Preparing Teacher Candidates as Collaborative Educational Leaders and Advocates:
Responsibilities, Policies, and Practices for Clinical Experiences

Clinical Experiences Manual: A Resource for Teacher Candidates, Coaching Teachers, and University Supervisors

Clinical Experiences
Gamecock EdQuarters
College of Education

Fall 2023

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Policy on Non-Discrimination and Affirmative Action

The University of South Carolina does not discriminate in educational or employment opportunities or decisions on the basis of personal characteristics that are not relevant to an individual's abilities, qualifications, or job performance. Under federal and state law, these characteristics include age, race, color, sex, gender, religion, national origin, genetics, veterans' status, and disability status. It is the policy of the University that an individual's sexual orientation be treated in the same manner. This policy prohibiting discrimination on the basis of sexual orientation does not apply to the University's relationships with outside organizations including the federal government, the military, ROTC, private businesses, and state government agencies, including benefit and retirement plans administered by those organizations.

For specific information regarding university policies related to racial harassment, sexual harassment, or disabilities discrimination, please contact the Office of Equal Opportunity Programs, or refer to the University of South Carolina Handbook.

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Thomas E. Hodges, Ph.D.
Dean and Professor
College of Education

Dear Teacher Candidates, Coaching Teachers, and University Supervisors:

On behalf of the College of Education at the University of South Carolina, allow me to commend you on your choice of professions. I firmly believe that our main goal for our College of Education is to improve the lives of children, youth, teachers, schools, families, and communities through our work. There is no profession more emblematic of these commitments than that of teaching.

This Clinical Experiences Manual serves as a guide to this critical semester. I encourage you to become familiar with its contents so that you can have the most productive semester possible. The manual provides practical information to all of you involved in clinical experiences- interns, classroom coaching teachers and university supervisors. Because each member of this triad plays a vital role in creating the best possible field experience, information is included to ensure that all of you have congruent expectations for assignments, roles, policies, and assessment procedures.

For teacher candidates you will find information about:
- Requirements and responsibilities of the internship. It is important to remember that in all you do, you represent yourself, USC and the school hosting your internship.
- Schedules integral to the internship.
- University policies related to the internship.

For coaching teachers, this handbook provides you:
- Clarification on your role as a mentor and partner in teacher education.
- Information on your mentor roles and responsibilities.
- Guidelines for ensuring the intern is upholding their responsibilities.

For university supervisors who will be supporting and assessing, this handbook will assist you in:
- Structuring and facilitating the internship experience.
- Providing information to both interns and coaching teachers concerning roles and responsibilities.
- Ensuring that all university policies and expectations are implemented.

Your internship semester will be one of the most challenging and rewarding components of the teacher preparation program at USC. Be assured that you will not be alone in your journey to transform the lives of children and youth. You will be supported through personal mentoring and guided on this journey by an experienced classroom teacher and a supportive university-based faculty member who will serve as your supervisor and university-school liaison.

Best wishes for a successful and productive clinical experience. I hope that each of you will find this semester to be rewarding, both personally and professionally. Whether you are a teacher candidate, a coaching teacher or a university supervisor, the work you will do this semester matters a great deal and positively impacts the lives of children this year and may years to follow.

Sincerely,

Thomas E. Hodges, Ph.D.

Organizational Structure for the Clinical Experiences

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Dr. Thomas E. Hodges          Dr. Angie Baum              Dr. Chris Burkett              Jenna Poole
Dean and Professor            Associate Dean for          Executive Director            Early Childhood and
                              Academic Affairs            for Student Services          Elementary
                                                                                        Placements

                                                                                        Roy Blakeney
                                                                                        Middle Level and
                                                                                        Secondary Placements

                                                                                        Jess McCartha
                                                                                        K-12, Palmetto
                                                                                        College, Special Ed.,
                                                                                        and SLIS Placements
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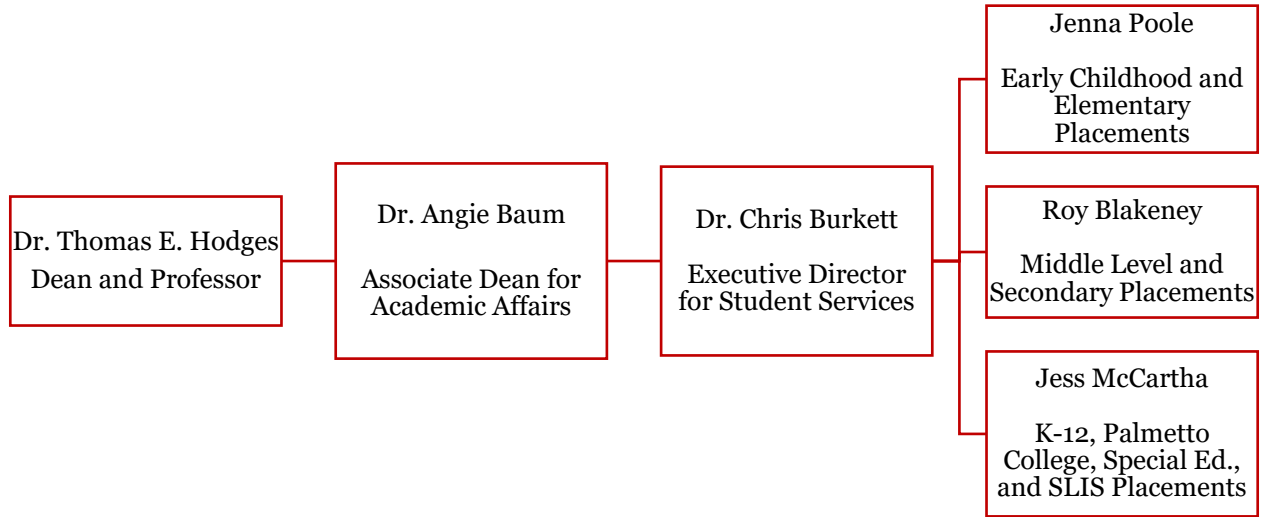
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Section I:
Policies, Procedures, and Documents Encompassing All Field and Clinical Experiences

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Guiding Documents for the
Teacher Education Program

Mission Statement

The University of South Carolina, College of Education is a dynamic, nurturing learning community that supports the growth of aspiring and practicing educators. The College, through purposeful interaction among faculty and students, emphasizes the active construction and application of knowledge, skills, and dispositions to promote educational excellence, equity and opportunity in the 21st century. We honor our responsibility to contribute to the high achievement of all learners and the development of an educated populace. Pursuant to this responsibility, we are committed to developing and sharing our expertise and leadership as well as offering a forum for educational dialogue and advancement. This commitment entails:

- Bridging the gap among theory, research and practice to promote excellence in teaching and learning within and across educational contexts
- Conducting principled, free inquiry from diverse perspectives that promotes quantitative and qualitative scholarship to advance knowledge and educational practice
- Partnering with government agencies; P-12 educators, schools, and districts; families; professional organizations; and other institutions of higher education
- Preparing educators to have a sincere understanding and appreciation of diversity as we challenge ourselves and others to work for social justice

Conceptual Framework

This manual is named after the College of Education Conceptual Framework: Collaborative Educational Leaders and Advocates.

There are four dispositions that provide the foundation for the Collaborative *Educational Leader*:

- **Integrity** through which one's actions are ethical, open, and forthright
- **Intellectual Spirit** that undergirds the responsibility of professional educators to construct, generate, and share knowledge while maintaining perspectives on the contexts of learning
- **Justice** for all people, appreciation for and recognition of the significance of diversity, and a dedication to democratic principles (including individual rights and responsibilities for the greater good)
- **Stewardship** that guides teaching, counseling, and leading; recognizes the central roles of collaboration and professional responsibility; and requires initiative in identifying and acting on needs with thoughtful and professional care

The knowledge of USC's Collaborative *Educational Leader* is defined in five areas:

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- **Content** including a broad general education in the Arts and Sciences and an in-depth understanding of the areas in which each professional educator will practice
- **Diversity** that encompasses a critical examination of educational issues in relation to individual and group similarities and differences (e.g., gender, culture, race, exceptionalities, viewpoints)
- **Human Growth and Development** (physical, social, emotional, and cognitive) as a foundation for analyzing and understanding behavior and making appropriate professional decisions
- **Standards** and recommendations for practice from professional associations, national and state guidelines, and legal perspectives with the knowledge necessary to assess these standards in the societal context
- **Theory and Research** of pedagogy, curriculum, and assessment in the areas in which each professional educator will practice

The Collaborative *Educational Leader* supports best practice, innovation, and change through four key behaviors.
- **Communicating** effectively as a member and leader of a community of learners through oral, written, and non-verbal means; reflective listening; appropriate and current technologies; and other modes of expression appropriate to his/her discipline
- **Facilitating Learning** by effectively designing and maintaining physical and affective environments, implementing plans, adjusting strategies, and managing people, activities, technology, and resources in partnership with others (e.g., colleagues, parents, students, community members) *in ways consistent with professional and state standards, theory and research in the field, and demonstrating leadership within the appropriate professional context (e.g., classroom, school, district, college, state, nation)*
- **Engaging in Inquiry** and reflection to further personal knowledge while contributing to and promoting the knowledge of the profession at levels appropriate to his/her work (local, state, national, international)
- **Decision-Making** through which one *leads educational progress by* planning appropriate goals, environments, actions, and assessment strategies based on in-depth professional knowledge, collaboration with other stakeholders, and the systematic collection and analysis of appropriate data (e.g., characteristics, needs, and abilities of learners; educational, environmental, and community contexts; perspectives of multiple stakeholders).

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Prerequisites to Any College of Education Clinical Experience

TB Test and SLED Check Requirements

All initial teacher licensure programs in the College of Education require extensive field experiences in P-12 schools. Before participating in any educator preparation program course that requires a P-12 experience, teacher candidates must have a cleared Tuberculosis (TB) test and a SC Law Enforcement Division (SLED) check on file with the College of Education. To be considered valid, the TB test results and SLED check must be no more than one year old at the time of submission. Teacher candidates must upload a pdf of the TB test results, signed by a health care provider, AND a pdf showing the SLED check results to EDTBSLED@mailbox.sc.edu.

- *Criminal Convictions or Pending Charges* – Teacher candidates with criminal convictions or pending charges may not be eligible for clinical experiences or courses taught on-site in P-12 settings. Candidates should consult with their advisor regarding any question of their eligibility status. If representatives of the Professional Education Unit become aware of pending criminal charges or convictions, a candidate may be immediately removed from any clinical experience placement (and corresponding courses) and any course taught on-site at a P-12 location at the discretion of the appropriate program and college administrators.

- *Arrests* – At any time while a teacher candidate at USC, those who are arrested by any law enforcement agency are required to inform the Office of Student Judicial Programs of such matters within 72 hours of the arrest. Any teacher candidate arrested while enrolled in a clinical experience or courses taught on-site in a P-12 setting must also notify the College of Education, Clinical Experiences.

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Clinical Experience Placement Procedures

Effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on P-12 student learning. Therefore, a collaborative process is in place in relation to making field placements.

- Placements are made by Clinical Experiences in conjunction with faculty and in cooperation with clinical adjuncts, principals and/or personnel directors in participating school districts. Educators and administrators co-construct criteria for the selection of coaching teachers.
- All placements must be made in public school settings with teachers who meet the criteria as stated for coaching teachers.
- A candidate may not be assigned a placement with a relative or close family friend serving as the coaching teacher (or paraprofessional) or where the principal is a family member. Moreover, a candidate may not be assigned in a school where they have children attending.
- A candidate may not be assigned a placement in the high school they attended.
- If there are special considerations requested in placements, the candidate must make that request in writing to the Clinical Experiences team at the time the placement is requested or an internship application is submitted
- Requests for changes in placements by teacher candidates must be made in writing to the Executive Director of Student Services and will be considered only where there is evidence of extenuating circumstances.
- A candidate may not be assigned a placement in a classroom in which they are currently employed.
- Mentoring is critical to teacher development. Effectiveness of coaching teachers as mentors is measured through surveys completed by teacher candidates and university supervisors at the end of each semester as well as feedback on mentoring skills and responsibilities.
- Data (surveys, observations, feedback) collected is reviewed by Clinical Experiences and College of Education programs and is used for improvement, mentor selection and continuation, and appropriate matching of mentors and teacher candidates.

Placement Criteria

Each teacher candidate is placed with a coaching teacher who has been co-selected by both College of Education faculty and P-12 partners. This shared responsibility model of selecting coaching teachers includes the following:

- Completion of the South Carolina Teaching Standards 4.0 training for those hosting Internship II candidates.

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- Principal recommendation of teachers to serve as coaching teachers noting instructional and coaching strengths; and
- University supervisor and faculty recommendation/approval based on prior observation of and work with teachers.

Diversity

The College of Education is committed to ensuring that teacher candidates experience a variety of diverse school settings in their clinical field placements. Candidates have active clinical experiences in diverse settings throughout the Midlands and surrounding areas.

Appeals Policy

Teacher candidates may appeal policies related to Clinical Experiences. Please note that many policies are state regulations that may not be altered or waived. The appeal process begins by visiting the College of Education Academic Petitions and Appeal Procedures webpage from this link: https://sc.edu/study/colleges_schools/education/my_coe/gamecock_edquarters/student_services/policies/petitions.php. From this page, if you are an undergraduate student, please reference the appeal explanation relating to clinical experiences in number two found in the section "Undergraduate Student Appeals." If you are a graduate student, please reference the appeal explanation relating to clinical experiences in number three found in section "Graduate Student Appeals."

Withdrawal from Placement

There may be instances when a candidate wishes to withdraw from a clinical experience. The decision to withdraw is the student's alone, but consultation with the university supervisor, program coordinator, and academic advisor is strongly encouraged.

Placement Changes

Changes in placements are only made when there are extenuating and problematic circumstances. Rarely, challenges may emerge that interfere with the teacher candidate successfully completing the clinical experience – either practicum or internship – and require a reassignment. These concerns should be directed to Clinical Experiences Placement Coordinator. The Executive Director of Student Services, program area faculty, university supervisor, and the coaching teacher (as applicable) will determine whether the teacher candidate will be reassigned to a different school setting.

Severe Clause

All teacher candidates are subject to this Preservice Teacher Education Clinical Experiences Manual, the General Student Conduct Regulations of the University of South Carolina as stated in Carolina Community (including the Honor Code and

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Academic Responsibility), and the conduct codes of the public school and district in which they are assigned. All teacher candidates must read and abide by all school district board policies. Procedures for school and/or university removals are consistent with the policies and procedures delineated in these various documents and with the policies and procedures for removal of students from housing and for alleged violations of academic integrity. (See the USC Student Affairs Policy STAF 4.14, 6.25.)

A teacher candidate may be removed from the school site (by either USC or the school/district) for violations of professional conduct and/or when there is reasonable cause to believe that the candidate is an immediate threat to the safety, health, or welfare of himself or herself, P-12 students, other USC candidates, and/or school- or university-based personnel and/or when the candidate's continued presence may be disruptive to the community or to the mission of the school or the university's teacher education program. Alleged infractions will be brought to the immediate attention of the Executive Director for Student Services by school/district administrators or university faculty/supervisors, who will submit a written report of the allegations no later than three working days following the initial contact with the Associate Dean for Academic Affairs.

Upon receipt of the written report, the teacher candidate will meet with the Associate Dean for Academic Affairs, the Executive Director for Student Services, the Placement Coordinator, and the University Supervisor to discuss the removal.

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Dispositions

Background Information

The focus on dispositions within educator preparation flows from the recognition that teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skill, but positive attitudes about education, the value and abilities of all people, and our responsibilities as professionals. The USC teacher education faculty adopted four core values identified by a College of Education task force in 2000-01 as appropriate dispositions to underlie the knowledge and practice required of candidates and graduates: **Integrity, Intellectual Spirit, Justice, and Stewardship.**

Since the initial 2000-2001 adoption and a 2005-06 revision by a dispositions task force, the College of Education has continued to evaluate professional dispositions in regard to the college's four core values and the evolving population of K-12 learners and program degree candidates. In 2015-16, the Assistant Dean for Accreditation and Professional Preparation along with the Offices of Assessment and Accreditation and Clinical Experiences collaborated with an external reviewer to enhance the College's current professional dispositions assessment with elements of the SC Teaching Standards 4.0 rubric, which was adopted by the Professional Education Unit for internship evaluation in the same year. This review team developed a self-assessment instrument using the revised professional dispositions assessment rubric to increase the frequency of the College's evaluation of professional dispositions as well as provide the opportunity for the College to obtain self-reported information from degree candidates. The professional dispositions self-assessment was implemented in 2016-17.

The Rubric

The rubric delineates ten areas of focus. A *primary* disposition titles each focus area with 2-3 focus areas identified for each disposition. Due to the overlap among behaviors that are associated with the dispositions, a disposition may be reflected in categories other than the ones for which it serves as the "title." Descriptors are provided for each area of focus at the performance levels of unsatisfactory, approaching proficient, and proficient. The descriptors are examples of behaviors that meet expectations for each performance level. Descriptors clarify performance levels, but do not list every possible behavior. Candidates need not demonstrate all elements described for a particular performance level in order to be rated at that level. The purpose of the clinical experience performance level ratings is to ensure that all initial certification candidates meet the proficient level of performance.

Dispositions will count toward the calculation of the final grade of the full-time internship (Directed Teaching, Internship II/B.) Dispositions may impact the teacher candidate's final grade and recommendation for certification.

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Implementation Procedures

Professional Dispositions Self-Assessment with Pre-service programs (BA, BFA, BM, BS, MLIS, MAT, MSP, MT):

    a. Candidates are asked to complete an online dispositions self-assessment at two program matriculation key markers—when applying to the professional program and when completing the internship application.

    b. Candidates' responses are scored using emerging to proficient performance level ratings by the online surveying system.

    c. Data from online dispositions assessment are entered in the unit-wide assessment database.

Professional Dispositions Observational Assessment with Pre-service programs (BA, BFA, BM, BS, MLIS, MAT, MSP, MT):

    a. Emerging-to-proficient performance level ratings are used for all pre-service candidates at a minimum of two points in time (prior to and at the conclusion of student teaching/Internship II). Candidates are rated by two individuals each time: school-based practicum/coaching teacher and university-based supervisor or faculty member. *Programs are encouraged to provide numerous experiences for their candidates in relation to understanding and assessing dispositions throughout their programs.*

    b. Data on clinical experience ratings are entered in the unit-wide assessment database. The Executive Director of Gamecock EdQuarters is notified of any candidate who receives one or more emerging or approaching proficient ratings and works with appropriate personnel to address identified issue(s) with the candidate.

    c. It is particularly recommended that programs assess explicit oral or written expressions of candidates' understanding of the dispositions (e.g., an essay articulating the definition each disposition and examples of how they demonstrate each in practice). Consideration of the full-range of behaviors is recommended including the target (proficient) level. Collection of a variety of data on dispositions is supported by the Office of Assessment and Accreditation.

Professional Dispositions Observational Assessment with Advanced programs (Cert., MA, MCD, M.Ed., MME, MS, IMA, Ed.S., Ed.D., Ph.D., SLIS):

    a. The focus in advanced programs is on moving from the proficient to an exemplary level.

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b. It is the expectation that all advanced candidates have attained the proficient level of performance upon admission. Programs should have candidate-specific plans in place to address unsatisfactory or approaching proficient dispositions.
c. Each program determines how the rubric will be used with their candidates. Advanced programs may modify the rubric to more specifically address the context of their candidates.
d. Advanced candidate disposition data, in whatever form that is most appropriate to the program (e.g., ratings, narrative, etc.), must be forwarded to the OAA annually.

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USC Initial Certification Candidate Dispositions Rubric

Integrity, Intellectual Spirit, Justice and Stewardship

Primary Disposition/ Focus Area	Emerging	Approaching Proficient	Proficient
Integrity Professionalism: Punctuality, Attendance and Appearance	1. Intern is often late or absent without providing a documented reason in advance or in the case of emergency, as soon as possible. 2. In the case of emergency, Intern rarely notifies the school and supervisor in advance or at the first opportunity. 3. Intern is rarely dependable, prompt and professional in completing tasks and responsibilities. 4. Intern dresses casually in the professional setting. 5. Intern rarely interacts with students and colleagues in a professional manner. 6. Intern rarely submits requirements complete and on time.	1. Intern is sometimes late or absent without providing a documented reason in advance or in the case of emergency. 2. In the case of emergency, Intern sometimes notify the school and supervisor in advance or at the first opportunity. 3. Intern is usually dependable, prompt and professional in completing tasks and responsibilities. 4. Intern usually dresses casually in the professional setting. 5. Intern usually interacts with students and colleagues in a professional manner. 6. Intern usually submits requirements complete and on time.	1. Intern has never been late or absent without providing a documented reason in advance or in the case of emergency, as soon as possible. 2. In the case of emergency, Intern always notifies the school and supervisor in advance or at the first opportunity. 3. Intern is always dependable, prompt and professional in completing tasks and responsibilities. 4. Intern never dresses casually in the professional setting. 5. Intern always interacts with students and colleagues in a professional manner. 6. Intern always submits requirements complete and on time.
Integrity Professionalism: Ethical Behavior	1. Intern often shares personal or academic information about students with others who are not supervising instructors or administrators. 2. Intern never keeps personal and professional lives separate. 3. Intern often shares religious or political views that might make students feel uncomfortable or pressured to agree with them.	1. Intern sometimes shares personal or academic information about students with others who are not supervising instructors or administrators. 2. Intern sometimes keeps personal and professional lives separate. 3. Intern sometimes shares religious or political views that might make students feel uncomfortable or pressured to agree with them.	1. Intern never shares personal or academic information about students with others except supervising instructors or administrators. 2. Intern always tries to maintain boundaries between personal and professional life. 3. Intern never shares religious or political views that might make students feel uncomfortable or pressured to agree with them.

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Integrity Interactions with Students and Families	1. Intern is rarely careful to be respectful to everyone with whom they interact in the professional setting. 2. Intern's students are rarely able to take responsibility in the classroom and direct the learning activities and environment. 3. Intern rarely seeks and obtains the approval of coaching teacher to communicate with students' families.	1. Intern is usually careful to be respectful to everyone with whom they interact in the professional setting. 2. Intern's students are sometimes able to take responsibility in the classroom and direct the learning activities and environment. 3. Intern usually seeks and obtains appropriate permission before communicating with students' families.	1. Intern is always careful to be respectful to everyone with whom they interact in the professional setting. 2. Intern's students are always able to take responsibility in the classroom and direct the learning activities and environment. 3. Intern always seeks and obtains appropriate permission before communicating with students' families.
Intellectual Spirit Classroom Participation	1. Intern rarely appears to enjoy engaging with the students in the classroom; Intern is not comfortable interacting with students. 2. Intern always does paperwork or other desk work rather than circulate among the students. 3. Intern is rarely enthusiastic in tone and expression when working with students. 4. Intern rarely supports established classroom routines and rules when working with students.	1. Intern usually appears to enjoy engaging with the students in the classroom and tries to do so when Intern is comfortable. 2. Intern usually does paperwork or other desk work rather than circulate among the students. 3. Intern is sometimes enthusiastic in tone and expression when working with students. 4. Intern usually supports established classroom routines and rules when working with students.	1. Intern always appears to enjoy engaging with the students in the classroom and take every opportunity to do so. 2. Intern always circulates among students and saves paperwork for planning time. 3. Intern is always enthusiastic in tone and expression when working with students. 4. Intern always supports established classroom routines and rules when working with students.
Intellectual Spirit Preparation	1. Intern rarely submits plans prior to the lesson. 2. Intern often creates lesson plans that are lacking information and do not reflect a thorough or thoughtful approach. 3. Intern rarely prepares classroom materials in advance or teach lessons as scheduled. 4. Intern rarely reflects familiarity with the content of the lesson and the procedures of the lesson plan prior to implementing them.	1. Intern usually submits plans prior to the lesson. 2. Intern usually creates lesson plans that are thoughtful, thorough, and appropriate. 3. Intern usually takes a proactive approach to classroom planning by preparing materials in advance and teaching lessons as scheduled. 4. Intern sometimes reflects familiarity with the content of the lesson and the procedures of the lesson plan prior to implementing them.	1. Intern always submits plans prior to the lesson. 2. Intern always creates lesson plans that are thoughtful, thorough, and appropriate. 3. Intern always takes a proactive approach to classroom planning by preparing materials in advance and teaching lessons as scheduled. 4. Intern always reflects familiarity with the content of the lesson and the procedures of the lesson plan prior to implementing them.

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Intellectual Spirit Reflection/ Self-Assessment	1. Intern rarely asks for feedback and suggestions on ways to improve teaching from supervising teacher or other colleagues. 2. Intern rarely seeks out professional opinions, literature or other resources to overcome challenges s/he is facing in the classroom. 3. Intern rarely engages in conversations with the classroom teacher or university supervisor to discuss his/her strengths and weaknesses. 4. Intern is rarely open to and positive about constructive criticism. 5. Intern rarely makes suggestions for improvements to personal teaching or other behaviors (as appropriate) 6. Intern rarely works to implement suggestions.	1. Intern sometimes asks for feedback and suggestions on ways to improve teaching from supervising teacher and other colleagues. 2. Intern sometimes seeks out professional opinions, literature or other resources to overcome challenges s/he is facing in the classroom. 3. Intern sometimes engages in conversations with the classroom teacher or university supervisor to discuss his/her strengths and weaknesses. 4. Intern is sometimes open to and positive about constructive criticism. 5. Intern sometimes makes suggestions for improvements to personal teaching or other behaviors (as appropriate) 6. Intern sometimes works to implement suggestions.	1. Intern always ask for feedback and suggestions on ways to improve teaching from supervising teacher and other colleagues. 2. Intern always seeks out professional opinions, literature or other resources to overcome challenges s/he is facing in the classroom. 3. Intern always engages in conversations with the classroom teacher or university supervisor to discuss his/her strengths and weaknesses. 4. Intern is always open to and positive about constructive criticism. 5. Intern always makes suggestions for improvements to personal teaching or other behaviors (as appropriate) 6. Intern always works to implement suggestions.
Justice Appreciation of Diversity	1. Intern rarely reflects cultural competence by making an effort to seek a diversity of perspectives. 2. Intern rarely takes appropriate actions to prevent or reduce bullying, harassment, or intimidation. 3. Intern often resists working with certain groups of people based on what they look like, how they behave, or what they believe. 4. Intern rarely designs activities, selects materials, and interacts with students in ways that promote tolerance, interpersonal skills, and collaboration.	1. Intern sometime reflects cultural competence by making an effort to seek a diversity of perspectives. 2. Intern sometimes takes appropriate actions to prevent or reduce bullying, harassment, and intimidation. 3. Intern sometimes resists working with certain groups of people based on what they look like, how they behave, or what they believe. 4. Intern sometimes designs activities, selects materials, and interacts with students in ways that promote tolerance, interpersonal skills, and collaboration.	1. Intern always reflects cultural competence by making an effort to seek a diversity of perspectives. 2. Intern always takes appropriate actions to prevent or reduce bullying, harassment, and intimidation. 3. Intern always prefers working with different groups of people regardless of what they look like, how they behave, or what they believe. 4. Intern always designs activities, selects materials, and interacts with students in ways that promote tolerance, interpersonal skills, and collaboration.

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Justice Provision of Learning Experiences for All	1. Intern always gives preferential treatment to or excludes some students from learning experiences. 2. Intern rarely takes the initiative to understand and identify individual student needs. 3. Intern rarely provides appropriate learning experiences that meet the needs of all students.	1. Intern sometimes gives preferential treatment to or excludes some students 2. Intern sometimes takes the initiative to understand and identify individual student needs. 3. Intern sometimes provides appropriate learning experiences that meet the needs of all students.	1. Intern never gives preferential treatment to or excludes some students 2. Intern always takes the initiative to understand and identify individual student needs. 3. Intern always provides appropriate learning experiences that meet the needs of all students.
Stewardship Collaboration with Other Professionals	1. Intern rarely maintains regular contact with coaching teacher and supervisor. 2. Intern often communicates clearly or effectively with peers, colleagues, and coaching teacher. 3. Intern rarely is courteous, fair, and kind in interactions with them. 4. Intern rarely maintains a flexible attitude when collaborating or working with others.	1. Intern usually maintains regular contact with coaching teacher and supervisor. 2. Intern usually communicates clearly and effectively with peers, colleagues, and coaching teacher. 3. Intern usually is courteous, fair, and kind in interactions with them. 4. Intern usually maintains a flexible attitude when collaborating or working with others.	1. Intern always maintains regular contact with coaching teacher and supervisor. 2. Intern always communicates clearly and effectively with peers, colleagues, and coaching teacher. 3. Intern always is courteous, fair, and kind in interactions with them. 4. Intern always maintains a flexible attitude when collaborating or working with others.
Stewardship Initiative and Resourcefulness	1. Intern never takes initiative in seeking, obtaining and organizing resources (i.e. activities, material, time) to meet requirements and contribute to the classroom. 2. Intern rarely anticipates needs and assists others. 3. Intern rarely seeks to grow professionally through asking appropriate questions and taking appropriate action.	1. Intern sometimes takes initiative in seeking, obtaining and organizing resources (i.e. activities, material, time) to meet requirements and contribute to the classroom. 2. Intern sometimes anticipates needs and assists others. 3. Intern sometimes seeks to grow professionally through asking appropriate questions and taking appropriate action.	1. Intern always takes initiative in seeking, obtaining and organizing resources (i.e. activities, material, time) to meet requirements and contribute to the classroom. 2. Intern always anticipates needs and assists others. 3. Intern always seeks to grow professionally through asking appropriate questions and taking appropriate action.

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The Teacher Candidate: Responsibilities, Policies, and Practices for All Clinical Experiences

To ensure that all teacher candidates will be successful, policies and procedures have been developed to guide teacher candidates throughout their clinical experiences. It should be noted that as the teacher candidate progresses through his/her chosen program, so does the extent of involvement in the clinical experiences. However, regardless of the level of involvement, there are certain expectations that apply to **ALL** clinical experiences, including a commitment to professionalism at all times.

Abiding by Protocols of the Host School

The teacher candidate should become familiar with and abide by the established host school protocols, including but not limited to: safety issues; emergency procedures; entering and exiting school property; communication with school personnel, homes, families and communities; and field trips and special events.

*It is recommended that all teacher candidates, in the process of noticing and understanding general school-wide emergency procedures, also discuss the medical needs of the students in their assigned classroom(s) with the assigned Coaching Teacher(s). In addition, each teacher candidate should plan to meet with the school nurse to further discuss these medical needs and request an orientation for any medical procedures and/or policies that pertain to the students within his/her assigned classroom(s). Each teacher candidate should *know, understand, and be able to implement all emergency procedures in the event that he/she is in a position that requires assistance and/or guidance to ensure the safety of students.*

Appropriate Attire and Appearance

Teacher candidates must wear their school's ID or their USC ID while on school property. The policies and culture of each individual school and/or district and the nature of the instructional activities define permissible dress and grooming. Teacher candidates are expected to maintain standards of dress and appearance that conform to the established policies of local schools. Teacher candidates should dress professionally at all times in the schools, typified by slacks, skirts, collared shirts, and ties (if applicable). It is the teacher candidate's responsibility to become familiar with the school's expectations for faculty appearance. Teacher candidates should have a general discussion on choices of attire with both the coaching teacher and university supervisor prior to the first day of the experience. Teacher candidates should dress more like their coaching teacher and less like their students.

Attendance

Teacher candidates have an obligation to be consistent and punctual in attendance.

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As stated above, it is fully expected that teacher candidates will not miss any days during a clinical experience; however, in the event of absence due to extenuating circumstances, the university supervisor, in conjunction with the program, is responsible for determining when the day(s) are required for make-up. In case of excessive or unexcused absences, the teacher candidate may be removed from the clinical experience.

Confidential Information

Teachers and other education professionals regularly work with confidential information in the context of schools. Confidential information can include student grades, student health records, academic records, Individualized Education Plans (IEP), family histories, and more. Candidates are held to the same legal and professional standards as full-time teachers with regard to confidential information. In accordance with the *Family Educational Rights and Privacy Act* (FERPA), candidates must refrain from discussing information related to the students with whom they are working. This is also in accordance with USC Policy Number 4.00, "Programs Involving Minors," specifically Section 7. The policy can be found at https://www.sc.edu/policies/ppm/univ400.pdf. Questions from the teacher candidate regarding confidentiality policies should be directed to the coaching teacher and/or university supervisor.

Professional Writing Expectations

The teacher candidate is expected to write at a level which reflects that of a university student. On all assignments, careful attention should be given to spelling, grammar, and punctuation. All assignments should be well organized and clearly presented. It is equally important that teacher candidates demonstrate legible handwriting. Frequently teachers must write on interactive display boards, dry/erase board, chalkboard, etc. Likewise, a teacher's handwriting is a model for students. Clinical experience assignments that demonstrate deficiencies in any of these areas can result in penalties as prescribed in the course syllabus.

Electronic Devices (including cell phones)

Electronic devices are **not** to be used for personal communication at school sites during regular school hours. Electronic devices should be turned off before entering the school site and should not be turned back on until the school day has ended. Use of electronic devices during emergencies should be consistent with school policy.

Appropriate Use of Social Media

Social Media is a general term used to reference websites, mobile apps, and activity on Facebook, Twitter, YouTube, and any other virtual hubs where users interact through the Internet. Other popular sites include but are not limited to Instagram, Tumblr, Snapchat, LinkedIn, Wikipedia, Flickr, WordPress and FourSquare. The list grows daily. The rapid growth of social media technologies, combined with their ease of use, make

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them attractive channels of communication. However, teacher candidates must understand that these tools hold the possibility of unintended consequences. To help students identify and avoid potential issues, it is expected that all students in the College of Education in field experiences and/or classes adhere to the following:

- At no time should teacher candidates photograph or post on any form of social media any identifying image of a minor child. Doing so is a violation of the Family Educational Rights and Privacy Act, and subjects violators to federal penalties and/or fines. This is also a violation of USC Policy Number 4.00, "Programs Involving Minors," specifically Section 7. The policy can be found at https://www.sc.edu/policies/ppm/univ400.pdf.
- Photographs (images) that do not identify students and teachers within a placement setting are not to be posted on social media without the written consent of the mentor teacher and/or University course instructor/supervisor.
- Photographs that do not identify students and/or mentor teachers in a placement that are submitted as part of a course assignment must adhere to the guidelines of the USC instructor and require written approval of the mentor teacher and course instructor.
- Digital images captured in a placement setting as a part of a course requirement should not be saved beyond the semester in which the approval was granted for a course assignment.
- All language posted on social media regarding USC field experiences should reflect an appropriate relationship between College of Education students (teacher candidates, practicum students, teacher candidates, and those completing any other USC assignment), and the students enrolled in the school hosting the field experience. Additionally, all language should be respectful. In no situation should a student comment on the teacher or students in an inappropriate or unprofessional manner. Doing so can possibly subject violators to criminal fines and/or penalties.
- All social media posts regarding USC field experiences and classes should build credibility and community, not divisiveness.
- All school and district rules and policies related to social media use must be adhered to at all times.

Maintaining Electronic Communication

Whenever communicating in the virtual world, whether through email, instant messaging, discussion posts, text, or some other method, please adhere to rules of "netiquette" in order to maintain and establish positive on-line relationships. The term "netiquette" refers to the rules of etiquette for communicating over computer networks. E-mail is an important means of communication between the College of Education and teacher candidates. It is the responsibility of the teacher candidate to regularly check his/her e-mail. Teacher candidates with USC e-mail addresses should be aware that even though USC e-mail allows candidates to forward their accounts to another provider, such as Gmail, outside spam filters many times do not allow forwarded mail.

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Additional Clinical Experience Policies

- *Transportation to and from Field Sites* - Transportation to and from school sites is the responsibility of the teacher candidate. The University of South Carolina and the College of Education do not assume any responsibility or liability for travel expenses related to field experiences.

- *Legal Responsibilities* - The teacher candidate has no legal status in the school according to South Carolina law. The coaching teacher is always legally responsible for the pupils in his/her class during the school day. While teacher candidates are not covered by professional liability insurance through the school district, it is recommended that they join one of the professional education organizations for teachers to obtain liability insurance at student rates. Teacher candidates should consult Clinical Experiences about obtaining professional liability insurance.

- *Career Placement Credentials* – Teacher candidates can begin a placement file at the Career Center in the Thomas Cooper Library. Candidates have the opportunity to establish a confidential file or one to which they will have access. Information about teaching positions is available. Teacher candidates are encouraged to ask their university supervisor and coaching teacher to complete a recommendation form which can be obtained from the Office of Career Planning and Placement.

- *Progression Requirements* – Teacher candidates should become familiar with and accept responsibility for following the progression requirements of their particular programs. There is a point at which a teacher candidate may not enroll in higher level clinical experiences until he/she has successfully completed all sections of Praxis CORE and/or been admitted to the Professional Program. Programs also have progression prerequisites which must be met before admission to the final semesters of internship. Progression requirements for initial teacher certification programs can be found on the College of Education website and are also available in the College's Gamecock EdQuarters located in Wardlaw 113.

- *Certification Requirements* – All teacher candidates seeking initial certification must score at or above the South Carolina established qualifying score on the appropriate Principles of Learning and Teaching examination as well as on the appropriate Praxis II specialty areas examination(s). In order to be recommended for initial teacher certification, teacher candidates must: submit to the College of Education Gamecock EdQuarters prior to the deadline for the semester in which

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they plan to complete their final clinical experience the Application for Certification Packet (includes application, request for transcript, related fees, and a completed fingerprint card for an FBI and SLED background check); submit to both the College of Education Gamecock EdQuarters and the South Carolina State Department of Education the minimum required score on the appropriate PRAXIS II exams; successfully complete ADEPT requirements with a positive recommendation for certification; have graduated with their degree officially posted by the University. Certification applications as well as information about PRAXIS and other state testing requirements can be obtained from the College of Education's Gamecock EdQuarters in Wardlaw 113 or by calling 803-777-6732. A teacher candidate who desires certification in another state should write for information directly to the Teacher Certification Office, State Department of Education, at the capital city of the particular state.

- *Workers Compensation* - The College of Education provides worker's compensation coverage for teacher candidates engaged in clinical experiences. A candidate injured while in a school setting should make sure that both the coaching teacher and the school administration are aware of the injury as soon as possible. The candidate should then contact the Nursing Center at the Thompson Student Health Center (803-777-3658) for instructions on what to do. The candidate should be sure that an incident form is filled out even if no treatment is administered, keep a copy of the form for the candidate's records, give a copy of the form to the university supervisor (in experiences involving a university supervisor), and provide a copy for Clinical Experiences (Dr. Chris Burkett, Wardlaw 113; burkett3@mailbox.sc.edu). It is not wise to delay notification of either the immediate supervisor or Clinical Experience, as to do so may seriously delay or jeopardize a claim. If the injury requires immediate attention or is after hours for the Student Health Center, go to the emergency room and then complete the above process as soon as possible.

- *Precautions to Prevent the Spread of Infectious Diseases at the Clinical Site* – In the school setting, knowing who carries an infectious disease and what germs may be present is not possible. Persons with infections do not always have outward signs and often are not aware of being infected. However, the teacher candidate can take precautions at the clinical site that will help protect candidates from infectious diseases. Those precautions include the following:

    1. Wash your hands with soap and running water at regular times during your workday. Common infectious diseases, such as colds or viruses, may be contracted from dirt and waste encountered in the workplace. Human immunodeficiency virus (HIV) infection,

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acquired immune deficiency disorder syndrome (AIDS), and Hepatitis B are not prevented by hand washing.

2. Avoid punctures with objects that may contain the blood of others.

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3. Handle discharges from another person's body (particularly body fluids containing blood) with gloves and wash hands thoroughly with soap and running water when you are finished.

4. Carefully dispose of trash that contains body wastes and sharp objects. Use special containers with plastic liners for disposal of refuse that contains blood or for any body spills that may contain blood. For disposal of sharp objects, use containers that cannot be broken or penetrated. These containers are available in each school's health room. Do not bend, break, or recap needles.

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5. Promptly remove another person's blood and body wastes from your skin by washing with soap and running water. Wash or flush exposed mucous membranes with water immediately.

6. Clean surfaces that have blood or body wastes from your skin by washing with an Environmental Protection Agency (EPA) CDC approved disinfectant or a 1:10 solution of household bleach and water.   (The bleach solution should be fresh daily to ensure proper strength.)

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7. If you have been exposed to Hepatitis B, contact your principal.

8. If you are responsible for administering first-aid to others or may be placed in a position where you may give first aid, follow any current techniques in administering CPR.

These precautions will protect candidates from HIV infection, Hepatitis B, and many other infectious diseases. These ordinary hygienic practices will result in fewer illnesses for candidates and others around them. Candidates do not need to know which people around them are infected with HIV or any other diseases because the precautions should be used routinely. The teacher candidate should maintain confidentiality of all medical information concerning students and co-workers, especially if an individual has either HIV infection or AIDS. With few exceptions, sharing such information without the necessary authorization is prohibited by law and punishable by a fine. If exposed to HIV, **immediately** go to the Emergency Room at Palmetto Health Richland; if exposed to another blood borne pathogen, go directly to the Student Health Center. If it is after hours, go to the emergency room.

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- *Standards of Conduct for South Carolina Educators* –The University of South Carolina is legally required to provide teacher candidates specific written information regarding the standards of conduct (based on S.C. Code Ann. 59-25-160, 59-25-530, and 20-7-945) required of South Carolina educators for initial certification. See Appendix A for these Standards of Conduct.

Students with Disabilities, Disorders, or Diagnoses

The University of South Carolina is committed to providing equal educational opportunities for all academically qualified students. The Student Disability Resource Center, located in Close-Hipp 102, provides individualized support and accommodations for students with documented disabilities. Call 803-777-6142 to contact The Office of Student Disability Services (http://sc.edu/about/offices_and_divisions/student_disability_resource_center/). Teacher candidates with disabilities must contact the Office of Student Disability Services prior to or early in their program to determine if reasonable accommodations will be provided. It is the teacher candidates' responsibility to follow up with their program coordinator, university supervisor, and coaching teachers regarding any approved accommodations. All teacher candidates should note that internship teaching experiences are field-based and, therefore, may necessitate consideration of worksite accommodations that differ from those used in a typical University classroom setting. Under the Americans with Disabilities Act, reasonable accommodation is a change in the work environment or in the way the job is usually done that enables a person with a disability to perform the job effectively. The USC College of Education is committed to providing reasonable accommodations for teacher candidates with disabilities. Reasonable accommodations are not intended to change the requirements students are expected to meet. All teacher candidates must be able to continuously meet the dispositions, knowledge, and behaviors of the Conceptual Framework (p.6) and functional abilities established to ensure that the objectives of the teacher preparation program are met.

- *Students with Physical and/or Sensory Disabilities* - Consistent with Section 504 of the 1973 Vocational Rehabilitation Act, teacher candidates with physical disabilities will generally be allowed to participate in all clinical experiences. Only if the teacher candidate's disability becomes more severe and would preclude him/her from becoming a successful teacher would it become necessary to reconsider the request for a clinical placement. Teacher candidates with disabilities should consult their program coordinator and the Executive Director of Student Services about any special requirements for placements. Candidates who require special accommodations in a course are responsible for notifying the instructor before the beginning of the semester.

- *Temporary Physical Conditions* - Teacher candidates should inform Clinical Experiences of special health conditions (e.g., pregnancy, injury, etc.) that should

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be considered prior to the negotiation of a school placement. This provides the Placement Coordinator an opportunity to secure appropriate school placements.

Medical Return to Placements

When a teacher candidate has need to leave the clinical placement for more than three days for medical reasons (not covered through the Office of Disabilities), documentation is required from the treating physician stating the candidate is to return. A meeting with the Clinical Experiences Placement Coordinator may be required to discuss the details of continuing the clinical experience and any specifies relating to the return (Coaching Teacher and placement, make-up time, missed assignments, program requirements, etc.).

Extended Placement Absences and Return to Placements

When a teacher candidate has need to leave the internship for more than three days for any reason (not covered through the Office of Disabilities and not related to a medical concern), documentation is required to resume the internship stating the candidate is to return. A meeting with the Clinical Experiences Placement Coordinator, the University Supervisor, and the Program Coordinator is required to discuss the details of continuing the internship and any specifies relating to the return (Coaching Teacher and placement, make-up time, missed assignments, program requirements, etc.).

Mandatory Reporting Statement
University of South Carolina teacher candidates are, by law, mandated reporters, and as such must report any incidents of disclosed or suspected child abuse or neglect. If a child in the teacher candidate's clinical placement location discloses abuse or neglect, or if abuse or neglect is suspected, the teacher candidate must make a report with the following contacts, if it is safe to do so:
1. Coaching Teacher
2. University Supervisor
3. Program Coordinator

The teacher candidate is also required to report the incident on the South Carolina Department of Social Services (DSS) website. The report may be made anonymously if preferred. More information about Mandated Reporters and the website for reporting an incident can be found here: https://dss.sc.gov/child-well-being/mandated-reporters/

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Section II: Policies, Procedures, and Documents Targeted for Internships I/A & II/B

Special Note: All policies and procedures provided in Section I of the Clinical Experiences Manual continue to apply to teacher candidates except where new policies are explicitly stated.

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Expanded ADEPT

Educators make a real difference in the lives of students. South Carolina has been a national leader by having requirements for professional practice for decades. Over time, these requirements have evolved. The Expanded ADEPT Support and Evaluation System represents yet another step in this journey of improving professional practice for the benefit of students. The goal is to use evaluation to shine a flashlight where teachers can grow in their craft; the primary goal is not to use evaluation as a "hammer." A major focus is a more direct connection between teacher practices and increased student learning through the incorporation of student academic growth measures into classroom-based teachers' evaluation and effectiveness ratings. Expanded ADEPT seeks to align and strengthen professional practice to support the intended student outcomes. Effective teachers have always focused on identifying student strengths and weaknesses, facilitating meaningful student learning, and monitoring student progress towards their educational goals. This emphasis on student growth in teacher evaluation simply rewards and recognizes a focus on what matters most: children. This rubric was also designed to assist a teacher in meeting the knowledge, skills, and characteristics found in the Profile of a South Carolina Graduate (See Appendix A).

Expanded ADEPT incorporates the four domains of Instruction, Planning, Environment and Professionalism and adds the dimension of Student Growth. It also provides a level four professional practice rubric that is used as a coaching and growth tool leading to a summative evaluation of teaching. This rubric is called South Carolina Teaching Standards 4.0.

The domains and their accompanying indicators are provided below:

Instruction

- Standards and Objectives
- Motivating Students
- Presenting Instructional Content
- Lesson Structure & Pacing
- Activities & Materials
- Questioning
- Academic Feedback
- Grouping
- Teacher Candidate Content Knowledge
- Teacher Candidate Knowledge of Students
- Thinking
- Problem Solving

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Planning

- Instructional
- Student Work
- Assessment

Environment

- Expectations
- Engaging Students and Managing Student Behavior
- Environment
- Respectful Culture

Professionalism

- Growing and Developing Professionally
- Reflecting on Teaching
- Community Involvement
- School Responsibilities

This journey to improve our practice as educators does not end. The S.C. State Board of Education and Department of Education have adopted the *Profile of the South Carolina Graduate*, which will require a re-thinking of learning systems and the work of our educator teams. Expectations for educators will continue to change as knowledge of the profession grows.

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The Internship: Planning for Instruction

Overview

Faculty at the university and in our P-12 Partnership Sites and Professional Development Schools recognize the critical importance of each and every one of the school-based clinical experiences which teacher candidates participate in throughout their programs. The College of Education acknowledges that each of them offers teacher candidates a focused piece of the large puzzle of the teaching profession.
At the same time, the College of Education also unanimously agrees that no one experience is more important to our candidates' future in the profession than the final semester of full-time involvement in the schools. The all-important final semester (Internship II) of total immersion in the day-to-day workings of the school community provides candidates with the ultimate opportunity for in-depth study and learning and the opportunity to demonstrate the knowledge, skills, and dispositions of a *Collaborative Educational Leader and Advocate.*

The yearlong internship consists of one semester of methods focus (Internship I) and one semester of full-time teaching (Internship II). Although each placement is unique and teacher candidates will differ as to the pace of progression through the stages, all phases of the internship (orientation, observation, participation, and teaching) should be carefully planned and take place through a gradual induction period that is specific to the needs of the teacher candidate and the setting. There is no required schedule for acclimating teacher candidates to the placement, but the following timetable serves as guide to assist in planning.

Per the South Carolina Department of Education Standards, Policies, and Procedures Guidelines (https://ed.sc.gov/educators/educator-preparation/educator-preparation-units/accreditation/policies-and-regulations/standards-policies-and-procedures-for-south-carolina-educator-preparation-units/), the Internship II clinical experience must be the equivalent of a minimum of twelve weeks or sixty full days. Additionally, the candidate must teach independently a minimum of ten full days in one setting. *The goal is to have the teacher candidate in a position of full-time teaching for as long as possible while receiving guidance and support from the coaching teacher through a co-teaching model.*

Stage 1: Developing a Collaborative Classroom

The beginning of the year will set the tone for the remainder of the internship. Not only will the teacher candidate and the coaching teacher be developing as a collaborative, professional team, but they should be working together to establish the classroom as a positive learning community. They must include a deliberate plan for integrating the teacher candidate as a partner teacher in the classroom.

Developing a professional relationship between the school and university faculty will also be critical in the first weeks. During the first semester, teacher candidates will be

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engaged in "learning by doing" as they continue to master content and pedagogy through a series of methods courses. Coursework and fieldwork should not be seen as separate obligations, but integral parts of building knowledge, skills, and dispositions. Teacher candidate experiences will vary depending on course background, previous field experiences, etc. Some teacher candidates may have completed methods courses, while others are enrolled during the Internship I semester. *Flexibility is a must in this stage of the internship.* The coaching teacher, teacher candidate, university supervisor, and methods faculty should use this handbook to establish norms for their communication and collaboration.

Understanding the thinking and reasoning behind the many varied decisions teachers must make throughout the day will be a critical objective of Stage 1. Coaching teachers should engage in "thinking out loud" in order to make processes and procedures visible and explicit. Through a well-developed relationship, teacher candidates must be encouraged to and feel comfortable asking how and why specific structures are designed.

Specific Stage 1 activities might include, but are not limited to:

- Orientation to the School and Classroom (required) - As is also the case with new teachers, it is important for the teacher candidate to become familiar with school policies and procedures and the workings of the assigned classroom(s) as soon as possible. To that end, it is helpful if each school conducts an orientation for the teacher candidate or group of teacher candidates. The orientation might include a tour of the school, a discussion of the role of various personnel in the school, an overview of available equipment and its use, and introductions to persons important to the teacher candidate's success during the internship (such as administrators, office personnel and media specialists, and counseling staff). To become acquainted with the assigned school, the teacher candidate should be familiar with policies such as:
    - Student attendance
    - School-wide discipline
    - Emergency drills
    - Teacher duties/responsibilities outside the classroom
    - Dress codes for teachers and students
    - In-school accidents
    - Medical records/alerts
    - Procedures for communicating with parents (with mentor approval)
    - Permanent records
    - Textbooks and supplies
    - Testing programs
    - Signing in and out
    - Equipment (copier, laminator, etc.) use

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- In the classroom, the coaching teacher should provide additional information concerning individual students (medical concerns, Individual Educational Plans, etc.), routines, procedures, organization, management, and parent volunteers.
- Set goals and share instructional plans,
- Carve out time for professional conversations and reflections; dedicate time to planning for co-teaching implementation
- Discuss district curriculum scope and sequence (develop long range plans)
- Designing space
- Establish optimal working environment for students, teacher candidate, and mentor teacher
- Provide resources for teacher candidate to engage as a co-teacher as much as possible (computer/laptop, desk, instructional materials)
- Collaborate on room arrangement, material placement, and instructional design
- Establishing and sharing classroom norms and procedures
- Design daily and weekly routines such as bell work, dismissal, etc.
- Divide responsibility for procedural tasks
- Spend time with individual learners. (i.e. take notes, administer interest inventory, assess student needs on a variety of levels)
- Gather classroom data for classroom management and instructional planning (develop contextual factors)
- Communicate with families/caregivers (always in collaboration with mentor teacher)
- Work with individual students
- Observe and implement effective classroom management techniques
- Sharing instructional responsibility
- Assign intern tasks in order for students to "view" mentor and teacher candidate as co-teachers
- Plan and implement instructional strategies
- Use the mentor teacher's lesson plans to create and implement mini-lessons through multiple co-teaching strategies
- Collaborate with university supervisor to increase responsibilities to longer lessons and multiple content areas/preps

Stage 2: Mastering Content and Pedagogy

At this stage, teacher candidates take increasing responsibility for participating in and managing classroom routines. They will be developing, implementing, and reflecting upon content-based lessons assigned in methods courses. The coaching teacher continues to play an active role through co-teaching, observing, coaching, and providing written and oral feedback. Having explicit conversations about instruction, assessment, and management facilitates the transition of the teacher candidate to having increased classroom responsibility.

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Specific Stage 2 activities might include, but are not limited to:

- Assess student knowledge and skills
- Discuss the selection of assessment tools to measure student understanding
- Build awareness of and proficiency in using different assessment tools supported by the classroom, school, and district
- Plan conversations with mentor and colleagues about assessment
- Plan and implement lessons
- Share lesson plans with mentor that answer the following questions:
    - Were the objectives clear?
    - What assessment was used to measure student achievement?
    - Did the assessment match the activities?
    - Are individual student needs being met?
- Co- teach lessons in content areas
- Work with small groups of students on a regular basis
- Plan, implement, and reflect upon a lesson in each content area/prep
- Observe and participate in the instruction in other classrooms and grade levels
- Set goals for Internship II
- Communicate with parents
- Co-design a newsletter
- Discuss report card guidelines with mentor
- Role play a parent conference; attend a parent conference
- Attend a parent association meeting (PTA, PTO)

Stage 3: Guided Leadership

At this stage, the teacher candidate is moving into an active leadership role with close guidance and continued co-teaching support from the coaching teacher. The teacher candidate will begin orchestrating multiple classroom demands while continuing to discuss processes and procedures with the coaching teacher. The coaching teacher serving as a mentor should assume a role of "inquirer," asking the teacher candidate questions about plans and strategies while providing opportunities for risk-taking without fear of failure.

Specific Stage 3 activities might include, but are not limited to:

- Implement effective teaching and management strategies
- Continue and/or adjust effective classroom management techniques for teacher candidate's use during the transition to full-time teaching
- Plan, implement, and reflect upon best teaching practices

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- Help prioritize ways to work smarter such as lesson plan development for common weekly procedures
- Observe mentor teacher's varied teaching strategies that address differentiation
- Reflecting on the teaching process
- Continue conversations based on formative and summative observations
- Use written feedback from mentor for support in building a professional portfolio
- Looking ahead toward the future
- Finalize resume and attend University Career Fair

Stage 4: Lead Teaching

Teacher candidates at Stage 4 will gradually assume the position of lead teacher. This does not necessarily mean the coaching teacher is relinquishing responsibility, but more a shift in who is taking the lead role. The coaching teacher should continue to mentor, guide, coach, co-teach, and observe, providing feedback whenever possible.

Specific Stage 4 activities might include, but are not limited to:

- Teach fulltime (lead planning and instruction for *at least* **10** days)
- Use effective differentiation strategies to plan and implement lessons for a **minimum** of four weeks
- Integrate mentor teachers to assist with small groups and individuals through the use of various co-teaching models
- Provide time for teacher candidate to solo-teach
- Reflect on individual student growth
- Continue with ongoing conversations about planning and teaching
- Reflect upon teaching with feedback based upon multiple data sources (assessments, observations, video capture, etc.)

Stage 5: Learning from the Larger Community

Although it may be tempting for the teacher candidate to relinquish all responsibilities after the demanding Stage 4, Stage 5, if planned appropriately, can be a time of extensive professional growth. While the coaching teacher transitions back into the lead teaching role, the teacher candidate continues to engage with the learners in the placement classroom as well as throughout the school. The mentor teacher, with the school liaison and/or principal, should identify other master teachers in varied contexts that, through observation and engagement, the teacher candidate can continue to build knowledge and skills of the teaching profession.

Specific Stage 5 activities might include, but are not limited to:

- Reflect upon the past year

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- Set goals for first year teaching experience
- Ensure teaching application is posted on the CERRA website (www.cerra.org)
- Gather resources for the future
- Research classroom resources for future use (i.e. materials and supplies, technology, classroom libraries, etc.)
- Discuss end-of-year procedures with coaching teacher

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The Internship: Performance Evaluation

Evaluation of teacher candidates is an important component of the teacher education program and is a rigorous multi-dimensional process. Each program area decides the formula for the calculation of the final grade for the internship. To evaluate the professional performance portion of the internship, the SC Teaching Standards 4.0 Rubric is used. The domains of teacher candidate evaluation at the University of South Carolina include:

- Planning
- Instruction
- Environment
- Professionalism

Teacher candidates receive both formative and summative feedback throughout the internship(s). The differences between these types of assessments are outlined in the table below. Formative assessment and Summative assessment are used by coaching teachers and university supervisors to evaluate progress toward competencies.

Formative Assessment	Summative Assessment
Provide feedback (Not for grades) Monitor progress Give candidates opportunities to close the gap between where they are and the competencies to be mastered	Provide information for grades Evaluate what candidates know and can do Make judgments about mastery of competencies

Green, S., & Johnson, R. (2010). *Assessment is essential.* Boston: McGraw-Hill.

Observations in the Performance Standards

The teacher candidate will be immersed in observing the coaching teacher throughout the course of the internship. Additionally, the teacher candidate will benefit from the opportunity to both *observe* and *participate* in instruction in other classrooms at the school site during the internship. Having exposure to other grade levels and various teaching styles and instructional content provides a repertoire of teaching strategies and styles for the teacher candidate. Participation in other classroom instruction throughout Internship I and Internship II is highly encouraged.

Observations and feedback to candidates documenting SC Expanded ADEPT are the primary means for evaluating and promoting continuing improvement of the candidate's teaching performance. Within the collaborative partnership, the coaching teacher and university supervisor work as a team to provide observational feedback to

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candidates for their ongoing development as teachers. Both the coaching teacher and university supervisor play a unique role and can recognize and model effective practice. Each is trained in SC Teaching Standards 4.0. Using observation, assessment and conferencing techniques, these assessors collectively conduct several observations of a candidate's teaching performance in Internship I and at least eight observations in Internship II as described in the following paragraphs.

Documentation of each observation should occur using the University of South Carolina Evidence Form. Observations should last approximately 30-60 minutes in order to gain a thorough understanding of the classroom dynamics. Both oral and written feedback on observations should be provided to the teacher candidate within three business days.

The coaching teacher is required to complete a minimum of two formative and one summative assessment observations during Internship I and two formative and two summative assessments during Internship II with the dates of these observations recorded on the mid-semester and final evaluation reports. Written documentation on the Evidence Form of each observation must be provided to the teacher candidate. *The teacher candidate* may choose to present data from the Evidence Form as documentation for competencies met for the mid-semester and final evaluation reports.

Upon completion of a summative observation on the Evidence Form, copies must be provided to the teacher candidate and university supervisor. The university supervisor submits the original Evidence Forms to Clinical Experiences. Note taking and Evidence forms for Internship I and Internship II are located in the back of the Clinical Experiences Manual and can be accessed online at
http://tinyurl.com/USCClinicalExperiencesDocs

The table below summarizes the observation schedule at a minimum. Some program areas require more observations.

	Supervisor Observations	**Coaching Teacher Observations**
Internship I	1 Formative 1 Summative (Additional formatives as needed to support teacher candidate development)	2 Formative 1 Summative (Additional formatives as needed to support teacher candidate development)
Internship II	2 Formative 2 Summative (One Summative before Mid-semester)	2 Formative 2 Summative (One Summative before Mid-semester)

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Midterm and Final Evaluations and Scoring Guidelines

The coaching teacher and university supervisor will reach consensus at the midterm point of the semester and at the end of the semester and will document this consensus on the Midterm and Final Evaluation form. The teacher candidate should be directly involved with this process, perhaps supplying data as evidence for meeting competencies and leading the conference as a reflective practitioner.

In Internship I, the total number of points, based on consensus, to meet expectations and be recommended for Internship II is 46 points. Additionally, teacher candidates must meet program area expectations in Internship I coursework to proceed to Internship II. Teacher candidates who do not score 46 points on the SCTS 4.0 Evaluation most likely will not be recommended for Internship II. However, if the evaluation team recommends a teacher candidate who scored below 46 to progress to Internship II, an action plan will be put in place with a recommendation to proceed to Internship II that will assist the teacher candidate in being successful in Internship II.

Teacher candidates who do not successfully complete Internship I may reapply for Internship I by submitting an essay expressing the desire to repeat the internship and addressing the areas of concern from the previous internship(s). This essay submission must include goals for the upcoming internship related to contract concerns and address steps on meeting the established goals. If the re-application is approved, the student is responsible for paying full tuition and fees to repeat the courses as offered by the program area.

In Internship II, the total number of points, based on consensus, to meet expectations for successful completion is 50 points. A teacher candidate earning below 50 on the SCTS 4.0 Midterm Evaluation Rubric will have an action plan put in place to assist in the successful completion of the final internship. The teacher candidate must meet program area requirements in Internship II coursework to be recommended for certification. Teacher candidates who do not successfully complete Internship II may reapply for by submitting an essay expressing the desire to repeat the internship and addressing the areas of concern from the previous internships. This essay submission must include goals for the upcoming internship, related to contract concerns and address steps on meeting the established goal(s). If the re-application is approved, the student is responsible for paying any tuition and fees to repeat the courses as offered by the program area.

Internship Business Rules

Internship I

I. Teacher candidate(s) minimum score is 46 on the SCTS 4.0 Evaluation Rubric to be recommended for Internship II. Teacher candidates that who do not score 46 points on the SCTS 4.0 Evaluation most likely will not be recommended for Internship II. However, if the evaluation team recommends a teacher candidate who scored below 46 to progress to Internship II, an action plan will be put in place with a recommendation to proceed to Internship II that will assist the teacher candidate in being successful in Internship II.

II. Teacher candidate(s) must meet program area expectations in Internship I coursework.

III. Teacher candidate(s) who do not successfully complete Internship I may reapply for Internship I by submitting an essay expressing the desire to repeat the internship and addressing the areas of concern from the previous internships. This essay submission must include goals for the upcoming internship, related to contract concerns and address steps on meeting the established goals. If the re-application is approved, the student is responsible for paying any tuition and fees to repeat the courses as offered by the program area.

Internship II and Directed Teaching

I. Teacher candidate(s) must meet the following requirements:
   a. Teacher candidate minimum score is 50 on the SCTS 4.0 **Final** Evaluation Rubric to be recommended for certification. A teacher candidate earning below 50 on the SCTS 4.0 Midterm Evaluation Rubric will have an action plan put in place to assist in the successful completion of the final internship; **AND**
   b. Teacher candidate must meet program area requirements in Internship II/B coursework to be recommended for certification.

II. Teacher candidate(s) who do not successfully complete Directed Teaching or Internship II/B may reapply for by submitting an essay expressing the desire to repeat the internship and addressing the areas of concern from the previous internships. This essay submission must include goals for the upcoming internship, related to contract concerns and address steps on meeting the established goals. If the re-application is approved, the student is responsible for paying any tuition and fees to repeat the courses as offered by the program area.

Addressing Concerns and Problems

Open and frequent communication among the teacher candidate, the coaching teacher, and the supervisor is the key to a successful internship experience. When this professional team maintains high levels of effective communication, teacher candidate growth is maximized and problems are minimized. However, if problems do arise in the internship, the following steps should be taken to address the concern:

- Any problems or concerns that arise related to the performance of the teacher candidate should be discussed with him/her by the coaching teacher and the university supervisor. Information related to challenges should be documented and clearly communicated to the teacher candidate. Specific suggestions for improvement should be made with written feedback provided. The internship is a developmental process. Therefore, teacher candidates are supported in learning from their experiences and making the necessary adjustments to meet all requirements.
- If the issue is not resolved, the coaching teacher, university supervisor, internship coordinator, and clinical experience coordinator will work in collaboration to develop an Action Plan Support Document for the teacher candidate. This Action Plan Support Document will
  - describe the problem or concern
  - inform the teacher candidate of specific suggestions, expectations, a time frame for improvement or correction, and consequences of non-compliance.

The Action Plan Support Document should be based on data from the coaching teacher, university supervisor, and other parties such as observation records, lesson plans, a mid-semester evaluation, and/or dispositional concerns forms. The College of Education Action Plan Support Document Template should be used when completing an Action Plan.

- The Action Plan Support Document should be signed and dated by the teacher candidate, coaching teacher, university supervisor, and any others who attend the action plan conference.
- The original Action Plan Support Document will be maintained in Clinical Experiences with copies provided to the teacher candidate, coaching teacher, and university supervisor.
- The coaching teacher and university supervisor will review the teacher candidate's progress on the dates specified in the contract. If the problem or concern is not satisfactorily addressed, the consequences outlined in the contract will be implemented. At this time, the teacher candidate may be removed from the placement depending on the nature and severity of the problem or concern including the teacher candidate's unwillingness or inability to comply.
- Additional observations may be scheduled by a third-party observer during the process if requested by any member of the action plan team. If the teacher

candidate **meets the terms of the Action Plan Support Document**, this is documented on the Action Plan Support Document and the contract is signed by all indicating mastery of areas for improvement. A copy of this action plan indicating satisfaction of the terms is to be turned in to Executive Director of Gamecock EdQuarters and Associate Director for Clinical Experiences, after the consensus team has met.

- If the teacher candidate **does not meet the terms of the Action Plan Support Document** during Internship I, the supervisor meets with the placement coordinator, Executive Director of Gamecock EdQuarters, and the Associate Dean of Academic Affairs to produce documentation of concerns in terms of the contract. The Associate Dean then schedules a meeting with the supervisor and program area to present the documentation and determine whether the teacher candidate can proceed to Internship II. A student not meeting the terms of the Action Plan Support Document in Internship I may not progress into Internship II.

- Any student placed on an action plan for improvement during Internship II must **completely satisfy** the terms of the Action Plan Support Document in order to successfully exit from the program.

- The responsibility to remove a teacher candidate from the placement is based on the recommendation of the principal, coaching teacher, program area faculty, university supervisor, Executive Director of Gamecock EdQuarters, and the Associate Dean for Academic Affairs. When such removal is the result of an unsuccessful internship experience, the teacher candidate will not be given the option to begin a second assignment in another school that same semester. Grades for the internship and courses will be issued according to university policy. A teacher candidate may be permitted to retake the internship and capstone courses during a subsequent semester upon recommendation of the program area faculty. If removal is the result of unethical conduct, criminal activity, or extreme incompetence in performing requirements of the internship, the teacher candidate may be denied a second opportunity. The final decision to remove a teacher candidate from the placement is made by the program area and the Associate Dean for Academic Affairs. A teacher candidate may apply to repeat an Internship at a future time if a petition is approved through a program area review process. Re-application requires that the teacher candidate submit an essay expressing the desire to repeat the internship and addressing the areas of concern from the previous internship. This essay submission must include goals for the upcoming internship, related to contract concerns, and address steps on meeting the established goals. This essay is scored by a committee using an approved rubric. The teacher candidate will receive the rubric to guide their writing. If re-application is approved, the teacher candidate is responsible for paying full tuition and fees to repeat the courses.

Placement Changes

Changes in placements are only made when there are extenuating and problematic circumstances. Rarely, challenges may emerge that interfere with the teacher candidate successfully completing the clinical experience and require a reassignment. These concerns should be directed to Clinical Experiences Placement Coordinator. The Executive Director of Student Services, program area faculty, university supervisor, and the coaching teacher (as applicable) will determine whether the teacher candidate will be reassigned to a different school setting.

Professional Program

All students seeking to complete a degree which leads to teacher certification must be formally admitted to the Professional Program in the College of Education. Prior to beginning Internship I and Internship II, students have met specific requirements to become part of the Professional Program. No candidate will be placed in a school for an internship experience who has not met all progression requirements including admission to the Professional Program.

Attendance

Teacher candidates have an obligation to be consistent and punctual in attendance. This applies to the following areas:

- *School-related Activities* – Teacher candidates should be in their assigned school (in the classroom, NOT pulling in the parking lot) at the time designated by their coaching teacher, school principal, and university supervisor. **Teacher candidates are to attend all workdays, in-service days, and professional development days with the coaching teacher that do not interfere with courses or required seminars at the university.**
- *University-related Activities* - At specified times during the semester, teacher candidates are required to participate in conferences, seminars, and meetings with USC faculty members. **Attendance at these activities is required.** These meetings may be during the teaching day or in the afternoon or evening. Coaching teachers will be informed of the dates of these meetings well ahead of time should the teacher candidate be away during any or all of the teaching day.
- Teacher candidates may attend one day of Professional Development Activities per semester (e.g., state/national conferences, seminars, trainings, interviews) by receiving approval from the university supervisor. If procedures are followed and permission is granted, these days need not be made up.
- Teacher candidates are allowed to participate in field trips for the classes in which they intern provided the date/time of the field trip does not interfere with university obligations. Please note that teacher candidates are NOT allowed to assume responsibility for the role of chaperone for either small groups or whole classes at any time due to liability purposes.
- Teacher candidates may not serve as substitutes during an internship experience while completing a College of Education course.

- It is fully expected that teacher candidates will <u>NOT</u> miss any days during the internship experience. When possible, PRAXIS tests and interviews should be scheduled outside of normal business hours. If an extenuating circumstance does arise, the teacher candidate must notify the coaching teacher and university supervisor as early as possible. In case of illness requiring a teacher candidate to miss more than three days, a doctor's note is required and submitted to the university supervisor.
- Teacher candidates are required to sign in and sign out daily at their school sites.
- As stated above, it is fully expected that teacher candidates will not miss any days during the internship; however, in the event of absence due to extenuating circumstances, the university supervisor, in conjunction with the program, is responsible for determining when the day(s) are required for make-up. *Absence for even part of a day counts as one absence.* Unless otherwise given permission by the Executive Director for Student Services, make-up days will be scheduled during the internship semester in which they occur, in coordination with the coaching teacher and university supervisor. In case of excessive or unexcused absences, the teacher candidate may be removed from the internship.

Placement Changes

Changes in placements are only made when there are extenuating and problematic circumstances. Rarely, challenges may emerge that interfere with the teacher candidate successfully completing the internship experience and require a reassignment. These concerns should be directed to the Clinical Experiences Placement Coordinator. The Executive Director of Gamecock EdQuarters, program area faculty, university supervisor, and the coaching teacher (as applicable), will determine whether the teacher candidate will be reassigned to a different school setting. The Clinical Experiences Placement Coordinator will notify the Coaching Teacher of the placement change. The school-based administrator will be included in the notification.

The Role of the Schools

Clinical Placements

Purpose

Clinical experiences provide opportunities for teacher education teacher candidates to acquire an understanding of the teaching process by gradual induction into increased instructional responsibilities. Teacher candidates have an opportunity to put into practice the procedures they have learned regarding short-range and long-range lesson planning, instructional delivery, classroom management, and analysis of students learning. Teacher candidates are also exposed to a variety of techniques and methodologies and to diverse classroom experiences.

The University of South Carolina recognizes the vital role that teacher candidate placement in school settings plays in improving the quality of teachers and other educational professionals entering the profession. The university therefore appreciates the commitment made by school districts in encouraging P-12 faculty to mentor USC teacher candidates as they progress throughout their programs.

From experiences throughout the years, and acknowledging the diversity of the schools and districts, USC encourages schools to work with teacher candidates through one of two models: Partnership Sites and Professional Development Schools. Each model requires different levels of support from both the schools and the university, but both models require a shared commitment by all parties to improved teaching and learning. Partnership Sites and Professional Development Schools are identified through discussions between Clinical Experiences, University Faculty, and school district personnel, with the following criteria serving as the basis for selection:
- The school should have an instructional staff which is interested in working with teacher candidates and which understands the requirements of doing so.
- The school should have well-qualified faculty who employ effective teaching techniques.
- The school should be sensitive to multicultural concerns in its curriculum and programs.
- The school should be innovative and progressive in its policies and practices, with faculty willing to allow USC candidates to try a variety of teaching practices.
- The school should have adequate physical facilities and up-to-date instructional equipment and materials.
- The school should have a curriculum that includes optimum educational experiences for both pupils and teacher candidates.
- The school should have a well-organized in-service program to stimulate professional growth of the instructional staff.

Partnership Sites

Partnership Sites are P-12 schools that are interested in providing clinical placements for teacher candidates and may include whole schools (typically at the elementary level) or departments within a school (a possibility particularly within high schools). University-based faculty visit Partnership Sites regularly to supervise advanced practicum students and teaching teacher candidates. Partnership Sites provide opportunities for teacher candidates to work with P-12 students to develop their teaching skills and meet university course requirements, as appropriate for each candidate's level in the program. While there is variability across schools regarding academic requirements and practices, teachers working with candidates in Partnership Sites support teacher candidates in trying out innovative ideas consistent with their education course work.

Benefits for participation as a Partnership Site include:
- staff development through teacher involvement with teacher candidates, including serving as models for the teacher candidates in their classrooms, developing observation and supervisory skills, and having access to information regarding current research and practice through teaching candidates and their supervisors;
- enhanced student-staff ratios resulting from the involvement of the teacher candidates;
- first-hand observation of potential candidates for openings at the school;
- enhanced access to the university for staff development needs; and
- course tuition reductions for coaching teachers for full-time teacher candidates at each site.

For clinical experiences to operate efficiently and to the greatest advantage of children, teachers, schools, and teacher candidates, each Partnership Site hosting teacher candidates requires a school-based faculty member or administrator who has specific responsibilities in supporting USC candidates working on-site. While specific duties depend on the needs of the school and the type and number of clinical experiences, school-based representatives work closely with the College of Education's Clinical Experiences to ensure that experiences function appropriately for children, teachers, and teacher candidates. Partnership Site representatives are encouraged, but are not required, to actively participate in the governance structure of USC's School-University Partnership Network.

Professional Development Schools

Like Partnership Sites, Professional Development Schools (PDSs) also provide quality placements for teacher candidates. However, PDSs move beyond this one element of collaboration by agreeing to a three-year commitment to the following:
- a demonstrated emphasis on inquiry-based teaching and learning;

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- the presence of a critical mass of faculty working with USC teacher candidates throughout their programs;
- conducting at least one research or demonstration project in collaboration with USC faculty over the course of the three-year relationship;
- hosting pre-service courses on-site whenever possible;
- active participation in the governance of the PDS Initiative within USC's School-University Partnership Network;
- the provision of a dedicated physical space within the school for use by a USC Liaison and
- the assignment of a P-12 faculty member or administrator as the site's Clinical Adjunct responsible for collaborating with the USC Liaison in guiding PDS initiatives.

Benefits for participation as a PDS include:
- the assistance of a USC Liaison who will work with the school no less than fifteen hours a week supervising USC teacher candidates and serving as support for the school's professional development activities;
- free training for faculty on mentoring beginning teachers;
- at least one free, on-site professional development course, or similar professional development experience, per three-year cycle, with the topic to be identified by school faculty and staff;
- involvement of a USC faculty member in at least one significant research or demonstration project over the course of the 3-year period;
- priority consideration for participation in practicum and internship experiences;
- priority consideration in hosting on-site courses for teacher candidates that provide enrichment experiences for children and professional development opportunities for teachers;
- priority consideration for grant-funded initiatives and teaching assignments at USC;
- financial support for faculty and staff to attend the PDS National Conference;
- opportunities to serve on USC committees to represent the P-12 perspective and share in decision-making regarding education programs and faculty searches; and
- the option to "bank" tuition reductions from coaching teachers for use by teachers working with USC teacher candidates in other roles.

The Coaching Teacher:
Selection, Qualifications, and Guidelines

Overview

A coaching teacher is a teaching professional who is approved for mentorship by the university and serves as role model, instructor, and coach for the teacher candidate. The coaching teacher welcomes a qualified teacher candidate into his/her classroom and, through formative assessment, moves the teacher candidate from guided practice into a direct teaching experience. The coaching teacher, in coordination with a university supervisor, is responsible for leading the teacher candidate through progressively challenging activities and structuring the activities so that the teacher candidate applies theory, pedagogical concepts, and content knowledge while developing practical professional skills.

The role of the coaching teacher is critical to the success of the teacher candidate. Research indicates that the coaching teacher has the greatest and longest lasting influence on not only the internship experience, but also the teacher candidate's growth as a novice teacher long after the internship has ended. In addition to such influence, coaching has many other benefits:

- Mentoring allows coaching teachers to work in conjunction with expert faculty in the College of Education.
- Mentoring enhances the coaching teachers own professional development.
- Mentoring lowers the pupil-teacher ratio and increases one-on-one opportunities with students.
- Mentoring presents an opportunity to learn from and co-teach with another professional.

Criteria for Selection of Coaching Teachers

The University of South Carolina-Columbia seeks high quality coaching teachers who are interested in hosting undergraduate and graduate internship placements, an experience which contributes to the development of emerging teachers at all levels and in many subject areas.

The major criterion used in the selection of coaching teacher:
- Holds at least a professional bachelor's level South Carolina annual teaching certificate in the area of assignment and grade level
- Conducts an academic environment with high expectations for every student
- Shows interest in working with the pre-service teaching program at the University of South Carolina-Columbia.

In addition to this criterion, the coaching teacher:

1. Must be USC Expanded ADEPT 4.0 /Coaching Teacher trained (for Internship II/Directed Teaching).

2. Exemplifies best practices in the area of pre-planning in preparation for teaching.

3. Has the ability and is willing to provide positive and negative feedback in a constructive way to teacher candidate(s).

4. Is well known for the ability to listen, cooperate, for interpersonal skills, to be flexible and willing to learn.

5. Agrees to work with the designated university supervisor in planning the experiences of the pre-service teacher.

6. Has extensive content knowledge, implements a variety of effective teaching practices, and uses appropriate resource materials.

7. Has positive working relationships with pupils, teachers, and administrators. Participates in school and district professional development.

8. Gives evidence of commitment to being a professional educator and a lifelong learner.

9. Conducts interactions with students that are respectful and concerned for their well-being and academic progress. The teacher is interested in students and is inclusive of student interests and cultural heritage.

These criteria are consistent with the requirements of the State Department of Education and teacher training program at the University of South Carolina.

Revised and approved by CITEP May, 5 2017.

The following list of coaching teacher responsibilities should be a guide for the internship(s):

Internship I

Before Midterm Evaluation:
- Complete mentor and/or ADEPT/SC Teaching Standards 4.0 training.
- Participate in introductory meeting with university supervisor and teacher candidate. Establish and inform all stakeholders of weekly planning time.
- Collaborate with the university supervisor on the implementation of classroom assignments.
- Assist teacher candidate in planning for and completing the Long-Range Plan, if required by program.
- Complete formative and summative observation(s) with a pre- and post-conference for each. Provide oral and written feedback to the teacher candidate using the evidence form.
- Collaborate with the university supervisor to complete the Mid-semester Evaluation Data Consensus Form.
- Be present in a supporting and collaborative role for the mid-semester evaluation conference between the university supervisor and the teacher candidate.

Between Midterm and Final Evaluation:
- Complete additional formative observations with a pre- and post-conference for each. Provide oral and written feedback to the teacher candidate using the evidence record form. Focus observations based on goals documented on observation records.
- Collaborate with the university supervisor to complete the Final Evaluation Data Consensus Form.
- Be present in a supporting and collaborative role for final evaluation conference between the university supervisor and teacher candidate.

Internship II

Before Midterm Evaluation:
- Complete USC coaching teacher and SC ADEPT 4.0 Standards one day online training.
- Participate in introductory meeting with university supervisor and teacher candidate. Establish and inform all stakeholders of weekly planning time.
- Assist teacher candidate in planning for and completing the Long-Range Plan, if required by program.

- Complete at least one formative and one summative observation with a pre- and post-conference for each. Provide oral and written feedback to the teacher candidate using the evidence form.
- Collaborate with the university supervisor to share evidence for the Mid-semester Evaluation Data Consensus Form.
- Be present in a supporting and collaborative role for mid-semester evaluation conference between the university supervisor and teacher candidate.

Between Midterm and Final Evaluation:
- Complete additional formative and summative observations with a pre- and post-conference for each. Provide oral and written feedback to the teacher candidate using the evidence form. Focus observations based on goals documented on evidence form(s).
- Collaborate with the teacher candidate to collect evidence for and complete a draft of the final self-assessment.
- Be present in a supporting and collaborative role for final evaluation conference between the university supervisor and teacher candidate.

The University Supervisor:
Qualifications and Responsibilities

Overview

The university supervisor plays a key role in the internship triad and serves as a link between the school and the university. Often, the university supervisor's role is facilitative; however, the role is also one of evaluating the teacher candidate, supporting the coaching teacher, and building a relationship with the assigned schools. The University Supervisor facilitates a team approach and effective communication between the teacher candidate and the Coaching Teacher.

The university supervisor and the coaching teacher are charged with collecting evidence to determine teacher candidate proficiency in the SC Expanded ADEPT 4.0 Domains. The evidence is used to complete summative assessments that are submitted to Clinical Experiences.

Qualifications

A university supervisor is considered to be a master teacher in his/her area of expertise and demonstrates the professional dispositions required by the University of South Carolina-Columbia.

Whenever possible, teacher candidates are placed under the supervision of a university supervisor who meets the following requirements:
- Former teacher and/or instructional administrator (i.e., principal, assistant principal, supervisor, coordinator) in a public school; and
- Holds current or former state teacher's license in the area of supervision.
- If a person is not a full-time instructor at the University of South Carolina, then the following qualifications must be met for adjunct university supervision:
  - Successful record of full-time teaching within the content area of supervision;
  - Written and/or verbal recommendations of former supervisors or administrative colleagues;
  - Current or former state teacher's license in the area of instruction; and
  - Master's degree.

Responsibilities

Among the many responsibilities of mentorship, the university supervisor serves as the primary contact person for the principal, coaching teacher, and teacher candidate. The university supervisor should become familiar with the background of the teacher candidate and assist the mentor teacher and teacher candidate in developing a positive working relationship. Assistance should also be given to developing the pacing guide

and assessing the teacher candidate's lesson plans throughout the semester. The university supervisor works to form a consensus with the coaching teacher in evaluation of the teacher candidate and will submit required paperwork and evaluation forms to Clinical Experiences. Additionally, the university supervisor is expected to travel to the school site in order to work with teacher candidates. Should the travel exceed 10 miles, one way, to the school site, travel will be reimbursed through Gamecock EdQuarters. However, all travel must be submitted in a timely manner by the due date set by the Clinical Experiences staff for each semester. Finally, the university supervisor may be required to submit grades for the internship through Blackboard and/or Self-Service Carolina.

The following list of university supervisor responsibilities should be used as a guide for the internship(s):
- becoming knowledgeable about the faculty, pupils, school policies, curriculum, and facilities of the schools to which they are assigned and sharing that information with the teacher candidates;
- providing the coaching teachers with pertinent information about the teacher candidates;
- working with the school faculty and staff to provide teacher candidates an orientation to the school environment;
- providing coaching teachers with updated ADEPT information and training as needed;
- sharing with coaching teachers and teacher candidates the general expectations for the clinical experience;
- describing for teacher candidates the role of the coaching teacher;
- discussing with coaching teachers and teacher candidates the means by which the teacher candidates will be evaluated and graded;
- contacting the coaching teacher to complete a summative observation using the evidence form;
- collecting the coaching teacher's observation record, making a copy for yourself and the teacher candidate, and submitting original to the university supervisor; and
- discussing the expectations for professional ethics and conduct during participation in the clinical experience.

Appendix A: Profile of the South Carolina Graduate

Profile of the South Carolina Graduate

World Class Knowledge
- Rigorous standards in language arts and math for career and college readiness
- Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences

World Class Skills
- Creativity and innovation
- Critical thinking and problem solving
- Collaboration and teamwork
- Communication, information, media and technology
- Knowing how to learn

Life and Career Characteristics
- Integrity
- Self-direction
- Global perspective
- Perseverance
- Work ethic
- Interpersonal skills

Appendix B: Standards for Conduct for South Carolina Educators

Pursuant to State Board of Regulation 43-58, the State Board of Education has the legal authority to deny, revoke, or suspend a certificate or issue a public reprimand, for the following causes:

- incompetence,
- willful neglect of duty,
- willful violation of the rules and regulations of the State Board of Education,
- unprofessional conduct,
- drunkenness,
- cruelty,
- crime against the law of this state or the United States,
- immorality,
- any conduct involving moral turpitude,
- dishonesty,
- evident unfitness for the position for which one is employed,
- sale or possession of narcotics,
- obtaining or attempting to obtain a certificate by fraudulent means or through misrepresentation of material facts,
- failure to comply with the provisions of a contract without the written consent of the local school board,
- test security violation,
- failure to comply with a court order for child support, and
- failure for a second time to complete successfully the formal evaluation process as an annual contract teacher.

The State Board of Education may impose any one of the following disciplinary actions on an educator certificate:

- permanent revocation;
- revocation with the right to reapply after three years;
- suspension for a specified period of time;
- suspension for a specified period of time, upon satisfaction of certain conditions such as drug or alcohol testing, counseling, or treatment; psychiatric testing, counseling, or treatment; or other conditions appropriate to the facts of the case; public reprimand.

The process for taking disciplinary action on an educator certificate:

1. The Department of Education may learn of possible grounds for disciplinary action on an educator certificate from a school district superintendent pursuant to State Board of Education Regulation 43-58.1, other states, the media, and individual complaints.

2. Once the Department of Education learns of conduct that may constitute just cause for disciplinary action, the Department will notify the educator of pending disciplinary action and of the educator's right to a hearing. The educator has fifteen days from the receipt of the notice to make a written request for a hearing.

3. **If** the educator fails to request a hearing within this time frame, he or she will waive the right to a hearing and the State Board may impose disciplinary action based on the information presented by the Department.

4. **If** the educator requests a hearing, a hearing will be conducted before the Board or a hearing officer, pursuant to State Board of Education Rule BCAF, Procedures for Educator Certification Hearings.

South Carolina educators have had disciplinary action taken on their certificates for:

- pursuing a personal, inappropriate relationship with a student;
- touching a student inappropriately;
- engaging in a physical altercation with a student;
- supplying alcohol or drugs to a student;
- using a school computer to view or download pornography;
- sending or receiving prurient e-mails;
- violating test security;
- violating state or federal laws involving drugs or alcohol or other illegal behavior;
- embezzling public funds;
- committing breach of trust; and
- breaching a teaching contract.

Applicants for certification in South Carolina have had their applications for certification denied because they have serious criminal records and, in some cases, failed to fully disclose their criminal records.

Notice of the denial, suspension or revocation of an educator's certificate is sent to all districts in South Carolina and to the National Association of State Directors of Teacher Education and Certification (NASDTEC) Clearinghouse. Notice of a public reprimand is sent only to the school districts.

Appendix C: College of Education – University of South Carolina Professional Education Unit Instructions for TB Test and SLED Checks

Before participating in any educator preparation program course that requires a PK-12 experience, students must have a cleared TB test and a SC Law Enforcement Division (SLED) check on file with the College of Education. Additionally, each student will be checked against the US Department of Justice National Sex Offender Public Website (NSOPW). These requirements apply to any course in which students spend time in a PK-12 school or interact with PK-12 aged children, regardless of the type of experience, number of hours, or number of days that will be spent in the PK-12 setting.
Some school and placement sites may have additional screening requirements than described here. Students will work directly with schools to provide documentation as requested, and in some cases, students may need to provide checks that are more current. Additional costs may be associated with additional site requirements.

Tuberculosis (TB) Test

The TB test must be completed by a <u>health care provider</u> (e.g., family physician, USC Health Center, medical clinic). The College of Education does not require a specific form to indicate results, but the document submitted must show the student's name, test date, and test result.

SC Law Enforcement Division (SLED) Background Check and NSOPW

Any student with a report that indicates an arrest, a finding of guilty, or a no contest plea to any criminal act will be required to complete the SC Department of Education's background check process and receive clearance from this agency prior to participating in any PK-12 school experience. Please note the process of receiving clearance from the SC Department of Education typically takes one to two months, and it is critical that students are proactive in seeking this clearance. If clearance is not granted, the student cannot participate in any PK-12 field experience. Any student who is unable to participate in a PK-12 experience will not be allowed to continue in a degree program that leads to educator certification.

To obtain your SLED check
1. Go to the SLED website at <u>http://www.sled.sc.gov</u> (You may need to type the address into your browser if clicking the link does not take you to the SLED site.)
2. Click on "Citizens Access to Criminal Histories - SLED CATCH"
3. Read the Terms and Conditions and click "I accept these terms and conditions"
4. Click "Not Eligible" for reduced fees

5. Provide required information and click "Submit"
6. Read page, check the box at bottom to agree to the statements, and click "Make Payment"
7. Provide name and address (SLED currently charges $26 for online checks)
8. Click "Continue" to enter your credit card information
9. Enter credit card information and click "Continue"
10. Scroll to bottom of page and click "Make Payment"
11. Scroll to the bottom of the page and click "Click for Report"
12. Print results (you may print multiple copies for your records and future use)

Make sure results print before closing window. In addition to printing a paper copy, you may wish to print to pdf, as you will need a pdf copy to upload to EDTBSLED@mailbox.sc.edu

Submitting your TB test results and SLED check
Students should upload a pdf of their TB test results received from the health care provider and a *pdf* showing their SLED check results to EDTBSLED@mailbox.sc.edu

Frequently Asked Questions
For questions related to the TB and SLED check process not addressed below, contact Roy Blakeney at *blakeney@mailbox.sc.edu*.

1. **I completed the TB screening required by USC's Student Health Center. Do I still have to get a TB test?**
   Yes, the College of Education's requirement exceeds the immunization requirements of the university.

2. **2. How old can the TB or SLED check be and when do these checks expire?**
   Your TB test results and SLED check must be no more than a year old at the time of submission or completed since you have been a student at USC, whichever is a longer period of time. The College of Education will only ask you to submit these checks once. However, if a school placement site requires an updated TB test or SLED check, you will be required to submit this documentation directly to the school.

3. **What type of TB test is required and what should I expect?**
   You should request a TB skin test, and this will require two visits to your healthcare provider. For additional information, see the Centers for Disease Control and Prevention's webpage for Tuberculosis Testing.

4. **I received a TB test and/or completed a SLED check for my employer. Can I use these test results or background check?**
   In some cases, yes. As long as the TB test and/or SLED check was completed in the appropriate timeframe (see question 2) and you can provide your actual TB test results and/or SLED check, you can "reuse" the TB test results and/or SLED check. However, we cannot accept a statement from your employer or outside agency indicating you've submitted these documents and are cleared to work or volunteer with an agency; the College of Education must have your actual results on file.

Appendix D: SC Teaching Standards 4.0:
Forms and Requirements for the
Teacher Education Programs

Pre-Service Clinical Experience Observation Forms:

SC Expanded ADEPT 4.0 Standards Evidence Form

USC <u>Mid-Semester</u> Internship I SC Teaching Standards 4.0 Evaluation Data Consensus Form
USC <u>Final</u> Internship I SC Teaching Standards 4.0 Evaluation Data Consensus Form
USC <u>Mid-Semester</u> Internship II SC Teaching Standards 4.0 Evaluation Data Consensus Form
USC <u>Mid-Semester</u> Internship II SC Teaching Standards 4.0 Evaluation Data Consensus Form
USC Initial Certification Candidate Dispositions Data Consensus Form

Pre-Service Clinical Experience Optional Forms:

Internship Mid-Semester Conference Discussion Sheet
Post-Conference Form

SC Teaching Standards 4.0 Rubric and Evidence Form

Teacher Candidate: _____   Supervisor/Coaching
Teacher:_____
Lesson: _____   Date: _____   Formative: _____
Summative:_____   Total Score:_____

Instruction					
	Exemplary (4)	Proficient (3)	Approaching Proficient (2)	Emerging (1)	Evidence
Standards and Objectives	• All learning objectives and state content standards are explicitly communicated. • Sub-objectives are aligned and logically sequenced to the lesson's major objective. • Learning objectives are: (a) consistently connected to what students have previously learned, (b) know from life experiences, and (c) integrated with other disciplines. • Expectations for each student's performance are clear, demanding, and high. • State standards are displayed, referenced throughout the lesson with explanations. • There is evidence that most students demonstrate mastery of the objective.	• Most learning objectives and state content standards are communicated. • Sub-objectives are mostly aligned to the lesson's major objective. • Learning objectives are connected to what students have previously learned. • Expectations for student performance are clear, demanding and high. • State standards are displayed and referenced in the lesson. • There is evidence that most students demonstrate mastery of the objective.	• Some learning objectives and state content standards are communicated. • Sub-objectives are sometimes aligned to the lesson's major objective. • Learning objectives are not clearly connected to what students have previously learned. • Expectations for student performance are clear. • State standards are appropriately displayed • There is evidence that some of the students demonstrate mastery of the objective.	• Learning objectives and state content standards are not communicated. • Sub-objectives are rarely aligned to the lesson's major objective. • Learning objectives are rarely connected to what students have previously learned. • Expectations for student performance are vague. • State standards are not appropriately displayed. • There is evidence that few students demonstrate mastery of the objective.	Score ____

	Exemplary (4)	Proficient (3)	Approaching Proficient (2)	Emerging (1)	
Motivating Students	• The teacher consistently and explicitly organizes the content so that it is personally meaningful, relevant and intellectually engaging to all students. • The teacher consistently develops learning experiences where inquiry, curiosity and exploration are valued. • The teacher consistently reinforces and rewards effort.	• The teacher often organizes the content so that it is personally meaningful, relevant and intellectually engaging to most students. • The teacher often develops learning experiences where inquiry, curiosity and exploration are valued. • The teacher regularly reinforces and rewards effort.	• The teacher sometimes organizes the content so that it is personally meaningful, relevant and engaging to some students. • The teacher sometimes develops learning experiences where inquiry, curiosity and exploration are valued. • The teacher sometimes reinforces and rewards effort.	• The teacher rarely organizes the content so that it is personally meaningful, relevant and engaging to students. • The teacher rarely develops learning experiences where inquiry, curiosity and exploration are valued. • The teacher rarely reinforces and rewards effort.	Score ____
	Exemplary (4)	**Proficient (3)**	**Approaching Proficient (2)**	**Emerging (1)**	**Evidence**
Presenting Instructional Content	Presentation of content always includes: • visuals that establish: the purpose of the lesson, preview the organization of the lesson, and include reflective internal summaries of the lesson. • Explicit examples, illustrations, analogies, and labels for new concepts and ideas. • modeling by the teacher to demonstrate his or her performance expectations throughout the lesson. • concise communication. • logical sequencing and segmenting. • all essential information. • no irrelevant, confusing, or non-essential information.	Presentation of content most of the time includes: • visuals that establish the purpose of the lesson, preview the organization of the lesson, and include reflective internal summaries of the lesson. • examples, illustrations, analogies, and labels for new concepts and ideas. • modeling by the teacher to demonstrate his or her performance expectations. • concise communication. • logical sequencing and segmenting. • all essential information. • no irrelevant, confusing, or non- essential information.	Presentation of content sometimes includes: • visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson • examples, illustrations, analogies, and labels for new concepts and ideas. • modeling by the teacher to demonstrate his or her performance expectations. • concise communication. • logical sequencing and segmenting. • all essential information • no irrelevant, confusing, or non- essential information.	Presentation of content rarely includes: • visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson. • examples, illustrations, analogies, and labels for new concepts and ideas. • modeling by the teacher to demonstrate his or her performance expectations. • concise communication. • logical sequencing and segmenting. • all essential information. • no irrelevant, confusing, or non-essential information.	Score ____

Lesson Pacing and Structure				
• The lesson starts promptly. • The lesson's structure is coherent, with a significant beginning, middle, end, and extended time for reflection. • Pacing is brisk and provides many opportunities for individual students who progress at different learning rates. • Routines for distributing materials are seamless. • No instructional time is lost during transitions.	• The lesson starts promptly. • The lesson's structure is coherent, with a beginning, middle, and end and reflection. • Pacing is appropriate, and sometimes provides opportunities for students who progress at different learning rates. • Routines for distributing materials are efficient. • Little instructional time is lost during transitions.	• The lesson starts 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.	• 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.	Score ____
Exemplary (4)	Proficient (3)	Approaching Proficient (2)	Emerging (1)	Evidence

Activities and Materials	Activities and materials include all of the following: • support the lesson objectives. • are challenging. • sustain students' attention. • elicit a variety of thinking. • provide time for reflection. • are relevant to students' lives. • provide opportunities for student to student interaction. • induce student curiosity and suspense. • provide students with choices. • incorporate multimedia and technology which enhances student learning and thinking. • incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, cultural centers, etc). • In addition, sometimes activities are game-like, involve simulations, require creating products, and demand self-direction and self-monitoring.	Activities and materials include most of the following: • support the lesson objectives. • are challenging. • sustain students' attention. • elicit a variety of thinking. • provide time for reflection. • are relevant to students' lives. • provide opportunities for student to student interaction. • induce student curiosity and suspense. • provide students with choices. • incorporate multimedia and technology. • incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, cultural centers, etc).	Activities and materials include some of the following: • support the lesson objectives. • are challenging. • sustain students' attention. • elicit a variety of thinking. • provide time for reflection. • are relevant to students' lives. • provide opportunities for student to student interaction. • induce student curiosity and suspense. • provide students with choices. • incorporate multimedia and technology. • incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, cultural centers, etc).	Activities and materials include few of the following: • support the lesson objectives. • are challenging. • sustain students' attention. • elicit a variety of thinking. • provide time for reflection. • are relevant to students' lives. • provide opportunities for student to student interaction. • induce student curiosity and suspense. • provide students with choices. • incorporate multimedia and technology. • incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, etc).	Score ____
	Exemplary (4)	Proficient (3)	Approaching Proficient (2)	Emerging (1)	Evidence

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

	Exemplary (4)	Proficient (3)	Approaching Proficient (2)	Emerging (1)	Evidence
Grouping Students	• The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero- or homogenous ability) consistently maximize student understanding and learning efficiency. • All students in groups know their roles, responsibilities, and group work expectations. • All students participating in groups are held accountable for group work and individual work. • Instructional group composition is varied (e.g., race, gender, ability, and age) to best accomplish the goals of the lesson. • Instructional groups facilitate opportunities for students to set goals, reflect on, and evaluate their learning.	• The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero- or homogenous ability) adequately enhance student understanding and learning efficiency. • Most students in groups know their roles, responsibilities, and group work expectations. • Most students participating in groups are held accountable for group work and individual work. • Instructional group composition is varied (e.g., race, gender, ability, and age) to most of the time, accomplish the goals of the lesson.	• The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero-or homogenous ability) sometime enhance student understanding and learning efficiency. • Some students in groups know their roles, responsibilities, and group work expectations. • Some students participating in groups are held accountable for group work and individual work. • Instructional group composition is varied (e.g., race, gender, ability, and age) to sometime, accomplish the goals of the lesson.	• The instructional grouping arrangements (either whole class, small groups, individual; hetero-or homogenous ability) inhibit student understanding and learning efficiency. • Few students in groups know their roles, responsibilities, and group work expectations. • Few students participating in groups are held accountable for group work and individual work. • Instructional group composition remains unchanged irrespective of the learning, and instructional goals of a lesson.	Score ____
Teacher Content Knowledge	• 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.[2] • The teacher consistently highlights key concepts and ideas and uses them as bases to connect other powerful ideas. • Limited content is taught in sufficient depth to allow for the development of understanding.	• Teacher displays accurate content knowledge of all the subjects 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.	• Teacher displays adequate content knowledge of all the subjects he or she teaches. • Teacher sometimes implements subject-specific instructional strategies to enhance student content knowledge. • The teacher sometimes highlights key concepts and ideas and uses them as bases to connect other powerful ideas.	• Teacher displays under-developed content knowledge in several subject areas. • Teacher rarely implements subject-specific instructional strategies to enhance student content knowledge. • Teacher does not understand key concepts and ideas in the discipline, and therefore presents content in an unconnected way.	Score ____
	Exemplary (4)	Proficient (3)	Approaching Proficient (2)	Emerging (1)	Evidence

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.	Score _____
Thinking	The teacher thoroughly teaches three types of thinking: • analytical thinking where students analyze, compare and contrast, and evaluate and explain information.4 • practical thinking where students use, apply, and implement what they learn in real-life scenarios.5 • creative thinking where students create, design, imagine and suppose.6 • research-based thinking where students explore and review a variety of ideas, models, and solutions to problems.7 The teacher consistently provides opportunities where students: • generate a variety of ideas and alternatives. • analyze problems from multiple perspectives and viewpoints. • monitor their thinking to ensure that they understand what they are learning, are attending to critical information, and are aware of the learning strategies that they are using and why.	The teacher thoroughly teaches two types of thinking: • analytical thinking where students analyze, compare and contrast, and evaluate and explain information. • practical thinking where students use, apply, and implement what they learn in real-life scenarios. • creative thinking where students create, design, imagine and suppose. • research-based thinking where students explore and review a variety of ideas, models, and solutions to problems. The teacher regularly provides opportunities where students: • generate a variety of ideas and alternatives. • analyze problems from multiple perspectives and viewpoints.	The teacher attempts to teach one type of thinking but does not thoroughly teach at least one type of thinking: • analytical thinking where students analyze, compare and contrast, and evaluate and explain information. • practical thinking where students use, apply, and implement what they learn in real-life scenarios. • creative thinking where students create, design, imagine and suppose. • research-based thinking where students explore and review a variety of ideas, models, and solutions to problems. The teacher sometimes provides opportunities where students: • generate a variety of ideas and alternatives. • analyze problems from multiple perspectives and viewpoints.	The teacher implements no learning experiences that thoroughly teach any type of thinking. • The teacher provides few opportunities where students: • generate a variety of ideas and alternatives. • analyze problems from multiple perspectives and viewpoints.	Score _____
	Exemplary (4)	Proficient (3)	Approaching Proficient (2)	Emerging (1)	Evidence

Problem Solving	The teacher implements activities that teach and reinforce 3 or more of the following problem solving types: • Abstraction • Categorization • Drawing Conclusions/Justifying Solutions • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing	The teacher implements activities that teach and reinforce 2 of the following problem solving types: • Abstraction • Categorization • Drawing Conclusions/Justifying Solution • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing	The teacher implements activities that teach and reinforce 1 of the following problem solving types: • Abstraction • Categorization • Drawing Conclusions/Justifying Solution • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing	The teacher implements no activities that teach and reinforce any of the following problem solving types: • Abstraction • Categorization • Drawing Conclusions/Justifying Solution • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing	Score ____
	Consistent Evidence of Student-Centered Learning/Student Ownership of Learning – Teacher and Students Facilitate the Learning	*Some Evidence of Student-Centered Learning/Student Ownership of Learning – Teacher Facilitates the Learning*	*Moving Toward Student-Centered Learning/Student Ownership of Learning Consistent Reliance on Teacher Direction*	*Heavy Emphasis on Teacher Direction – Minimal Evidence of Student Ownership of Learning*	

Planning					
	Exemplary (4)	Proficient (3)	Approaching Proficient (2)	Emerging (1)	Evidence

Instructional Plans	Instructional plans include:
	• measurable and explicit goals aligned to state content standards.
	• activities, materials, and assessments that:
	  o are aligned to state standards.
	  o are sequenced from basic to complex.
	  o build on prior student knowledge, are relevant to students' lives, and integrate other disciplines.
	  o provide appropriate time for student work, student reflection, and lesson and unit closure.
	• evidence that plan is appropriate for the age, knowledge, and interests of all learners.
	• evidence that the plan provides regular opportunities to accommodate individual student needs.
		Instructional plans include:
		• goals aligned to state content standards.
		• activities, materials, and assessments that:
		  o are aligned to state standards.
		  o are sequenced from basic to complex.
		  o build on prior student knowledge.
		  o provide appropriate time for student work, and lesson and unit closure.
		• evidence that plan is appropriate for the age, knowledge, and interests of most learners.
		• evidence that the plan provides some opportunities to accommodate individual student needs.
			Instructional plans include:
			• some goals aligned to state content standards.
			• activities, materials, and assessments that:
			  o are sometimes aligned to state standards.
			  o are sometimes sequenced from basic to complex.
			  o Sometimes build on prior student knowledge.
			  o Sometimes provide appropriate time for student work, and lesson and unit closure.
			• Some evidence that plan is appropriate for the age, knowledge, and interests of most learners.
			• evidence that the plan provides some opportunities to accommodate individual student needs.
				Instructional plans include:
				• few goals aligned to state content standards.
				• activities, materials, and assessments that:
				  o are rarely aligned to state standards.
				  o are rarely logically sequenced.
				  o rarely build on prior student knowledge
				  o 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.
					Score ____

	Exemplary (4)	Proficient (3)	Approaching Proficient (2)	Emerging (1)	Evidence
Student Work	Assignments require students to: • organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it. • draw conclusions, make generalizations, and produce arguments that are supported through extended writing. • connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives both inside and outside of school. •	Assignments require students to: • interpret and analyze information rather than reproduce it. • draw conclusions and support them through writing. • connect what they are learning to prior learning and some life experiences.	Assignments require students to: • interpret information rather than reproduce it. • Sometimes draw conclusions and support them through writing. • Sometimes connect what they are learning to prior learning	Assignments require students to: • mostly reproduce information. • rarely draw conclusions and support them through writing. • rarely connect what they are learning to prior learning or life experiences.	Score _____
	Exemplary (4)	Proficient (3)	Approaching Proficient (2)	Emerging (1)	Evidence
Assessment	Assessment Plans: • are consistently aligned with state content standards. • have clear appropriate measurement criteria. • measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test. • require extended written tasks. • are portfolio-based with clear illustrations of student progress toward state content standards. • include descriptions of how assessment results will be used to inform future instruction.	Assessment Plans: • are aligned with state content standards. • have clear measurement criteria. • measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test). • require written tasks. • include performance checks throughout the school year.	Assessment Plans: • are sometimes aligned with state content standards. • have measurement criteria. • measure student performance in more than one way (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test). • require limited written tasks. • include performance checks but may not be monitored consistently.	Assessment Plans: • are rarely aligned with state content standards. • have ambiguous measurement criteria. • measure student performance in less than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test). • include performance checks, although the purpose of these checks is not clear.	Score _____
	Consistent Evidence of Student-Centered Learning/Student Ownership of Learning – Teacher and Students Facilitate the Learning	Some Evidence of Student-Centered Learning/Student Ownership of Learning – Teacher Facilitates the Learning	Moving Toward Student-Centered Learning/Student Ownership of Learning Consistent Reliance on Teacher Direction	Heavy Emphasis on Teacher Direction – Minimal Evidence of Student Ownership of Learning	

Environment

	Exemplary (4)	Proficient (3)	Approaching Proficient (2)	Emerging (1)	Evidence
Expectations	• 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.	• 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.	• 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.	• 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.	Score _____

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Environment					
	Exemplary (4)	Proficient (3)	Approaching Proficient (2)	Emerging (1)	Evidence
Engaging Students and Managing Behavior	• Students are consistently engaged in behaviors that optimize learning and increase time on task. • Teacher and students establish clear commitments for learning and behavior. • The teacher consistently uses and students reinforce several techniques (e.g., rewards, intrinsic motivation, approval, contingent activities, and consequences) that maintain student engagement and promote a positive classroom environment. • Teacher consistently recognizes and motivates positive behaviors and does not allow inconsequential behavior to interrupt the lesson. • The teacher addresses individual students who have caused disruptions rather than the entire class. • The teacher attends to disruptions quickly with minimal interruption to learning.	• Students are mostly engaged in behaviors that optimize learning and increase time on task; some minor learning disruptions may occur. • Teacher establishes rules for learning and behavior. • The teacher uses several techniques (e.g., rewards, intrinsic motivation, approval, contingent activities, and consequences) that maintain student engagement and promote a positive classroom environment. • The teacher often recognizes and motivates positive behaviors and does not allow inconsequential behavior to interrupt the lesson overlooks most inconsequential. • The teacher addresses students who have caused disruptions, yet sometimes he or she addresses the entire class.	• Students are sometimes engaged in behaviors that optimize learning and increase time on task; minor learning disruptions are frequent. Teacher establishes rules for learning and behavior. • The teacher uses some techniques (e.g., rewards, intrinsic motivation, approval, contingent activities, and consequences) to maintain appropriate student behavior. • The teacher sometimes recognizes and motivates positive behaviors and overlooks some inconsequential behavior, but other times addresses it, stopping the lesson. • The teacher inconsistently deals with students who have caused disruptions, and frequently addresses the entire class.	• Students are consistently engaged in behavior that interrupts learning or minimizes time on task. • Teacher establishes few rules for learning and behavior. • The teacher uses few techniques to maintain student engagement. • The teacher over-addresses inconsequential behavior. • Teacher does not or inconsistently addresses behavior that interrupts learning.	Score ____

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

Professionalism						
	Performance Standard	Exemplary (4)	Proficient (3)	Approaching Proficient (2)	Emerging (1)	Evidence
Growing and Developing Professionally	1. The educator is prompt, prepared, and participates in professional development meetings, bringing student artifacts (student work) when requested.	Always	Often	Sometimes	Rarely	Score ____
	2. The educator appropriately attempts to implement new learning in the classroom following presentation in professional development meetings.	Always	Often	Sometimes	Rarely	
	3. The educator develops and works on a yearly plan for new learning based on analyses of school improvement plans and new goals, self-assessment, and input from the teacher leader and principal observations.	Always	Often	Sometimes	Rarely	
	4. The educator selects specific activities, content knowledge, or pedagogical skills to enhance and improve his/her proficiency.	Always	Often	Sometimes	Rarely	
Reflecting on Teaching	1. 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	Score ____
	2. The educator offers specific actions to improve his/her teaching.	Always	Often	Sometimes	Rarely	
	3. The educator accepts responsibilities contributing to school improvement.	Always	Often	Sometimes	Rarely	
	4. The educator utilizes student achievement data to address strengths and weaknesses of students and guide instructional decisions.	Always	Often	Sometimes	Rarely	
Community Involvement	1. The educator actively supports school activities and events.	Always	Often	Sometimes	Rarely	Score ____

School Responsibilities	1. The educator accepts leadership responsibilities and/or assists in peers contributing to a safe and orderly school environment.	Always	Often	Sometimes	Rarely	Score ____

Teacher Candidate's Signature: **Date:**   _____

[The teacher candidate's signature simply acknowledges receipt of this form and not necessarily agreement with its contents.]

Observer's Signature: **Date:**   _____

USC Mid-Semester Internship I SC Teaching Standards 4.0 Evaluation Data Consensus Form

Teacher Candidate Name: _____ Program: _____ Semester: _____

School: _____ Grade/Subject Area: _____

*This **mid-semester** formative evaluation is based on consensus using formative and/or summative observations by the Coaching Teacher and University Supervisor.

Evaluation Ratings: 4-Exemplary   3-Proficient   2-Approaching Proficient   1-Emerging

Domains	Indicators	Coaching Teacher Ratings	University Supervisor Ratings	Consensus Ratings
Instruction	Standards & Objectives			
	Motivating Students			
	Presenting Instructional Content			
	Lesson Structure & Pacing			
	Activities & Materials			
	Questioning			
	Academic Feedback			
	Grouping Students			
	Teacher Content Knowledge			
	Teacher Knowledge of Students			
	Thinking			
	Problem Solving			
Design & Planning	Instructional Plans			
	Student Work			
	Assessment			
Environment	Expectations			
	Engaging Students & Managing Behavior			
	Environment			
	Respectful Culture			
Professionalism	Growing & Developing Professionally			
	Reflecting on Teaching			
	Community Involvement			
	School Responsibilities			
	SCTS 4.0 Rubric Totals			

Comments:

Updated SPR22

*If the evaluation team determines that an Action Plan is necessary based on a consensus score lower than 46, attach the Action Plan to this form.

Evaluation Team:

_____
University Supervisor – Print Name

_____
University Supervisor – Signature & Date

_____
Coaching Teacher – Print Name

_____
Coaching Teacher – Signature & Date

_____
Coaching Teacher – Print Name

_____
Coaching Teacher – Signature & Date

Teacher Candidate:

By signing below, I verify only that I have received the results of this formal evaluation. My signature does not necessarily imply that I agree with these results.

_____
Teacher Candidate – Signature & Date

USC **Final** Internship I SC Teaching Standards 4.0 Evaluation Data Consensus Form

Teacher Candidate Name: _____ Program: _____ Semester: _____

School: _____ Grade/Subject Area: _____

*This **final** formative evaluation is based on consensus using formative and/or summative observations by the Coaching Teacher and University Supervisor.

Evaluation Ratings: 4-Exemplary   3-Proficient   2-Approaching Proficient   1-Emerging

Domains	Indicators	Coaching Teacher Ratings	University Supervisor Ratings	Consensus Ratings
Instruction	Standards & Objectives			
	Motivating Students			
	Presenting Instructional Content			
	Lesson Structure & Pacing			
	Activities & Materials			
	Questioning			
	Academic Feedback			
	Grouping Students			
	Teacher Content Knowledge			
	Teacher Knowledge of Students			
	Thinking			
	Problem Solving			
Design & Planning	Instructional Plans			
	Student Work			
	Assessment			
Environment	Expectations			
	Engaging Students & Managing Behavior			
	Environment			
	Respectful Culture			
Professionalism	Growing & Developing Professionally			
	Reflecting on Teaching			
	Community Involvement			
	School Responsibilities			
	SCTS 4.0 Rubric Totals			

Comments:

Updated SPR22   **Recommended for Internship II: _____Yes   _____No   _____with Action Plan**

*If the evaluation team determines that an Action Plan is necessary based on a consensus score lower than 46, attach the Action Plan to this form.

Evaluation Team:

_____
University Supervisor – Print Name

_____
University Supervisor – Signature & Date

_____
Coaching Teacher – Print Name

_____
Coaching Teacher – Signature & Date

_____
Coaching Teacher – Print Name

_____
Coaching Teacher – Signature & Date

Teacher Candidate:

By signing below, I verify only that I have received the results of this formal evaluation. My signature does not necessarily imply that I agree with these results.

_____
Teacher Candidate – Signature & Date

USC **Mid-Semester** Internship II SC Teaching Standards 4.0 Evaluation Data Consensus Form

Teacher Candidate Name: _____ Program: _____ Semester: _____

School: _____ Grade/Subject Area: _____

*This **mid-semester** formative evaluation is based on consensus using formative and/or summative observations by the Coaching Teacher and University Supervisor.

Evaluation Ratings: 4-Exemplary   3-Proficient   2-Approaching Proficient   1-Emerging

Domains	Indicators	Coaching Teacher Ratings	University Supervisor Ratings	Consensus Ratings
Instruction	Standards & Objectives			
	Motivating Students			
	Presenting Instructional Content			
	Lesson Structure & Pacing			
	Activities & Materials			
	Questioning			
	Academic Feedback			
	Grouping Students			
	Teacher Content Knowledge			
	Teacher Knowledge of Students			
	Thinking			
	Problem Solving			
Design & Planning	Instructional Plans			
	Student Work			
	Assessment			
Environment	Expectations			
	Engaging Students & Managing Behavior			
	Environment			
	Respectful Culture			
Professionalism	Growing & Developing Professionally			
	Reflecting on Teaching			
	Community Involvement			
	School Responsibilities			
	SCTS 4.0 Rubric Totals			

Comments:

Updated SPR22

*If the evaluation team determines that an Action Plan is necessary, based on a consensus score lower than 50, attach the Action Plan to this form.

Evaluation Team:

_____
University Supervisor – Print Name

_____
University Supervisor – Signature & Date

_____
Coaching Teacher – Print Name

_____
Coaching Teacher – Signature & Date

_____
Coaching Teacher – Print Name

_____
Coaching Teacher – Signature & Date

Teacher Candidate:

By signing below, I verify only that I have received the results of this formal evaluation. My signature does not necessarily imply that I agree with these results.

_____
Teacher Candidate – Signature & Date

USC <u>Final</u> Internship II SC Teaching Standards 4.0 Evaluation Data Consensus Form

Teacher Candidate Name: _____ Program: _____ Semester: _____

School:_____ Grade/Subject Area: _____

*This <u>final</u> summative evaluation is based on consensus using formative and/or summative observations by the Coaching Teacher and University Supervisor.

Evaluation Ratings: 4-Exemplary 3-Proficient 2-Approaching Proficient 1-Emerging

Domains	Indicators	Coaching Teacher Ratings	University Supervisor Ratings	Consensus Ratings
Instruction	Standards & Objectives			
	Motivating Students			
	Presenting Instructional Content			
	Lesson Structure & Pacing			
	Activities & Materials			
	Questioning			
	Academic Feedback			
	Grouping Students			
	Teacher Content Knowledge			
	Teacher Knowledge of Students			
	Thinking			
	Problem Solving			
Design & Planning	Instructional Plans			
	Student Work			
	Assessment			
Environment	Expectations			
	Engaging Students & Managing Behavior			
	Environment			
	Respectful Culture			
Professionalism	Growing & Developing Professionally			
	Reflecting on Teaching			
	Community Involvement			
	School Responsibilities			
	SCTS 4.0 Rubric Totals			

Comments:

Updated SPR22   Overall Judgement: _____Met   _____Not Met

**The total number of points, based on consensus, must be at least a 50 in order to meet expectations for successful completion of Internship II.

Evaluation Team:

_____
University Supervisor – Print Name

_____
University Supervisor – Signature & Date

_____
Coaching Teacher – Print Name

_____
Coaching Teacher – Signature & Date

_____
Coaching Teacher – Print Name

_____
Coaching Teacher – Signature & Date

Teacher Candidate:

By signing below, I verify only that I have received the results of this formal evaluation. My signature does not necessarily imply that I agree with these results.

_____
Teacher Candidate – Signature & Date

USC Initial Certification Candidate Dispositions Data Consensus Form

____Mid-Semester ___Final

Candidate Name: _____Program: _____Date: _____

Experience (course #, student teaching, etc.): _____School/Grade: _____

*Prior to completing this form, each rater (CT and US) should have used the Professional Dispositions Rubric Descriptors to assign points based on patterns of professional behavior exhibited by the teacher candidate. Points should be assigned based on the following ratings:

| Emerging 1 pt. | Approaching Proficient 2 pts. | Proficient 3 pts. |
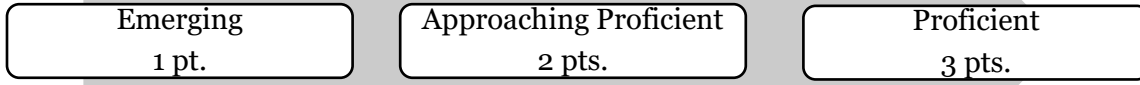
Please record the individual raters' scores AND the consensus scores below.

	Focus Area of USC Dispositions	Coaching Teacher Scores	University Supervisor Scores	Consensus Scores
Integrity	1. Professionalism: Punctuality, Attendance, and Appearance			
	2. Professionalism: Ethical Behavior (e.g., honesty, confidentiality)			
	3. Interactions with Children and Families (e.g., communicates positively)			
Intellectual Spirit	4. Classroom Participation (e.g., engaged and enthusiastic)			
	5. Preparation (e.g., carefully prepares lesson plans/materials in timely way)			
	6. Self-assessment/Reflection (e.g., makes suggestions for self-improvement, positively responds to suggestions from others)			
Justice	7. Appreciation of Diversity (e.g., communicates respect for all)			
	8. Provision of Learning Experiences for *All* (e.g., takes initiative to understand all children and meet their individual needs)			
Stewardship	9. Collaboration with Other Professionals (e.g., regular communication with coaching teacher and others [as needed], positive and flexible)			
	10. Initiative and Resourcefulness (e.g., takes initiative in obtaining resources, readily assists, anticipates needs)			
	Total Dispositions Scores			

REQUIRED: Explain any rating other than "proficient" or "approaching proficient." Identify and address each of these ratings separately. Attach additional sheets as needed.

By my signature, I verify that this completed data consensus form was shared with me.

Signature of Teacher Candidate: _____Date: _____

Signature of Coaching Teacher(s): _____Date: _____

_____Date: _____

Signature of University Supervisor: _____Date: _____

UNIVERSITY OF South Carolina

Internship Mid-Semester Conference Discussion Sheet (Optional)

Teacher Candidate_____ Semester_____

School_____ Grade/Subject Area_____

Coaching Teacher_____ University Supervisor_____

Signature of person completing form_____

Reinforcement (at least 3):

Refinement (at least 3):

Questions/Comments:

Specific suggestions for teacher candidate, coaching teacher, or university supervisor actions to facilitate candidate growth:

UNIVERSITY OF
South Carolina

Post-Conference Form (Optional)

Name_____ **Coaching Teacher**_____
School_____ **Supervisor**_____
Date/Time of Scheduled Observation_____/_____

Reinforcement:
University Supervisor will determine the below information upon completion of observed lesson:

                  Rubric Domain(s)
                  Rubric Indicator(s)
                  Rubric Descriptor(s)

University Supervisor or Coaching Teacher completes after the observed lesson and prior to the post-conference.

Provide the evidence from the observed lesson that describes…
- what the teacher candidate said and did, and
- what the students' responses were to the instruction and what the students said and did.

(Please ensure there is a minimum of 3 pieces of evidence that establish a pattern of practice throughout the lesson.)

Refinement:
Teacher Candidate and University Supervisor will determine the below information upon completion of observed lesson:
Rubric Domain(s)
Rubric Indicator(s)
Rubric Descriptor(s)

University Supervisor or Coaching Teacher completes after the observed lesson and prior to the post-conference.

Provide the evidence from the observed lesson that describes…
o what the teacher candidate said and did, and what the students' responses were to the instruction and what the students said and did.

Provide suggestion(s) for how to improve the described practice.

Verification of Receipt of the Preparing Teacher Candidates as Collaborative Educational Leaders and Advocates Manual

As noted earlier, this manual serves as a guide for all USC teacher preparation students at any stage of their programs. Instructors may therefore require in their course syllabi that students enrolled in clinical experiences sign a statement indicating that they are aware of the policies and procedures outlined in the manual. However, because of the critical importance of the Final Semester Clinical Experience, all teacher candidates must sign this verification form and give it to their university supervisor before beginning that experience in their assigned schools.

I have obtained a copy of the *Preparing Teacher Candidates as Collaborative Educational Leaders and Advocates Manual* and understand that I am subject to the expectations, requirements, and policies and procedures stated in the manual throughout my time in my teacher preparation program. I fully understand that it is my responsibility to initiate requests for clarification, as needed, and review the manual, paying careful attention to the items listed below:

- Maintain professionalism dispositions—integrity, intellectual spirit, justice, and stewardship
- Demonstrate appreciation and respect for diversity
- Arrive prepared for the internship—to teach, to observe, to reflect
- Understand that the USC College of Education is committed to providing reasonable accommodations for students with disabilities. Reasonable accommodations are not intended to change the requirements students are expected to meet.
- Review the Standards of Conduct for South Carolina Educators
- Acknowledge that a score below 46 on SCTS 4.0 consensus rubrics during Internship I and a score below 50 on SCTS consensus rubrics during Directed Teaching or Internship II may prohibit the completion of degree program and certification to be an educator

_____   _____
Teacher Candidate – Print Name   Teacher Candidate – Signature and Date

_____
Program
(i.e., Early Childhood Undergraduate, Math MAT)