2 of the following problem solving types:	The teacher implements activities that teach and reinforce 1 of the following problem solving types:	The teacher implements no activities that teach and reinforce any of the following problem solving types:
Description of Qualifying Measures	<ul style="list-style-type: none"> • Abstraction • Categorization • Drawing Conclusions/Justifying Solutions • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing 	<ul style="list-style-type: none"> • Abstraction • Categorization • Drawing Conclusions/Justifying Solution • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing 	<ul style="list-style-type: none"> • Abstraction • Categorization • Drawing Conclusions/Justifying Solution • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing 	<ul style="list-style-type: none"> • Abstraction • Categorization • Drawing Conclusions/Justifying Solution • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing
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, 11*(13), 93-101. doi: 10.1111/j.1949-8594.2010.00066.x

PLANNING				
	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
Instructional Plans¹³	<p>Instructional plans include:</p> <ul style="list-style-type: none"> measurable and explicit goals aligned to state content standards; activities, materials, and assessments that: <ul style="list-style-type: none"> are aligned to state standards, are sequenced from basic to complex, build on prior student knowledge, 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. 	<p>Instructional plans include:</p> <ul style="list-style-type: none"> goals aligned to state content standards; activities, materials, and assessments that: <ul style="list-style-type: none"> 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. 	<p>Instructional plans include:</p> <ul style="list-style-type: none"> some goals aligned to state content standards; activities, materials, and assessments that: <ul style="list-style-type: none"> 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. 	<p>Instructional plans include:</p> <ul style="list-style-type: none"> Few goals aligned to state content standards; activities, materials, and assessments that: <ul style="list-style-type: none"> 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 Work¹⁴	<p>Assignments require students to:</p> <ul style="list-style-type: none"> 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. 	<p>Assignments require students to:</p> <ul style="list-style-type: none"> 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. 	<p>Assignments require students to:</p> <ul style="list-style-type: none"> 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. 	<p>Assignments require students to:</p> <ul style="list-style-type: none"> mostly reproduce information; rarely draw conclusions and support them through writing; rarely connect what they are learning to prior learning or life experiences.

¹³ Frappelle, H. S., & Parr, J. M. (2008). What is this lesson about? Instructional processes and student understanding in writing classrooms. *The Curriculum Journal*, 21(1), 43-60. doi: 10.1080/09583720802763299

¹⁴ Marshall, J. C., & Thornton, K. M. (2011). The relationship of teacher-facilitated, inquiry-based instruction to student higher-order thinking. *School Science and Mathematics, 11*(13), 93-101. doi: 10.1111/j.1549-8594.2010.00066.x

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.
<p>Assessment¹⁵</p>	<p>Assessment Plans:</p> <ul style="list-style-type: none"> 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. 	<p>Assessment Plans:</p> <ul style="list-style-type: none"> 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. 	<p>Assessment Plans:</p> <ul style="list-style-type: none"> 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. 	<p>Assessment Plans:</p> <ul style="list-style-type: none"> 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.

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

ENVIRONMENT

Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
<p><i>Consistent Evidence of Student-Centered Learning/Student Ownership of Learning – Teacher and Students facilitate the Learning</i></p> <ul style="list-style-type: none"> 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 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. 	<p><i>Some Evidence of Student-Centered Learning/Student Ownership of Learning – Teacher facilitates the Learning</i></p> <ul style="list-style-type: none"> 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. 	<p><i>Moving Toward Student-Centered Learning/Student Ownership of Learning Consistent Reliance on Teacher Direction</i></p> <ul style="list-style-type: none"> 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. 	<p><i>Heavy Emphasis on Teacher Direction – Minimal Evidence of Student Ownership of Learning</i></p> <ul style="list-style-type: none"> 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.
<p>Expectations¹⁶</p>			
<p>Engaging Students and Managing Behavior¹⁷</p>			

ENVIRONMENT

Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
<p>Consistent Evidence of Student-Centered Learning/Student Ownership of Learning – Teacher and Students Facilitate the Learning</p> <p>The classroom</p> <ul style="list-style-type: none"> • 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. 	<p>Some Evidence of Student-Centered Learning/Student Ownership of Learning – Teacher Facilitates the Learning</p> <p>The classroom</p> <ul style="list-style-type: none"> • 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. 	<p>Moving Toward Student-Centered Learning/Student Ownership of Learning Consistent Reliance on Teacher Direction</p> <p>The classroom</p> <ul style="list-style-type: none"> • 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. 	<p>Heavy Emphasis on Teacher Direction – Minimal Evidence of Student Ownership of Learning</p> <p>The classroom</p> <ul style="list-style-type: none"> • 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.
<p>Environment¹⁸</p> <ul style="list-style-type: none"> • 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. 	<p>Teacher-student interactions are generally positive and reflect awareness and consideration of all students' background and culture.</p> <ul style="list-style-type: none"> • Teacher and students exhibit respect and kindness for the teacher and each other; sarcasm, and put-downs. • Teacher is receptive to the interests and opinions of students. 	<p>Teacher-student interactions are sometimes positive, but may reflect occasional inconsistencies.</p> <ul style="list-style-type: none"> • Students exhibit respect and kindness for the teacher and each other. • Teacher is sometimes receptive to the interests and opinions of students. 	<p>Teacher does not establish a safe and positive classroom culture for students.</p> <ul style="list-style-type: none"> • Students do not exhibit respect for the teacher or each other. • Teacher and/or student interaction is characterized by unhealthily conflict, sarcasm, or put-downs. • Teacher is not receptive to interests and opinions of students.
<p>Respectful Culture¹⁹</p> <ul style="list-style-type: none"> • 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. 	<p>Teacher-student interactions are generally positive and reflect awareness and consideration of all students' background and culture.</p> <ul style="list-style-type: none"> • Teacher and students exhibit respect and kindness for the teacher and each other; sarcasm, and put-downs. • Teacher is receptive to the interests and opinions of students. 	<p>Teacher-student interactions are sometimes positive, but may reflect occasional inconsistencies.</p> <ul style="list-style-type: none"> • Students exhibit respect and kindness for the teacher and each other. • Teacher is sometimes receptive to the interests and opinions of students. 	<p>Teacher does not establish a safe and positive classroom culture for students.</p> <ul style="list-style-type: none"> • Students do not exhibit respect for the teacher or each other. • Teacher and/or student interaction is characterized by unhealthily conflict, sarcasm, or put-downs. • Teacher is not receptive to interests and opinions of students.

¹⁸ Fouts, 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

¹⁹ Teolisupis, C. N., Carson, R. L., & MacGregor, S. K. (2011). The development of high school teachers' efficacy in handling student misbehavior. *TEHS&D: The Journal of Educational Research*, 107(3), 230-240. doi: 10.1080/00220571.2013.788992

²⁰ Schickler, A. (2011). Lessons from the world on effective teaching and learning environments. *Journal of Teacher Education*, 42(2), 202-221. doi: 10.1177/0022487110386956

²¹ Hillman, M. T. (2008). Teacher influences on students' attachment to school. *Sociology of Education*, 81(3), 271-283. doi: 10.1177/00380407080810030

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
	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
	9. The educator actively supports school activities and events.	Always	Often	Sometimes	Rarely
	10. The educator accepts leadership responsibilities and/or assists in peers contributing to a safe and orderly school environment.	Always	Often	Sometimes	Rarely
Community Involvement ¹⁸					
Reflecting on Teaching ¹⁷					
School Responsibilities ¹⁹					

¹⁶ Warholter, T. R., & Artiles, A. J. (2013). A decade of professional development research for inclusive education: A critical review and notes for a research program. *Review of Educational Research*, 83(3), 319-356. doi:10.3102/0094543113483905

¹⁷ Weinstein, S. M. (2011). Powerful reflections result from quality questions: The influence of posed questions on elementary preservice teachers' field based reflections. *Research in the Schools*, 18(2), 26-39.

¹⁸ Epstein, J. L., Galindo, C. L., & Sheldon, S. B. (2011). Levels of leadership: Effects of district and school leaders on the quality of school programs of family and community involvement. *Educational Administration Quarterly*, 47(3), 462-495. doi: 10.1177/0013161X10396929

¹⁹ Zepeda, S. J., Meyers, R. S., Benson, B. N. (2013). *The call to teacher leadership*. New York, NY: Routledge.

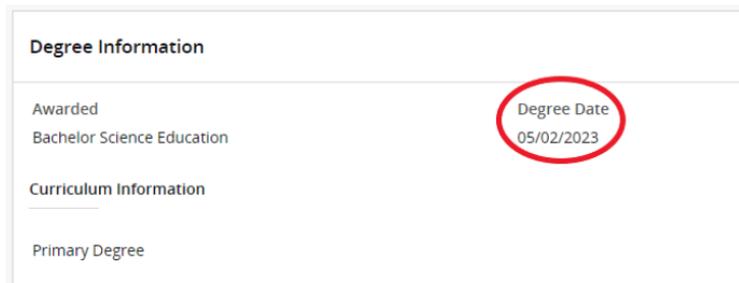
APPENDIX D STEPS TO CERTIFICATION

1. Go to the CATS portal (<https://cert.ed.sc.gov>) and verify that your contact information is accurate.

- 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.

2. 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 Ms. Lyndell Marks (lyndell@uscupstate.edu) once you receive your score report from ETS.**

- If you have changed your name, please notify Ms. Lyndell Marks.
- Approximately **six 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	

3. Transcripts:

- After confirming your degree has posted, you must order and 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 and steps 1, 2, and 3 above have been completed 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 F 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-ack 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.



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

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:*



The reason for absence is due to the following:*

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