New Program Proposal
Bachelor of Science in History Secondary Education Option
Francis Marion University

Executive Summary

Francis Marion University (FMU) requests approval to offer a program leading to a Bachelor of Science in History with a Secondary Education Option to be implemented in Fall 2018. The proposed program would offer an interdisciplinary approach to preparing social studies teachers. The chart below outlines the stages of approval for the proposed program. The Advisory Committee on Academic Programs (ACAP) voted to recommend approval of the proposal. The full program proposal and support documents are attached.

Stages of Consideration	Date	Comments
Program Proposal Received	2/1/18	Not Applicable
ACAP Consideration	3/29/18	Francis Marion University (FMU) representatives introduced the Bachelor of Science in History with the Secondary Education option as a bachelor-level option for individuals who complete a history major and decide they want to seek certification. Staff and ACAP members questioned certification on the bachelor's level versus completion of the bachelor's followed by a MAT. FMU representatives noted the additional cost of completing a master's degree and indicated that option was available. CHE staff inquired about the need for another program leading to social studies certification in South Carolina. FMU representatives stated they have an expressed need from area district superintendents. Also, this program accommodates undergraduate students who realize later in their bachelor's program they would like to teach. Following remaining discussion about the proposal, ACAP members voted to recommend program approval.
Comments, questions, and suggestions from CHE staff sent to the institution	4/4/18	Staff requested revisions to address the following questions as discussed at ACAP or transmitted afterward: • Please provide specific numbers about social studies jobs in South Carolina; • How do the anticipated number of social studies positions available compare to the number of social studies teachers trained? • Clarify whether this program will require new faculty; • What is the basis for the anticipated enrollment numbers?
Revised Program Proposal Received	4/17/18	The revised proposal satisfactorily addressed the questions and request for revisions

Recommendation

The staff recommends the Committee on Academic Affairs and Licensing (CAAL) approve the Bachelor of Science in History Secondary Education Option to be implemented in Fall 2018.

Francis Marion University Student and Program Data

Undergraduate In-/Out-of-State Enrollment, Fall 2017	3,296 (95.26%) / 164 (4.74%)
Number of Approved Programs in 10 Yrs. (FY 2007- 2017)	9
Number of Terminated Programs in 10 Yrs. (FY 2007- 2017)	2

Industry related Occupational Wages and Projections in South Carolina, 2014 – 2024*

Occupational Field[1]	2016 Median Income[2]	2014 Estimated Employment[3]	2024 Projected Employment	Total 2014-2024 Employment Change	2014-2024 Annual Avg. Percent Change	Total Percent Change
Education, Training, and Library	$45,440	120,127	129,963	9,836	.79%	8.19%

[1] "Occupational Field" represents the closest related occupation category that includes the occupations aligned with the program proposal.
[2] SC Department of Employment & Workforce (DEW), Labor Market Information. (2018). Occupational Wage Rates for Multiple Occupations in South Carolina in 2014-2024 [Data file]. Retrieved from https://jobs.scworks.org/vosnet/lmi/default.aspx?pu=1
[3] SC Department of Employment & Workforce (DEW), Labor Market Information. (2018). Occupational Projections (Long-term) for Multiple Occupations in South Carolina in 2014-2024 [Data file]. Retrieved from https://jobs.scworks.org/vosnet/lmi/default.aspx?pu=1
* Data downloaded April 27, 2018

NEW PROGRAM PROPOSAL

Name of Institution: **Francis Marion University**

Name of Program (include concentrations, options, and tracks)

Bachelor of Science in History Secondary Education Option

Program Designation

- ☐ Associate's Degree
- ☐ Master's Degree
- ☒ Bachelor's Degree: 4 Year
- ☐ Specialist
- ☐ Bachelor's Degree: 5 Year
- ☐ Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA)
- ☐ Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.)

Does the program qualify for supplemental Palmetto Fellows and LIFE Scholarship awards?

- ☒ Yes
- ☐ No

Proposed Date of Implementation: **Fall Semester 2018 8/21/2018** CIP Code: **13.1318**

Delivery Site(s): **Francis Marion University, Florence, SC site # (50301)**

Delivery Mode

- ☒ Traditional/face-to-face*
  *select if less than 50% online
- ☐ Distance Education
  - ☐ 100% online
  - ☐ Blended (more than 50% online)
  - ☐ Other distance education

Program Contact Information (name, title, telephone number, and email address)

Dr. Scott Kaufman
Chair and Professor of History
843-661-1550
vkaufman@fmarion.edu

Institutional Approvals and Dates of Approval

Academic Affairs Committee – 10/26/17
Faculty Senate – 11/14/17
General Faculty – 11/28/17
FMU Board of Trustees – 3/1/2018

Background Information

State the nature and purpose of the proposed program, including target audience and centrality to institutional mission. (1500 characters)

South Carolina, like many other states, is facing a shortage of social studies teachers qualified to teach at the secondary level (US Dept of Ed, 2016). In its 2016 assessment, *The Teacher Supply Study Report*, the South Carolina Center for Educator Recruitment, Retention, and Advancement (CERRA) found that social studies is one of the areas "with the greatest need for teachers," and one "projected to have the most significant teacher shortages over the next decade" (CERRA 2016: 6). On average, the state loses 3850 teachers annually, be it because of retirement, "personal choice," or a desire to teach in a different school or district (CERRA 2016: 13). In 2016-17, that number is expected to reach 6500 teachers (Ravipati, 2017). The trend is serious enough that by 2027-28, CERRA anticipates that the shortage of social studies teachers will be second only to the hard sciences (CERRA 2016: 4)

According to its *Teacher Supply Study Report*, CERRA anticipates over 3000 certified Social Studies teaching positions needing to be filled annually in the state for the next decade: 3195 for the 2018-19 school year, 3330 for 2022-23, and 3233 for 2027-28 (CERRA 2016, 11).

Francis Marion University's (FMU) History Secondary Education Option (HSEO) will help fill the existing and growing need for high school social studies teachers. Through this program, FMU students will complete their college coursework in four years and receive certification to teach high school social studies. The target audience will be the core demographic of FMU: students from the Pee Dee region of South Carolina.

A core component of FMU's mission is to serve both the Pee Dee region and the state of South Carolina. The university will meet this charge by filling the need for highly-qualified social studies instructors. In so doing, FMU will not only serve a local, state, and national need, but it will provide newly-minted teachers with a bright future in finding work in a field that is facing a severe shortage (1446 characters)

List the program objectives. (2000 characters)

Mission

FMU's History Secondary Education Option (HSEO) applies an interdisciplinary approach to prepare students to teach social studies at the high school level, with extensive training in all areas of history, in other fields in the humanities, in social studies, and in modern educational practices.

Program Objectives

FMU's HSEO program has been designed to align with the National Council for the Social Studies (NCSS) National Standards for the Preparation of Social Studies Teachers and uses NCSS's six key assessments to ensure that competency requirements for social studies teachers are met. The program will meet the standards of the Council for the Accreditation of Educator Preparation (CAEP).

Program Student Learning Outcomes

1. Demonstrate knowledge in the major areas of history, including U.S., European, and non-Western history.
2. Demonstrate knowledge in other fields in the humanities and in social studies.
3. Demonstrate knowledge of social studies practices as outlined in the 2011 South Carolina Social Studies Academic Standards (High School).
4. Demonstrate knowledge of content pedagogy and learning environments.
5. Demonstrate the knowledge, skills, and professional dispositions that are requisite to demonstrating a positive impact on all 9-12 students' learning and development.
   (1117 characters)

Assessment of Need

Provide an assessment of the need for the program for the institution, the state, the region, and beyond, if applicable. (1500 characters)

The U.S. Department of Education, Office of Postsecondary Education's Teacher Shortage Areas report demonstrates that school systems in 20 of the 50 states, as well as Washington, DC., and the U.S. Virgin Islands experienced shortages in social studies/history teachers in 2016-17 (US Dept of Ed, 2016). As Francis Marion University gets 95 percent of its students from within the state of South Carolina, it is unlikely to receive many teachers from out-of-state. But this does not detract from what is a serious shortage of in-state social studies teachers. Closer to home, right here in South Carolina, the Center for Education Recruitment, Retention, and Advancement (CERRA) found that in 2016-17, the state had a shortfall of 74 social studies teachers; that number is expected to reach 650 in 2027-28 (CERRA, 2016). Moreover, as 95 percent of the student population served by FMU is from the State of South Carolina, with the bulk of those coming directly from the Pee Dee region, we anticipate many of these students graduating from FMU and going out to stay in our local communities. Indeed, that is the heart of this effort to in effect "grow our own" teachers to meet the critical needs in secondary education social studies here in the Pee Dee.

Turnover is a key cause of this shortage of teachers. The Learning Policy Institute discovered that the attrition rate among teachers in South Carolina was 13.9%, or nearly six points higher than the national average (Sutcher, et al., 2016). CERRA identified 54 percent of all vacancies took place in two regions of the state: the Pee Dee and the Lowcountry (CERRA 2017: 4). With it costing as much as $18,000 to replace a teacher, the financial burden on school districts of such attrition is clear (Sutcher, et al., 2016).

To determine the support and need for a history secondary option at the university and in the surrounding community, the History Department conducted two surveys. Of 138 students in history classes polled, 127 of them (92%) believed there was an interest among FMU students to have a secondary education program in History. Seventy-eight of the respondents (56%) stated that they personally would be interested in a secondary education program in History. A Survey Monkey poll of Pee Dee superintendents found that of the 11 respondents, 10 (91%) agreed or strongly agreed that "high schools in the Pee Dee would benefit from a History secondary education program being offered at Francis Marion University." Six of them expected to hire five or more social studies teachers over the next five years. (1548 characters)

There is further evidence of the need for Social Studies teachers. According to its January 2017 report, CERRA found that about one-quarter of teachers hired full time in the 2016-17 school year got their degree from a South Carolina teacher education program. This represented a decline as compared to 2015-16, when 29% of teachers received their degree in-state, and 2014-15, when it was 31%. (CERRA, 2017, 3). This averages to 28% over the past three years

In its May 2016 *Teacher Supply Study Report*, CERRA anticipated it a supply of 2837 teachers for the 2021-22 school year. Using the 28% average, 794 of these 2837 teachers would come from in-state programs, meaning that 2043 would receive their degrees from out-of-state, transfer from another-in-state school district or from another state, or go through an alternative certification program.

Furthermore, CERRA concluded that the 2837 teachers projected to be available was still 490 teachers short of the expected demand of 3327 for the 2021-22 school year. Assuming a means was found to meet that demand, a grand total of 2533 (2043 + 490) would have received their certification from someplace other than an in-state education program. Using a similar formula for the 2027 school year means that 2510 South Carolina teachers received their certification from someplace other than an in-state program (CERRA, 2016, 3-4)

Employment Opportunities

Is specific employment/workforce data available to support the proposed program?

☒Yes

☐No

If yes, complete the table and the component that follows the table on page 4. If no, complete the single narrative response component on page 5 beginning with "Provide supporting evidence."

Employment Opportunities			
Occupation	**Expected Number of Jobs**	**Employment Projection**	**Data Source**
• High School Teacher	• At least 20 in the Pee Dee region of South Carolina within the next five years. • Several hundred in South Carolina by 2028 • Additional opportunities in other states	• In 2016-17, there were 251.7 FTEs hired in high school social studies, with six positions going unfilled in South Carolina • Expected teacher shortage of 650 middle/high school teachers by 2028 in the state • Ongoing shortages in 20 of the fifty state, as well as Washington, D.C, and the U.S. Virgin Islands	• Survey Monkey poll of Pee superintendents • January 2017 CERRA Supply and Demand Survey http://www.cerra.org/uploads/1/7/6/8/17684955/2016_supply_demand_report.pdf • May 2016 CERRA Teacher Supply Study Report https://www.cerra.org/uploads/1/7/6/8/17684955/teacher_supply_study_5-11-16__1_.pdf • U.S. Department of Education, Office of Postsecondary Education. Teach Shortage Areas Nationwide Listing 1990-1991 through 2015-2016 https://www2.ed.gov/about/offices/list/ope/pol/teacheshortageareasreport2017.pdf

Provide additional information regarding anticipated employment opportunities for graduates. (1000 characters)

There is both a national (US Dept of Ed, 2016) and a state (CERRA 2016; CERRA, 2017) shortage of high school social studies teachers, a shortfall that is expected to grow. Existing secondary education certification programs are no producing enough graduates to meet this growing demand. Data from the U.S. Department of Education's Office of Postsecondary Education demonstrates that this shortage is a relatively recent phenomenon. According to the Learning Policy Institute, the root cause was the financial crisis that began in 2008, which led school systems to reduce or eliminate programs and classes, and release teachers (Sutcher, et al., 2016). As the economy has crawled out of the Great Recession, those programs and classes are being reinstituted, and teachers rehired. Simultaneously, student enrollments are rising at a time when teacher attrition rates remain high nationally.

A Survey Monkey poll of Pee Dee superintendents found that of the six respondents, half of them expected to hire five or more social studies teachers over the next five years. It is anticipated that state-wide, 490 social studies teachers will be needed within the next five years (CERRA 2016). (999 characters)

Provide supporting evidence of anticipated employment opportunities for graduates, including a statement that clearly articulates what the program prepares graduates to do, any documented citations that suggests a correlation between this program and future employment, and other relevant information. Please cite specific resources, as appropriate. (3000 characters)

Note: Only complete this if the Employment Opportunities table and the section that follows the table on page 4 have not previously been completed.

Will the proposed program impact any existing degree programs and services at the institution (e.g., course offerings or enrollment)?

☒Yes

☐No

If yes, explain. (500 characters)

The History Department anticipates that some history/education majors may switch from other options (Middle Level Education, General History BA or BS track, Public History/Archaeology track). Additionally, History majors who have yet to determine what track to follow may choose the HSEO. The History Department also expects to attract new students with this program, including freshmen who may decide to declare their major early on. Informal surveys conducted in History courses support these expectations. Additionally, surveys of prospective students and their families carried out at FMU open house events over the past few years, indicate a ready cohort wishing to pursue studies in History Secondary Education. The history department expects no changes to existing course offerings. Current education course offerings and faculty will be able to accommodate the additional students enrolled in HSEO. (488 characters)

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List of Similar Programs in South Carolina

Program Name	Institution	Similarities	Differences
Bachelor of Science in Social Studies Education	The Citadel	Both offer ability to finish in four years certification to teach high school Social Studies.	Is a 2 Plus/2 Degree Program with Trident Technical College.
Bachelor of Arts in Secondary Education-Social Studies (History)	Clemson University	Both offer ability to finish in four years certification to teach high school Social Studies.	Degree at Clemson requires 129 semester hours.
Master of Arts in Teaching	Coastal Carolina University	Both offer ability to obtain certification to teach high school Social Studies	Degree at Coastal Carolina requires a Master's degree. It requires more than four years to complete.
Bachelor in Social Studies Education	Coker College	Both offer the ability to finish in four years certification to teach high school Social Studies	Degree at Coker requires 129 semester hours.
History, Teacher Educator Program (9-12), B.A.	College of Charleston	Both offer ability to finish in four years certification to teach high school Social Studies.	FMU will require a concentration in History. Core requirements at FMU include a course in Psychology and two science classes.
Master of Arts in Teaching in Social Studies	Converse College	Both offer ability to obtain certification to teach high school Social Studies	Degree at Converse College requires a Master's degree. It requires more than four years to complete.
Social Studies	Furman University	Both offer ability to finish in four years certification to teach high school Social Studies	Degree at Furman requires at least 128 semester hours.

Social Studies and Teacher Education Program	Morris College	Both offer certification to teach high school Social Studies.	Morris' program is similar to double major, and it requires reporting to two separate advisers.
Secondary Education – Social Studies	USC Aiken	Both offer ability to finish in four years certification to teach high school Social Studies.	FMU will require a concentration in History. Core requirements at FMU include a course in Psychology and two science classes.
Secondary Education – Social Studies	USC Upstate	Both offer ability to finish in four years certification to teach high school Social Studies.	FMU will require a concentration in History. Core requirements at FMU include a course in Psychology and two science classes.
Bachelor of Arts in Social Studies Education	Winthrop University	Both offer ability to finish in four years certification to teach high school Social Studies.	FMU will require a concentration in History. Core requirements at FMU include a course in Psychology and two science classes.

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Description of the Program

Projected Enrollment						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2018-2019	3	48	3	48	0	0
2019-2020	5	80	5	80	0	0
2020-2021	7	112	7	112	0	0
2021-2022	10	160	10	160	0	0
2022-2023	12	192	12	192	0	0

Based on the demand for Social Studies teachers in South Carolina, Pee Dee superintendents' expected needs based on the earlier-noted Survey Monkey data, and the interest shown by students via the History Department's in-house survey and open houses, the department expects to see a headcount that is larger than that of other secondary education programs at Francis Marion University. In 2016-17, one student was enrolled in Art education, eight in English, and three in Math. Of them, zero students completed Art, one completed English, and three completed Math.

The number of students graduating from FMU's secondary education Social Studies program will be similar to that of other regional or like-sized universities in the state. According to the most recent information gathered through Title II, USC-Aiken graduated 5 students in secondary education in Social Studies; USC-Upstate graduated 7, Lander University 3, and Winthrop University 11. FMU anticipates it will have 4-5 completers by 2022-23 and 7-8 by 2023-24.

Besides the general institutional admission requirements, are there any separate or additional admission requirements for the proposed program?

☒Yes

☐No

If yes, explain. (1000 characters)

In addition to being admitted to FMU, students must later be admitted to the School of Education. This includes the following:

1. Submission and approval of a School of Education application.
2. Completion of at least 45 hours of undergraduate coursework.
3. Completion of Education 190, Education 191, and Education 305 with a grade of C or higher.
4. A cumulative grade point average of at least 2.75 in all undergraduate courses taken at Francis Marion University.
5. Passing Praxis I (Praxis Core)
6. Submission and approval of FMU School of Education Statement of Disclosure and current SLED background check.
7. Appropriate disposition ratings and recommendations from School of Education faculty and from history faculty.
   (508 characters)

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Are there any special articulation agreements for the proposed program?

☐Yes

☒No

If yes, identify. (1000 characters)

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Curriculum

Select one of the following charts to complete: Curriculum by Year **or** Curriculum by Category

Curriculum by Year					
Course Name	**Credit Hours**	**Course Name**	**Credit Hours**	**Course Name**	**Credit Hours**
Year 1					
Fall		**Spring**		**Summer**	
English 101	3	English 102	3		
Math 111	3	Math Elective above 111	3		
Biology 105/115	4	Chem, Physics, or Phys Sci	4		
100-level History	3	100-level History	3		
100-level History	3	Music, Art, or Theater 101	3		
Total Semester Hours	16	Total Semester Hours	16	Total Semester Hours	
Year 2					
Fall		**Spring**		**Summer**	
Education 190/191	4	Education 305	3		
Speech 101	3	Geography 102	3		
100-level History	3	Political Science 101	3		
History 299	3	300-level History	3		
Literature	3	Psychology 206/216	4		
Total Semester Hours	16	Total Semester Hours	16	Total Semester Hours	
Year 3					
Fall		**Spring**		**Summer**	
Education 311	3	Education 310	3		
Education 313	1	Education 322	3		
Sociology 101	3	Education 411	3		
Economics 203 or 204	3	300-level History	3		
300-level History	3				
300-level History	3				
Total Semester Hours	16	Total Semester Hours	12	Total Semester Hours	
Year 4					
Fall		**Spring**		**Summer**	
Education 380	2	Education 487	3		
Education 393	2	Education 490	12		
Education 437	3				
300-level History	3				
History 499	3				
	13		15		

Total Credit Hours 120

Course Descriptions for New Courses
Faculty

Faculty and Administrative Personnel				
Rank	**Full- or Part-time**	**Courses Taught or To be Taught, Including Term, Course Number & Title, Credit Hours**	**Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major**	**Other Qualifications and Comments (i.e., explain role and/or changes in assignment)**
Assistant Professor of Archaeology, Program Coordinator	Full	**Fall and Spring** HIST 102 U.S. History since 1877 (3)	Ph.D., Temple University	Certification in high school social studies, state of New Jersey
Assistant Professor of Geography, Program Co-coordinator	Full		Ph.D., Pennsylvania State University	B.S. in Secondary Education Social Studies, Lock Haven University (Pennsylvania) Commonwealth of Pennsylvania Professional Teaching Certificate
Professor of History	Full	**Fall and Spring** HIST 102 U.S. History since 1877 (3)	Ph.D., Ohio University	Chair of History Department; chair and coordinator of regular History major
Professor of History	Full	**Fall** HIST 499 Senior Thesis (3)	Ph.D., University College Cork (Ireland)	
Associate Professor of History	Full	**Fall** HIST 101 U.S. History to 1877 (3) **Spring** HIST 101 U.S. History to 1877 (3); HIST 499 Senior Thesis (3)	Ph.D., University of Tennessee	
Associate Professor of History	Full	**Fall and Spring** HIST 104 European History since French Revolution (3)	Ph.D., Belarusian State University	
Associate Professor of History	Full	**Fall** HIST 299 The Historian's Craft (3) **Fall and Spring**	Ph.D., Duke University	

		HIST 101 U.S. History to 1877 (3)		
Professor of History	Full	**Fall and Spring** HIST 105 Intro to Modern World History (3)	Ph.D., University of Hawai'i	
Assistant Professor of History*	Full	**Fall and Spring** HIST 103 European History to French Rev. (3)	Ph.D., Florida State University	
Professor of History, Emeritus	Part	**Fall and Spring** HIST 105 Intro to Modern World History (3)	Ph.D., Tulane University	
Associate Professor of History	Full	**Fall and Spring** HIST 102 U.S. History since 1877 (3)	Ph.D., University of South Carolina	
Assistant Professor of Education	Full	**Fall** EDUC 190 Foundation of Education (3) **Spring** EDUC 310 Using Technology Effectively in the Classroom (3)	Ed.D., Curriculum and Instruction, University of South Carolina	
Assistant Professor of Education	Full	**Fall** EDUC 380 Introduction to Exceptional Students (3)	Ph.D., Special Education, Pennsylvania State University	
Assistant Professor of Education, Literacy Specialist	Full	**Spring** EDUC 322 Foundations in the Instruction of Reading (3)	Ph.D., Early Childhood, Intervention, Literacy, UNC-Chapel Hill	
Associate Professor of Education	Full	**Spring** EDUC 411 Reading and Writing in the Content Area (3)	Ph.D., Research Cross-Categorical Disabilities, University of North Carolina	
Associate Professor of Education	Full	**Spring** EDUC 310 Using Technology Effectively in the Classroom (3)	Ed.D. in Educational Leadership, UNC-Charlotte	

Assistant Professor of Education	Full	**Fall/Spring** EDUC 393 Clinical Experience- Secondary(3)	Ed.D., Curriculum and Instruction, University of South Carolina	
Associate Professor of Education	Full	**Spring** EDUC 490 Directed Teaching (4)	Ph.D., Educational Leadership and Policy, University of South Carolina	
Assistant Professor of Education	Full	**Fall** EDUC 311 Foundations of Instructional Planning and Assessment (3)	Ph.D., Teacher Education, University of Tennessee	
Assistant Professor of Education	Full	**Fall** EDUC 190 Foundation of Education (3) **Spring** EDUC 487 Classroom Management (3)	Ph.D., Reading Education, Oakland University	
Assistant Professor of Education	Full	**Fall** EDUC 313 Field Experience: Instructional Assessment (3)	Ph.D., Special Education, University of South Carolina	
Assistant Professor of Education	Full	**Fall** EDUC 191 Preparation for Education Program Admissions (1) **Spring** EDUC 305 Foundations of Curriculum and Instruction (3); EDUC 310 Using Technology Effectively in the Classroom (3)	Ph.D., Educational Leadership and Research, University of Southern Mississippi	

Note: Individuals should be listed with program supervisor positions listed first. Identify any new faculty with an asterisk next to their rank.

Total FTE needed to support the proposed program (i.e., the total FTE devoted just to the new program for all faculty, staff, and program administrators):

Faculty 0 Staff 0 Administration 0

No new Faculty, Staff, or Administrative personnel will be required for this program

Faculty /Administrative Personnel Changes

Provide a brief explanation of any additional institutional changes in faculty and/or administrative assignment that may result from implementing the proposed program. (1000 characters)

No new faculty are needed to implement the program. The classes for both History and Education are already being taught.

Library and Learning Resources

Identify current library/learning collections, resources, and services necessary to support the proposed program and any additional library resources needed. (1000 characters)

The James A. Rodgers Library at Francis Marion University has ample existing resources, in both history and education, to support this program. Major resources are summarized below.

Overall
- Hardcover books: 273,294 volumes
- Microform books: 38,072 volumes
- Accessible e-books: 412,755
- Periodicals (hardcover and microform): 58,226 volumes
- Periodicals (current subscriptions): 974
- Accessible e-journals: 45,359
- Accessible databases: 160

History
- Bibliographic Record/Title Count: 59,765 titles
- E-journals
- History: 1,259 titles Title list

Education
- Bibliographic Record/Title Count: 17,679 titles
- E-journals
- Education: 1,683 titles Title list

Services: Reserves, library instruction, research guides, interlibrary loan/PASCAL Delivers

Student Support Services

Identify academic support services needed for the proposed program and any additional estimated costs associated with these services. (500 characters)

- Center for Academic Success and Advisement (CASA)
    - Houses: Writing Center, Tutoring Center, Career Development
- Computer and technology services
- SwampFox Emergency alert
- Counseling and Testing provides professional counselors
- Student Health Services provides health care.
- University Center provides students with athletic facilities.
- Campus police station is located next to the Leatherman Science Facility (LSF)
- FMU Patriot Bookstore
- Financial services
- Faculty advisement in both history and education will be provided to each student.

(Characters 446)

Physical Resources

Identify any new instructional equipment needed for the proposed program. (500 characters)

There is no new instructional equipment needed for the proposed program. We will be using the existing courses offered and all equipment for those classes is already in place.

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Will any extraordinary physical facilities be needed to support the proposed program?

☐Yes

☒No

Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements, including new facilities or modifications to existing facilities. (1000 characters)

As this program foresees no need to hire additional faculty, there are no physical needs for it.

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Financial Support
There will be no new costs associated with the creation of this Program

Estimated New Costs by Year						
Category	**1st**	**2nd**	**3rd**	**4th**	**5th**	**Total**
Program Administration						
Faculty and Staff Salaries						
Graduate Assistants						
Equipment						
Facilities						
Supplies and Materials						
Library Resources						
Other*						
Total	0	0	0	0	0	0
Sources of Financing						
Category	**1st**	**2nd**	**3rd**	**4th**	**5th**	**Total**
Tuition Funding	50,890	122,136	203,560	284,984	325,696	987,266
Program-Specific Fees						
State Funding (i.e., Special State Appropriation)*						
Reallocation of Existing Funds*						
Federal Funding*						
Other Funding*						
Total	50,890	122,136	203,560	284,984	325,696	987,266
Net Total (i.e., Sources of Financing Minus Estimated New Costs)	50,890	122,136	203,560	284,984	325,696	987,266

*Provide an explanation for these costs and sources of financing in the budget justification.

Estimates made with current FMU Full time, in state tuition per semester of $5,089.00

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Budget Justification

Provide a brief explanation for the other new costs and any special sources of financing (state funding, reallocation of existing funds, federal funding, or other funding) identified in the Financial Support table. (1000 characters)

There will be no new costs associated with the creation of this new Program.

Note: Institutions need to complete this budget justification *only* if any other new costs, state funding, reallocation of existing funds, federal funding, or other funding are included in the Financial Support table.

Evaluation and Assessment

Programmatic Assessment: Provide an outline of how the proposed program will be evaluated, including any plans to track employment. Identify assessment tools or software used in the evaluation. Explain how assessment data will be used. (3000 characters)

A number of metrics will be used to assess the HSEO, which are listed below. These metrics will be used to gauge the effectiveness of the program. If any of these metrics falls below their benchmark, then the Department of History, in consultation with the School of Education, will begin a review process to assess what changes need to be made to increase scores back above the benchmark.

The HSEO will include analysis of the following data:

1. Student completion rates (Benchmark: 80% within five years).
    a. Collected from internal registrar data.
2. Graduate satisfaction rates (Benchmark: 80% overall satisfaction).
    a. Collected from survey given to graduating seniors.
3. History Department Exit exam scores (Benchmark: Average score of 80% or higher).
    a. Collected from exam given to graduating seniors.
4. PRAXIS Core Academic Skills exam scores (Benchmark: 80% or better pass rate).
5. PRAXIS Principles of Learning and Teaching Grades 7-12 exam scores (Benchmark: 80% or better pass rate).
6. PRAXIS II Social Studies content Knowledge exam scores (Benchmark: 80% or better pass rate)
7. Job placement rates (Benchmark: 90%)
    a. Collected from three separate surveys: survey given to graduating seniors, alumni survey, and employer survey.

(1053 characters)

NEW PROGRAM PROPOSAL

Student Learning Assessment

Expected Student Learning Outcomes	Methods of/Criteria for Assessment
• Demonstrate knowledge of Social Studies practices as outlined in the 2011 South Carolina Academic Standards and Performance Indicators for Social Studies (High School).	• Course grades • Department Exit exam scores. • PRAXIS II Social Studies content Knowledge exam scores. • Unit and lesson plans and student learning outcomes (SLO) developed in several classes and during student teaching • Classroom Observation Rubric (COR)
• NCSS Standard 1 – Content Knowledge: Demonstrate knowledge of disciplinary concepts, facts, and tools; structures of inquiry; and forms of representation.	• Department Exit exam scores. • PRAXIS II Social Studies content Knowledge exam scores. • Classroom Observation Rubric (COR)
• NCSS Standard 2 – Application of Content through Planning: Demonstrate candidates can plan learning sequences that use social studies knowledge and literacies, technology, and theory and research to support learners' competence.	• Unit and lesson plans developed in course • Classroom Observation Rubric (COR)

• NCSS Standard 3 – Design and Implementation of Instruction and Assessment: Candidates design and implement instruction and authentic assessment.	• Unit and lesson plans and student learning outcomes (SLO) developed in several classes and during student teaching • Classroom Observation Rubric (COR)
• NCSS Standard 4 – Social Studies Learners and Learning: Candidates use knowledge of learners to develop their pedagogy, create collaborative and interdisciplinary learning environment, and prepare learners to be informed advocates.	• Unit and lesson plans and student learning outcomes (SLO) developed in several classes and during student teaching • Positive evaluations from School of Education supervisors and public school personnel. • Dispositions Assessment
• NCSS Standard 5 – Professional Responsibility and Informed Action; Candidates use their social studies knowledge, inquiry skills, and civic dispositions to advance social justice and promote human rights.	• Classroom Observation Rubric (COR) during student teaching • Weekly Summary Rubric during student teaching • Dispositions Assessment

• Education - Content Knowledge: Demonstrate knowledge of content pedagogy and learning environments.	• PRAXIS Principles of Learning and Teaching Grades 7-12 exam • Classroom Observation Reports (CORs) • Course grades
• Education – Disposition: Demonstrate skills and professional disposition to have positive impact on students	• Dispositions Assessment • Student survey at end of student teaching. • Weekly Summary Rubric during student teaching

NEW PROGRAM PROPOSAL

Will the proposed program seek program-specific accreditation?

☒Yes

☐No

If yes, provide the institution's plans to seek accreditation, including the expected timeline for accreditation. (500 characters)

NCSS is the Specialized Professional Association (SPA) for accreditation in secondary social studies; the FMU HSEO already meets NCSS competency standards. Secondary social studies classes will begin in the fall semester of 2018, and we expect our first graduates in 2022. Because FMU has NCATE accreditation already (up for review in 2020), we only need to fulfill our SPA (NCSS) requirements and submit the report and documentation, and we expect this to be done by 2020 as well. (404 characters)

Will the proposed program lead to licensure or certification?

☒Yes

☐No

If yes, explain how the program will prepare students for licensure or certification. (500 characters)

Students enrolled in the HSEO will have a passing score on the required PRAXIS I and II exams before the start of student teaching. Licensure will be achieved after successful completion of student teaching, positive evaluations and disposition ratings from public school personnel as well as School of Education supervisors, an overall GPA of 2.00 or above, School of Education required coursework completion, and completion of appropriate paperwork for South Carolina licensure. (409 characters)

NEW PROGRAM PROPOSAL

Teacher or School Professional Preparation Programs

Is the proposed program a teacher or school professional preparation program?

☒Yes

☐No

If yes, complete the following components.

Area of Certification

Secondary Education, Social Studies

Please attach a document addressing the South Carolina Department of Education Requirements and SPA or Other National Specialized and/or Professional Association Standards.

FMU is currently accredited under NCATE. For our next accreditation visit in 2020, this will be replaced by CAEP. For this proposal, we have attached documentation titled "**SDE Assurances for History Secondary Education Option Program**) for compliance with the following:

1) South Carolina State Department of Education Requirements, including the following categories:
    a. Expanded ADEPT
    b. PADEPP (If applicable)
    c. EEDA
    d. Standards of Conduct Assessment Plan
    e. South Carolina Safe School Climate Act
    f. PreK-12 Academic Standards
    g. Admission Requirements – Initial and Advanced
    h. Field and Clinical Experiences, including number of hours and integration of ADEPT and/or PADEPP
    i. Eligibility for Initial Certification
    j. Annual Reports (AACTE/NCATE and Title II submission)
    k. Commitment to Diversity Assurance
    l. Professional Development Courses (if applicable)
    m. Advanced Programs for Teachers Alignment with NBPTS
    n. Experimental or Innovative Programs (if applicable)
    o. ISTE Alignment
2) NCATE and SPA (in our case NCSS) Standards and Assessment.
    a. Context
    b. List of assessments (completion of chart)
    c. Relationship of assessments to standards (completion of chart)
    d. Planned evidence for meeting standards (assessment documents)
    e. Planned use of assessment results to improve candidate and program performance

III. South Carolina State Department of Education Requirements

Description of the ways in which the new program will meet all state requirements as outlined in the *Policy Guidelines for South Carolina Educator Preparation Units*, including the following*:*

A. ADEPT

Below is a copy of our approved 2017-2018 ADEPT plan that describes how we will meet the requirements of ADEPT.

Institution of Higher Education (IHE)	__Francis Marion University__
Date of submission of ADEPT report/plan	June 5, 2017
Name of person completing report/plan	__ Erik Lowry, Ph.D.__
Title/position of person completing report/plan	Coordinator of Undergraduate and Graduate Student Teaching____
Phone number	_843-661-1523
E-mail address	_elowry@fmarion.edu_

The above-named institution of higher education (IHE) submits the following assurances in compliance with the ADEPT-related requirements specified in State Statute (§§ 59-26-30 and 59-26-40 of the SC Code of Laws); State Board of Education Regulation 43-205.1; and the State Board of Education-approved ADEPT Guidelines.

The current South Carolina ADEPT Support and Evaluation System Guidelines are available online at http://www.ed.sc.gov/educators/educator-effectiveness/expanded-adept-support-and-evaluation-system-2015/expanded-adept-guidelines/.

The current Policy Guidelines for South Carolina Educator Preparation Units are available online at http://ed.sc.gov/scdoe/assets/File/educators/educator-preparation/educator-units/081012Standards_Policies_Procedures_Board_Approved_2015(1).pdf.

SECTION I: Evaluation Instrument

For the 2017-2018, school year, the IHE will use the following to evaluate and promote teacher performance and effectiveness:

ADEPT Performance Standards	☐
South Carolina Teaching Standards (SCTS) 4.0	☒

SECTION II: Statement of Assurances

By submitting this assurances form, and unless otherwise noted, the IHE agrees to implement the ADEPT requirements listed below. Additionally, the IHE agrees to maintain supporting documentation verifying that the institution has met these requirements and to make this documentation available at the request of the South Carolina Department of Education (SCDE) or during an onsite visit.

- **Assurance #1: ADEPT Performance Standards/SCTS 4.0 Domains**. The IHE will integrate the applicable ADEPT Performance Standards/SCTS 4.0 Domains throughout each candidate's course work, field experiences, and clinical practice so that candidates understand and are able to apply these standards.

- **Assurance #2: Clinical Practice (Student Teaching)**. Prior to the beginning of the clinical practice—the capstone ADEPT experience—the IHE will provide candidates with a comprehensive orientation to the practicum so that the candidates understand what they have to do in order to achieve success. At a minimum, the orientation will include both oral and written explanations of the assistance and evaluation processes, the ADEPT-related expectations, the *Standards of Conduct for South Carolina Educators*, and the IHE's requirements for successful completion of the clinical practice. Additionally, the IHE will design and implement the clinical practice according to all applicable policy guidelines to ensure that candidates receive full opportunities to develop their professional knowledge and skills.

- **Assurance #3: Supervision of Candidates**. The IHE will provide candidates with effective guidance and support during the clinical practice by ensuring that each candidate is supervised (1) by one or more IHE clinical faculty members who have preparation both in the supervision of education and in the candidate's teaching major and (2) by one or more school-based cooperating teachers, each of whom has three or more years of successful teaching experience, is qualified in the candidate's content or certification area, and has been recommended as a cooperating teacher by a school or district administrator and/or by an IHE faculty member. All IHE supervisors and cooperating teachers will hold certification as an ADEPT evaluator or trainer, <u>or</u> they will have successfully completed an ADEPT seminar that follows the SCDE-recommended structure and format. Additionally, the IHE will provide all supervisors and cooperating teachers with training related to the institution's requirements and procedures for evaluating and supporting candidates.

- **Assurance #4: Feedback to Candidates**. The IHE will ensure that, throughout the clinical experience, supervisors provide each candidate with accurate, appropriate, and ongoing formative feedback that enables the candidate to improve his or her teaching performance and effectiveness. Additionally, the IHE will assign ratings and grades that are aligned with the IHE's stated policies and

that truly represent the quality of each candidate's teaching performance and effectiveness.

- **Assurance #5: Continuous ADEPT Program Improvement**. The IHE will gather **qualitative and quantitative** data to determine the impact of the program on the teaching performance and effectiveness of the institution's candidates and graduates relative to the ADEPT Performance Standards/SCTS 4.0 Domains and will use these data to guide future program planning.

SECTION III: IHE ADEPT Program Evaluation and Improvement

By submitting this program evaluation and improvement plan, and unless otherwise noted, the IHE agrees to maintain supporting documentation verifying that the institution has gathered **qualitative and quantitative data** on the effectiveness of its ADEPT Program implementation and to make this documentation available at the request of the SCDE or during an onsite visit.

Instructions to the IHE: Please respond to each of the following questions.

1. **Based on 2016-2017 qualitative and quantitative data, what are the IHE's strengths in terms of promoting the teaching performance and effectiveness of its candidates and graduates relative to the ADEPT Performance Standards/SCTS 4.0 Domains?** ***In this response, please indicate how faculty and staff identified these particular strengths.***

   - Using 2016-2017 data, we continue to find that the vast majority of our candidates were able to successfully meet the performance standards in all ADEPT areas. We had 50 students complete the student teaching experience during the 2016-2017 academic year. 100% of these completers were able to successfully pass Professional Dispositions expectations prior to graduation. Below is a table showing the results of those ratings for our completers:

Fall 2016 (N=24) / Spring 2017 (N=26)

Disposition Ratings (4 Categories)	% completers meeting or exceeding expectation	Average Score (Range 0-3)
Ethical Standards	98%	2.8
Professional Attributes	96%	2.7
Respect for Families, Cultures and Communities	100%	2.8
Respect for the Learning Process	97%	2.7
Overall Disposition Rating	98%	2.8

Our 2016-2017 completers averaged 98% on this rating form with an average score of 2.8 out a possible 3.0 score.

- All completers passed the SLO project each semester. Results of the SLO project are in the table below.

Fall 2016 (N=24)

SLO Rubric(Score Range: 0 to 3)	**% completers meeting or exceeding expectation**	**Average Score (Range: 0-3)**
SECTION I: STUDENT INFORMATION	96%	2.3
SECTION II: STUDENT LEARNING OBJECTIVE	100%	2.4
SECTION III: COURSE CONTENT AND PACING GUIDE	100%	2.3
SECTION IV: INSTRUCTIONAL AND BEH. MANGMT. STRATEGIES	100%	2.3
SECTION V: HISTORICAL AND TREND DATA	100%	2.3
SECTION VI: BASELINE DATA AND POST ASSESSMENT	100%	2.1
SECTION VII: PROGRESS MONITORING	100%	2.3
SECTION VIII: GROWTH TARGETS	100%	2.3
AVERAGE SCORE	-	2.29

Spring 2017 (N=26)

SLO Rubric(Score Range: 0 to 3)	**% completers meeting or exceeding expectation**	**Average Score (Range: 0-3)**
SECTION I: STUDENT INFORMATION	96%	2.5
SECTION II: STUDENT LEARNING OBJECTIVE	100%	2.5
SECTION III: COURSE CONTENT AND PACING GUIDE	100%	2.3
SECTION IV: INSTRUCTIONAL AND BEH. MANGMT. STRATEGIES	100%	2.4
SECTION V: HISTORICAL AND TREND DATA	100%	2.4

SECTION VI: BASELINE DATA AND POST ASSESSMENT	100%	2.3
SECTION VII: PROGRESS MONITORING	100%	2.4
SECTION VIII: GROWTH TARGETS	100%	2.4
AVERAGE SCORE	-	2.40

The scores on the SLO project improved slightly from the Fall 2016 to the Spring 2017. Students in the Spring had more exposure to the rubric in earlier courses. Overall, the results were very good.

- SCTS 4.0 RUBRIC PERFORMANCE

  Below is a table showing the average composite score earned by completers using the SC 4.0 Teaching Standards Rubric. Student Teachers were evaluated a minimum of 6 times during their 60 day internship using the rubric. The scores in the table below represent the average composite score for each group of completers.

Fall 2016 (N=24)

SCTS 4.0 RUBRIC	**% completers meeting or exceeding expectation**	**Average Score (Range: 1-4)**
STANDARDS AND OBJECTIVES	100%	3.41
MOTIVATING STUDENTS	100%	3.39
PRESENTING INSTRUCTIONAL CONTENT	100%	3.32
LESSON STRUCTURE AND PACING	100%	3.24
ACTIVITIES AND MATERIALS	100%	3.36
QUESTIONING	100%	3.25
ACADEMIC FEEDBACK	100%	3.27
GROUPING STUDENTS	100%	3.34
TEACHER CONTENT KNOWLEDGE	100%	3.50
TEACHER KNOWLEDGE OF STUDENTS	100%	3.44

THINKING	100%	3.30
PROBLEM SOLVING	100%	3.34
INSTRUCTIONAL PLANS	100%	3.43
STUDENT WORK	100%	3.35
ASSESSMENT	100%	3.32
EXPECTATION	100%	3.36
MANAGING STUDENT BEHAVIOR	100%	3.29
ENVIRONMENT	100%	3.73
RESPECTFUL CULTURE	100%	3.65
GROWING AND DEVELOPING PROFESSIONALLY	100%	3.60
REFLECTING ON TEACHING	100%	3.47
COMMUNITY INVOLVEMENT	100%	3.56
SCHOOL RESPONSIBILITIES	100%	3.73
PROFESSIONAL DEMENAOR AND BEHAVIOR	100%	3.82

SPRING 2017 (N=26)

SCTS 4.0 RUBRIC	**% completers meeting or exceeding expectation**	**Average Score (Range: 1-4)**
STANDARDS AND OBJECTIVES	100%	3.45
MOTIVATING STUDENTS	100%	3.34
PRESENTING INSTRUCTIONAL CONTENT	100%	3.21
LESSON STRUCTURE AND PACING	100%	3.22
ACTIVITIES AND MATERIALS	100%	3.42
QUESTIONING	100%	3.30

ACADEMIC FEEDBACK	100%	3.35
GROUPING STUDENTS	100%	3.42
TEACHER CONTENT KNOWLEDGE	100%	3.53
TEACHER KNOWLEDGE OF STUDENTS	100%	3.55
THINKING	100%	3.35
PROBLEM SOLVING	100%	3.28
INSTRUCTIONAL PLANS	100%	3.50
STUDENT WORK	100%	3.40
ASSESSMENT	100%	3.35
EXPECTATION	100%	3.42
MANAGING STUDENT BEHAVIOR	100%	3.28
ENVIRONMENT	100%	3.65
RESPECTFUL CULTURE	100%	3.67
GROWING AND DEVELOPING PROFESSIONALLY	100%	3.58
REFLECTING ON TEACHING	100%	3.61
COMMUNITY INVOLVEMENT	100%	3.76
SCHOOL RESPONSIBILITIES	100%	3.70
PROFESSIONAL DEMEANOR AND BEHAVIOR	100%	3.78

The data above shows above average scores for our completers. While we are thrilled with these results, we also know that we should strive for constant improvement.

2. **Based on 2016-2017 qualitative and quantitative data, what are the areas of growth in terms of promoting the teaching performance and effectiveness of its candidates and graduates relative to the ADEPT Performance Standards/SCTS 4.0 Domains? What changes does the IHE plan to make in order to address those areas of growth?** ***In this response, please indicate how faculty and staff determined the need for these changes.***

While we are proud of both the high percentage of our students who met SC Teaching performance standards and the SLO and Disposition standards, we have noticed that some categories are not as high performing as others. We plan to look at ways to emphasize those areas. For example, looking at the SCTS 4.0 results, we notice that Professional Responsibilities is definitely a strength for us. We also see that while the scores are good, there are areas such as "Lesson Structure and Pacing" and "Managing Student Behavior" that we can try to improve. We plan to review this information in the Fall 2017 and make adjustments in our course lectures and assessments to increase the emphasis in our lower performing areas.

B. PADEPP (If applicable)

Not applicable. We do not have a program that leads to principal licensure.

. EEDA

EEDA Standard	Assessment/Assignment	Course
SC-EEDA-PS-2008.1 Teacher candidates will explain the career guidance process.	EEDA Assignment	EDUC 190
SC-EEDA-PS-2008.2 Teacher candidates will explain the curriculum framework for the career clusters of study concept and its relevance to the Individual Graduation Plan (IGP).	EEDA Assignment	EDUC 190
SC-EEDA-PS-2008.3 At the age-appropriate level of instruction, teacher candidates will explain the use of the career guidance standards and competencies as specified in the South Carolina Comprehensive Developmental Guidance and Counseling Program Model.	EEDA Assignment	EDUC 190

SC-EEDA-PS-2008.4 Teacher candidates will identify instructional strategies that promote core values, as specified in §59-17-135, in the school community.	EEDA Assignment Lesson Plan Assignment	EDUC 190 EDUC 311 EDUC 313 EDUC 322 EDUC 393 EDUC 411 EDUC 437 EDUC 490
SC-EEDA-PS-2008.5 Teacher candidates will use concrete, hands-on instruction and content presentation with an emphasis on real-world application and problem solving.	Lesson Plan Assignment and Classroom Observation Rubric	EDUC 311 EDUC 313 EDUC 322 EDUC 393 EDUC 411 EDUC 437 EDUC 490
SC-EEDA-PS-2008.6 Teacher candidates will implement learning strategies that promote cooperation.	Lesson Plan Assignment and Classroom Observation Rubric	EDUC 311 EDUC 313 EDUC 322 EDUC 393 EDUC 411 EDUC 437 EDUC 490
SC-EEDA-PS-2008.7 Teacher candidates will implement strategies to accommodate the needs of diverse learners.	Lesson Plan Assignment and Classroom Observation Rubric	EDUC 311 EDUC 313 EDUC 322 EDUC 393 EDUC 411 EDUC 437 EDUC 490

D. Standards of Conduct Assessment Plan

Francis Marion University teaches the Standard of Conduct to all of our teacher candidates. We do this with an Ethics Assignment, a Dispositions Assessment, Weekly Summary Sheets during Student teachers, the COR rubric and Cooperating Teacher Evaluations in all clinical courses. The Standards of Conduct can be found at this website (http://ed.sc.gov/educators/certification/certification-forms/forms/standards-of-conduct-for-south-carolina-educators/). Below is a table showing where we collect these assessments.

Standard of Conduct Assignment	Course(s)
Ethics Assignment	EDUC 190
Dispositions Assessment	EDUC 305 EDUC 313 EDUC 393 EDUC 490
Weekly Summary Sheets	EDUC 490
COR (Classroom Observation Rubric)	EDUC 313 EDUC 322 EDUC 393 EDUC 437 EDUC 490
Cooperating Teacher Evaluations	EDUC 191 EDUC 313 EDUC 380 EDUC 393

E. South Carolina Safe School Climate Act

The Safe School Climate Act is a part of the curriculum in our EDUC 190 Introductory Education Course and in our EDUC 487 Classroom Management Course. Prior to student teaching (EDUC 490), all students receive formal Darkness to Light Anti-bullying and Mandated Reporting training.

F. PreK-12 Academic Standards

All education courses where students construct lesson plans, assessments, teach K-12 students, etc… require the identification and use of the Pre-K-12 Academic Standards. While the table below shows where these assignments are completed, every EDUC course requires the use of the approved SC PreK-12 Academic Standards.

Assignment that Uses Prek-12 Standards	Course(s)
Lesson Plan Assignment	EDUC 311 EDUC 313 EDUC 322 EDUC 393 EDUC 411 EDUC 437 EDUC 490
COR (Classroom Observation Rubric)	EDUC 313 EDUC 322 EDUC 393 EDUC 437 EDUC 490
SLO Assignment	EDUC 393 EDUC 490
Technology Portfolio	EDUC 310
Mid-Term and Final ADEPT Observation	EDUC 490

G. Admission Requirements- Initial and Advanced

REQUIREMENTS FOR ADMISSION TO THE PROFESSIONAL EDUCATION PROGRAM (CHECK POINT I)

A special note concerning licensure in South Carolina: South Carolina law states that students with prior criminal records may be prevented from receiving a teaching license. Students who feel that this may be a problem are encouraged to make appropriate inquiries in the School of Education (SOE) as early as possible.

After meeting the requirements specified below, students are accepted and must complete the graduation requirements for the selected program.

Admission to the professional education program is a prerequisite for enrollment in any education course beyond EDUC 305:

Students advance from Pre-Education to Education in the School upon meeting the following requirements:

1. Completion of Education 190/191 and Education 305 with a grade of C or better.
2. A cumulative grade point average of at least 2.75 in all undergraduate courses taken at FMU.
3. A passing score, as determined by South Carolina, on the selected state-approved tests in mathematics, writing, and reading. A passing score on these examinations is a requirement for admission to any courses above Education 305 and the Professional Education Program.
4. Positive recommendations from the field (public school personnel).
5. Completion of at least 45 semester hours.
6. Appropriate dispositions ratings.
7. Submission and approval of the FMU School of Education Statement of Disclosure form and a current SLED (State Law Enforcement Division) Background Check.
8. Completion and submission of application for admission with accompanying documents to the School of Education office.
9. Approval by the appropriate program committee. Students will be informed via their university email account upon completion of these requirements.

ADMISSION TO STUDENT TEACHING (CHECK POINT II)

1. Admission to a Professional Education Program at least one full semester prior to the student teacher semester.
2. A cumulative grade point average of at least 2.75* at the end of the semester prior to student teaching. * Freshmen and transfer students entering the institution in the Fall of 2015 or the Spring of 2016 must achieve a cumulative 2.6 grade point average.
3. Successful completion of ALL education courses with a grade of C or better, except for the Clinical Practice Block of Education 487 (a three-hour course).
4. Positive recommendations from public school personnel, practica course instructors, and the appropriate program committee.
5. Acceptable dispositions ratings from practica course instructors and supervisors.
6. A passing score (EXAMINEE copy) on all required parts of the Praxis II Test (Subject Assessments/Specialty Area Test) and PLT (Principles of Learning and Teaching).
7. Attendance at a mandatory orientation meeting conducted by the Coordinator of Student Teaching; held the semester prior to

Student Teaching. (Dates and times will be posted on the "News and Announcements" webpage.)
8. All student packets (content of packet is listed on the "News and Announcements" webpage and discussed in the Mandatory
Meeting) and Praxis II/PLT scores must be submitted no later than Reading Day the semester prior to Student Teaching.
9. Complete the South Carolina Department of Education Application for Educator License (including updated background check and updated fingerprinting) and receive approval by the State of South Carolina.

H. Field and Clinical Experiences, including number of hours and integration of ADEPT and/or PADEPP

The field experiences within the education program at FMU have been designed to provide the teacher candidates with unique opportunities geared towards preparing them for their future role as teachers. The South Carolina Education Department requires that each candidate participates in a ***minimum*** of 100 hours of field experiences prior to student teaching. Field experience hours for each course are determined by the university. However, these hours help to ensure that all candidates are receiving the minimum state-mandated 100 hours prior to student teaching. The outline hours for each course which the elementary program candidates must complete are as follows:

Course Number	Course Name	Number of Field Experience Hours
EDUC 191	Preparation for Education Program Admission	25
EDUC 313	Field Experiences in Instructional Planning and Assessment	35
EDUC 380	Introduction to Exceptional Students	10
EDUC 393	Clinical Experience: Secondary	40
EDUC 490	Directed Teaching	480

Descriptions of experiences

EDUC 191: Candidates are required to observe instructional and classroom management strategies. They may participate in small group or one-one instruction. The candidates may assist their Cooperating Teacher with clerical tasks.

EDUC 313: Candidates are required to observe and collect data related to instructional planning and assessment. They will be expected to develop and utilize a complete lesson plan.

EDUC 380: Candidates are required to complete observations and assist in a Special Education classroom setting. These experiences could take place in any K-12 special education classroom, including self-contained or resource settings.

EDUC 393: Candidates are required to become active participants in their placement by teaching a small unit, assessing students, and working with their Cooperating Teachers for long range planning.

EDUC 490: For the student teaching semester, secondary history program candidates are assigned a placement in the 9 -12 grade setting. The candidates must complete 60 days (or 12 weeks) in their

placement. During this time, the candidates are required to complete several projects and must take full responsibility of instruction for a minimum of six weeks.

Diverse settings

All secondary history program candidates are placed in various 9-12 grade public school settings throughout their courses within the program. These settings may also vary in content area, including placements within special education classrooms. If a candidate is allowed to return to a previous placement, he/she cannot be assigned to a teacher he/she previously worked with in a prior course. Only the Coordinator of Clinical Experiences will work to assign placements for all field experiences. Only approved placements from the Coordinator of Clinical Experiences may be used to satisfy course and field experience hours.

Integration of ADEPT Standards…

Standard	Assignment	Course(s)
APS1: Long-Range Planning	SLO Project	EDUC 393 EDUC 490
APS 2: Short –Range Planning of Instruction	SLO Project COR Rubric Lesson Plan Assignment	EDUC 311 EDUC 313 EDUC 322 EDUC 393 EDUC 411 EDUC 437 EDUC 490
APS 3: Planning Assessments and Using Data	SLO Project COR Rubric Lesson Plan Assignment	EDUC 311 EDUC 313 EDUC 322 EDUC 393 EDUC 411 EDUC 437 EDUC 490
APS4: Establishing and Maintaining High Expectations	COR Rubric	EDUC 313 EDUC 322 EDUC 393 EDUC 437 EDUC 490
APS5: Using Instructional Strategies to Facilitate Student Learning	COR Rubric	EDUC 313 EDUC 322 EDUC 393 EDUC 437 EDUC 490
APS6: Providing Content for Learners	COR Rubric	EDUC 313 EDUC 322 EDUC 393 EDUC 437 EDUC 490

APS7: Monitoring, Assessing and Enhancing Learning	**COR Rubric**	**EDUC 313 EDUC 322 EDUC 393 EDUC 437 EDUC 490**
APS8: Maintaining an Environment that Promotes Learning	**COR Rubric**	**EDUC 313 EDUC 322 EDUC 393 EDUC 437 EDUC 490**
APS9: Managing the Classroom	**COR Rubric**	**EDUC 313 EDUC 322 EDUC 393 EDUC 437 EDUC 490**
APS10: Professional Responsibilities	**COR Rubric Dispositions**	**EDUC 305 EDUC 313 EDUC 322 EDUC 393 EDUC 437 EDUC 490**

I. Eligibility for Initial Certification

Students become eligible for Initial Certification when they complete Checkpoint III as outlined below.

COMPLETION OF STUDENT TEACHING AND LICENSURE (CHECK POINT III)

1. Successful completion of the FMU Teacher Candidate Work Sample, ADEPT and other LiveText assignments required for student teaching.
2. Positive evaluations by School of Education supervisors.
3. Acceptable dispositions ratings from Education 490 instructors.
4. Completion of appropriate paperwork for South Carolina licensure and School of Education completion.
5. Positive recommendations from public school personnel.

J. Annual Reports (AACTE/NCATE and Title II submission)

- **Annual Reports are submitted each year to CAEP. See Appendix A.**
- **Title II report is also in the Appendix. See Appendix B**

K. Commitment to Diversity Assurance

Francis Marion University Mission

Francis Marion University adheres to the primary purpose for which it was established as a college in 1970: to make available excellent educational programs for the people of the region and the state. The University offers bachelor's degrees in a wide range of liberal arts disciplines, as well as in the health sciences, education, and business. The University also offers professional degrees at the baccalaureate, master's, and specialist levels. While maintaining high standards, we serve students with a broad range of preparation and ability. We seek a wide variety of students, primarily from the Pee Dee region, but also from the entire state, other states, and foreign countries. We believe that a student body diverse in age, ethnic background, and country of origin enriches the education of all students. To achieve its educational goals, the University has outstanding faculty members, distinguished by high achievement and diverse academic backgrounds. We provide traditional and, when appropriate, nontraditional instruction, access to an excellent library as well as electronic resources, and staff members committed to student learning and success. A low student-faculty ratio and faculty concern for the individual student help us to achieve our goals. The University recognizes the importance of the out-of-the-classroom experience and offers opportunities for students to engage in activities that promote personal growth. In addition, the University provides students with special learning opportunities, such as an honors program, internships, study abroad destinations and cooperative degree programs.

School of Education

The School of Education (SOE) at Francis Marion University seeks to prepare competent and caring teachers who have the knowledge, skills, and dispositions to succeed in South Carolina's diverse schools. To accomplish this goal, the SOE ensures that all initial and advanced teacher candidates have clinical and internship experiences in diverse school settings; interact with school-based and department faculty of diverse ethnic, cultural, and educational backgrounds; engage in professional development activities designed to increase their understanding of effective instructional practices; and, are exposed to content standards and curricula that promote awareness and understanding of students from diverse backgrounds.

Diversity Standards

Teacher candidates enrolled in all unit programs are expected to demonstrate an understanding and the application of research-based instructional practices that promote the academic success of all students. To this end, all initial and advanced curricula programs have adopted and incorporated the Francis Marion University Center of Excellence to Prepare Teachers of Children of Poverty Standards and the SOE Diversity Standards.

L. Professional Development Courses (if applicable)

Not Applicable for this program.

M. Advanced Programs for Teachers Alignment with NBPTS

Not Applicable for this program.

N. Experimental or Innovative Programs (if applicable)

Not Applicable for this program.

O. ISTE Alignment

The FMU School of Education uses the NETS-T standards to guide teacher candidates toward effective use of technology in the classroom. Evidence is collected in various places throughout the program. See table below.

ISTE Standard	Assessments/Assignments	Courses
ISTE-T 1 - Facilitate and Inspire Student Learning and Creativity: Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments	Education Technology Portfolio Lesson Plan Assignment	EDUC 310 EDUC 311 EDUC 313 EDUC 322 EDUC 393 EDUC 411 EDUC 437 EDUC 490
ISTE-T 2 - Design and Develop Digital-Age Learning Experiences and Assessments: Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S.	Education Technology Portfolio Lesson Plan Assignment Classroom Observation Rubric SLO Assignment	EDUC 310 EDUC 311 EDUC 313 EDUC 322 EDUC 393 EDUC 411 EDUC 437 EDUC 490
ISTE-T 3 - Model Digital-Age Work and Learning: Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.	Education Technology Portfolio	EDUC 310
ISTE-T 4 - Promote and Model Digital Citizenship and Responsibility: Teachers understand local and global societal issues and responsibilities in an	Education Technology Portfolio Classroom Observation	EDUC 310 EDUC 313 EDUC 322

evolving digital culture and exhibit legal and ethical behavior in their professional practices.	Rubric	EDUC 393 EDUC 437 EDUC 490
ISTE-T 5 - Engage in Professional Growth and Leadership: Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.	Education Technology Portfolio SLO Assignment	EDUC 310 EDUC 393 EDUC 490

IV. NCATE and SPA Standards, and Assessments

Download the NCATE Program Report for the content area and complete the following using the program standards:

A. Context

- ***Description of any state or institutional policies that may influence the application of NCSS standards?***

  NONE

- ***Description of the field and clinical experiences required for the program***

The field experiences within the education program at FMU have been designed to provide the teacher candidates with unique opportunities geared towards preparing them for their future role as teachers. The South Carolina Education Department requires that each candidate participates in a ***minimum*** of 100 hours of field experiences prior to student teaching. Field experience hours for each course are determined by the university. However, these hours help to ensure that all candidates are receiving the minimum state-mandated 100 hours prior to student teaching. The outline hours for each course which the elementary program candidates must complete are as follows:

Course Number	Course Name	Number of Field Experience Hours
EDUC 191	Preparation for Education Program Admission	25
EDUC 313	Field Experiences in Instructional Planning and Assessment	35
EDUC 380	Introduction to Exceptional Students	10
EDUC 393	Clinical Experience: Secondary	40
EDUC 490	Directed Teaching	480

Descriptions of experiences

EDUC 191: Candidates are required to observe instructional and classroom management strategies. They may participate in small group or one-one instruction. The candidates may assist their Cooperating Teacher with clerical tasks.

EDUC 313: Candidates are required to observe and collect data related to instructional planning and assessment. They will be expected to develop and utilize a complete lesson plan.

EDUC 380: Candidates are required to complete observations and assist in a Special Education classroom setting. These experiences could take place in any K-12 special education classroom, including self-contained or resource settings.

EDUC 393: Candidates are required to become active participants in their placement by teaching a small unit, assessing students, and working with their Cooperating Teachers for long range planning.

EDUC 490: For the student teaching semester, secondary history program candidates are assigned a placement in the 9 -12 grade setting. The candidates must complete 60 days (or 12 weeks) in their placement. During this time, the candidates are required to complete several projects and must take full responsibility of instruction for a minimum of six weeks.

Diverse settings

All secondary history program candidates are placed in various 9-12 grade public school settings throughout their courses within the program. These settings may also vary in content area, including placements within special education classrooms. If a candidate is allowed to return to a previous placement, he/she cannot be assigned to a teacher he/she previously worked with in a prior course. Only the Coordinator of Clinical Experiences will work to assign placements for all field experiences. Only approved placements from the Coordinator of Clinical Experiences may be used to satisfy course and field experience hours.

B. List of NCSS SPA assessments (completion of chart)

Type and Number of Assessment	Name of Assessment	Type or Form of Assessment	When the Assessment is Administered
Assessment #1: Licensure Assessment or other content-based assessment (required)	• Praxis 2	Required Licensure Exam	Prior to being admitted to Student Teaching
Assessment #2: Content Knowledge in social studies (required)	• Department exit exam • Course Grades	Comprehensive Content Exam give to Seniors Grades in various content courses along with analysis form	Taken during Senior Year Throughout the program
Assessment #3: Candidate ability to plan instruction (required)	• Lesson Plan Assignment • Student Learning Objective Unit Plan (SLO) • Classroom Observation Rubric (COR)	Relevant sections of each of these performance rubrics	EDUC 311 EDUC 313 EDUC 322 EDUC 393 EDUC 411 EDUC 437 EDUC 490
Assessment #4: Student Teaching (required)	• MidTerm and Final ADEPT observations using the SC4.0TS rubric	Performance Rubric	EDUC 490
Assessment #5: Candidate effect on student learning (required)	• Student Learning Objective Unit Plan (SLO):Growth Targets and Reflections	Performance Rubric	EDUC 393 EDUC 490
Assessment #6: Additional Assessment that addresses NCSS standards (required)	• History Capstone Thesis	Research Paper	History 499
Assessment #7: Additional Assessment that addresses NCSS standards (optional)	• Professional Dispositions	Performance Rubric	Throughout the program at Checkpoint 1, Checkpoint 2 and Checkpoint 3

C. Relationship of assessments to the NCSS standards (completion of chart)

NCSS Standard	Assessments #1	#2	#3	#4	#5	#6	#7
Standard 1. Content Knowledge Candidates demonstrate knowledge of social studies disciplines. Candidates are knowledgeable of disciplinary concepts, facts, and tools; structures of inquiry; and forms of representation.	X	X		X		X	
Standard 2. Application of Content Through Planning Candidates plan learning sequences that leverage social studies knowledge and literacies, technology, and theory and research to support the civic competence of learners.			X	X			
Standard 3. Design and Implementation of Instruction and Assessment Candidates design and implement instruction and authentic assessments, informed by data literacy and learner self-assessment, that promote civic competence.			X	X	X		
Standard 4. Social Studies Learners and Learning Candidates use knowledge of learners to plan and implement relevant and responsive pedagogy, create collaborative and interdisciplinary learning environments, and prepare learners to be informed advocates for an inclusive and equitable society.			X	X			
Standard 5. Professional Responsibility and Informed Action Candidates reflect and expand upon their social studies knowledge, inquiry skills, and civic dispositions to advance social justice and promote human rights through informed action in schools and/or communities			X		X	X	X

D. Planned evidence for meeting standards (assessment documents)

See eight assessment documents in the Appendix. See Appendices C thru I.

E. Planned use of assessment results to improve candidate and program performance

Assessment results will be analyzed at the end of each academic year. Each academic year could contain up to three cycles of data. The Secondary Social Studies program would review the data to determine both strengths and weaknesses in the data. From those strengths and weaknesses, recommendations will be made through the established governance structure at Francis Marion University. This structure promotes faculty input at all levels.

F. Changes or additions to the program (**For program modifications only) NONE**

Comments:

Institution: Francis Marion University **Date:** September 26, 2017

APPENDICES

2017 CAEP Annual Report……..Appendix A

2016 Title II Report……..Appendix B

Assessment 1…….Appendix C

Assessment 2…….Appendix D

Assessment 3…….Appendix E

Assessment 4…….Appendix F

Assessment 5…….Appendix G

Assessment 6…….Appendix H

Assessment 7…….Appendix I

Appendix A

2017 CAEP Annual Report

2017 EPP Annual Report

CAEP ID:	13497	**AACTE SID:**	1225
Institution:	Francis Marion University		
Unit:	School of Education		

Section 1. AIMS Profile

After reviewing and/or updating the Educator Preparation Provider's (EPP's) profile in AIMS, check the box to indicate that the information available is accurate.

1.1 In AIMS, the following information is current and accurate...

	Agree	Disagree
1.1.1 Contact person	◉	○
1.1.2 EPP characteristics	◉	○
1.1.3 Program listings	◉	○

Section 2. Program Completers

2.1 How many candidates completed programs that prepared them to work in preschool through grade 12 settings during Academic Year 2015-2016 ?

Enter a numeric value for each textbox.

2.1.1 Number of completers in programs leading to initial teacher certification or licensure	66
2.1.2 Number of completers in advanced programs or programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools (Do not include those completers counted above.)	43
Total number of program completers	109

*****2.2 Indicate whether the EPP is currently offering a program or programs leading to initial teacher certification or licensure.*

Yes, a program or programs leading to initial teacher certification is currently being offered.

Section 3. Substantive Changes

Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2015-2016 academic year?

3.1 Changes in the published mission or objectives of the institution/organization or the EPP

No Change / Not Applicable

3.2 The addition of programs of study at a degree or credential level different from those that were offered when most recently accredited

No Change / Not Applicable

3.3 The addition of courses or programs that represent a significant departure, in terms of either content or delivery, from those that were offered when most recently accredited

No Change / Not Applicable

3.4 A contract with other providers for direct instructional services, including any teach-out agreements

No Change / Not Applicable

Any change that means the EPP no longer satisfies accreditation standards or requirements:

3.5 Change in regional accreditation status

No Change / Not Applicable

3.6 Change in state program approval

No Change / Not Applicable

Section 4. Display of candidate performance data.

Provide a link that demonstrates candidate performance data are public-friendly and prominently displayed on the school, college, or department of education homepage.
Employer and Completer Data:
http://www.fmarion.edu/academics/caep

Section 6. Areas for Improvement, Weaknesses, and/or Stipulations

Summarize EPP activities and the outcomes of those activities as they relate to correcting the areas cited in the last Accreditation Action/Decision Report.

Section 7. Accreditation Pathway

Selected Improvement. *Summarize progress on the Selected Improvement plan for the standard(s) or component(s) selected.*

Our last NCATE visit (Fall 2012) indicated that we had no areas of weakness. While we are thrilled with this report, we have continued to use our assessment system to inform us of areas we can improve. We are currently implementing rubrics and assessments that align with CAEP guidelines and we working on SPA reports that are due in the Fall 2016.

Section 8: Preparer's Authorization

Preparer's authorization. *By checking the box below, I indicate that I am authorized by the EPP to complete the 2017 EPP Annual Report.*

☑ I am authorized to complete this report.

Report Preparer's Information

Name: Erik Lowry

Position: Accreditation Coordinator

Phone: 843-661-1523

E-mail: elowry@fmarion.edu

I understand that all the information that is provided to CAEP from EPPs seeking initial accreditation, going forward accreditation or having completed the accreditation process is considered the property of CAEP and may be used for training, research and data review. CAEP reserves the right to compile and issue data derided from accreditation documents.

Appendix B

2016 Title II Report

Single Assessment Institution-Level Pass Rate Data: *Traditional Teacher Preparation Program Within IHE*

Title II Reporting Services

HEOA - Title II
2015 - 2016 Academic Year

Institution Name	FRANCIS MARION UNIVERSITY
Institution Code	5442
State	South Carolina

April 6, 2017

Assessment Information[1]	Group	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Institutional Average Scaled Score	Assessment Cut Score[2]	Statewide: Number Taking Assessment	Statewide: Number Passing Assessment	Statewide: Statewide Pass Rate	Statewide: Statewide Average Scaled Score
AGRICULTURE (5701)	All enrolled students who have completed all nonclinical courses, 2015-16									
Test Company: ETS	Other enrolled students, 2015-16						4			
Score Range: 100-200	All program completers, 2015-16						5			
	All program completers, 2014-15						10	10	100%	170
	All program completers, 2013-14									
ART CONTENT AND ANALYSIS (5135)	All enrolled students who have completed all nonclinical courses, 2015-16	1				161	4			
Test Company: ETS	Other enrolled students, 2015-16						18	11	61%	166
Score Range: 100-200	All program completers, 2015-16	1				161	31	28	90%	172
	All program completers, 2014-15	5				161	44	42	95%	175
	All program completers, 2013-14	2				161	36	35	97%	171
BIOLOGY AND GENERAL SCIENCE (0030)	All enrolled students who have completed all nonclinical courses, 2015-16									
Test Company: ETS	Other enrolled students, 2015-16						1			
Score Range: 250-990	All program completers, 2015-16						2			
	All program completers, 2014-15						17	17	100%	684
	All program completers, 2013-14						58	58	100%	675
BIOLOGY CONTENT KNOWLEDGE (0235)	All enrolled students who have completed all nonclinical courses, 2015-16						3			
Test Company: ETS	Other enrolled students, 2015-16						14	14	100%	165
Score Range: 100-200	All program completers, 2015-16						45	45	100%	167
	All program completers, 2014-15						15	15	100%	171
	All program completers, 2013-14									

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BUSINESS ED CONTENT KNOWLEDGE (5101)	All enrolled students who have completed all nonclinical courses, 2015-16									
Test Company: ETS	Other enrolled students, 2015-16									
Score Range: 100-200	All program completers, 2015-16									
	All program completers, 2014-15									
	All program completers, 2013-14						2			
CHEM PHYSICS AND GENERAL SCIENCE (0070)	All enrolled students who have completed all nonclinical courses, 2015-16									
Test Company: ETS	Other enrolled students, 2015-16						2			
Score Range: 250-990	All program completers, 2015-16									
	All program completers, 2014-15						1			
	All program completers, 2013-14						12	12	100%	600
CHEMISTRY CONTENT KNOWLEDGE (0245)	All enrolled students who have completed all nonclinical courses, 2015-16									
Test Company: ETS	Other enrolled students, 2015-16						1			
Score Range: 100-200	All program completers, 2015-16						9			
	All program completers, 2014-15						6			
	All program completers, 2013-14									
ED OF DEAF AND HARD OF HEARING (5272)	All enrolled students who have completed all nonclinical courses, 2015-16									
Test Company: ETS	Other enrolled students, 2015-16						3			
Score Range: 100-200	All program completers, 2015-16						2			
	All program completers, 2014-15						3			
	All program completers, 2013-14						3			

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ED OF EXCEPTIONAL STUDENTS LEARNING DISAB (0382)	All enrolled students who have completed all nonclinical courses, 2015-16									
Test Company: ETS Score Range: 100-200	Other enrolled students, 2015-16									
	All program completers, 2015-16						2			
	All program completers, 2014-15									
	All program completers, 2013-14									
EDUCATION OF YOUNG CHILDREN (DISCONTINUED) (5021)	All enrolled students who have completed all nonclinical courses, 2015-16									
Test Company: ETS Score Range: 100-200	Other enrolled students, 2015-16									
	All program completers, 2015-16	6				166	14	13	93%	181
	All program completers, 2014-15	14	14	100%	179	166	172	172	100%	184
	All program completers, 2013-14	25	25	100%	177	166	512	512	100%	183
EDUCATION OF YOUNG CHILDREN (5024)	All enrolled students who have completed all nonclinical courses, 2015-16	20	14	70%	162	160	50	43	86%	168
Test Company: ETS Score Range: 100-200	Other enrolled students, 2015-16						158	137	87%	170
	All program completers, 2015-16	17	17	100%	170	160	465	454	98%	171
	All program completers, 2014-15	2				160	292	285	98%	173
	All program completers, 2013-14						6			
ELEM ED INSTR PRACTICE AND APPL (DISC) (5015)	All enrolled students who have completed all nonclinical courses, 2015-16									
Test Company: ETS Score Range: 100-200	Other enrolled students, 2015-16						1			
	All program completers, 2015-16	3				161	4			
	All program completers, 2014-15	14	14	100%	172	161	229	225	98%	177
	All program completers, 2013-14	9				161	547	541	99%	177

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ELEM ED MULTI SUBJ MATHEMATICS (5003)	All enrolled students who have completed all nonclinical courses, 2015-16	4				157	14	14	100%	172
Test Company: ETS	Other enrolled students, 2015-16						49	45	92%	184
Score Range: 100-200	All program completers, 2015-16	2				157	119	117	98%	182
	All program completers, 2014-15						70	66	94%	177
	All program completers, 2013-14									
ELEM ED MULTI SUBJ READING LANG ARTS (5002)	All enrolled students who have completed all nonclinical courses, 2015-16	4				157	14	13	93%	169
Test Company: ETS	Other enrolled students, 2015-16						49	46	94%	176
Score Range: 100-200	All program completers, 2015-16	2				157	119	118	99%	174
	All program completers, 2014-15						70	66	94%	172
	All program completers, 2013-14									
ELEM ED MULTI SUBJ SCIENCES (5005)	All enrolled students who have completed all nonclinical courses, 2015-16	4				159	14	11	79%	169
Test Company: ETS	Other enrolled students, 2015-16						48	45	94%	173
Score Range: 100-200	All program completers, 2015-16	2				159	119	114	96%	173
	All program completers, 2014-15						71	61	86%	167
	All program completers, 2013-14									
ELEM ED MULTI SUBJ SOCIAL STUDIES (5004)	All enrolled students who have completed all nonclinical courses, 2015-16	4				155	14	12	86%	164
Test Company: ETS	Other enrolled students, 2015-16						48	40	83%	171
Score Range: 100-200	All program completers, 2015-16	2				155	119	116	97%	171
	All program completers, 2014-15						71	62	87%	168
	All program completers, 2013-14									

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ELEM ED: INSTRUCTIONAL PRACTICE AND APPLICATIONS (5019)	All enrolled students who have completed all nonclinical courses, 2015-16	12	11	92%	168	155	52	49	94%	169
Test Company: ETS	Other enrolled students, 2015-16						126	119	94%	170
Score Range: 100-200	All program completers, 2015-16	10	10	100%	171	155	361	358	99%	172
	All program completers, 2014-15	2				155	336	330	98%	171
	All program completers, 2013-14						4			
ENG LANG LIT COMP CONTENT & ANALYSIS (DISC) (5044)	All enrolled students who have completed all nonclinical courses, 2015-16									
Test Company: ETS	Other enrolled students, 2015-16						4			
Score Range: 100-200	All program completers, 2015-16						1			
	All program completers, 2014-15						1			
	All program completers, 2013-14	4				166	41	38	93%	180
ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS (5039)	All enrolled students who have completed all nonclinical courses, 2015-16	1				168	16	14	88%	177
Test Company: ETS	Other enrolled students, 2015-16						43	37	86%	177
Score Range: 100-200	All program completers, 2015-16	2				168	84	81	96%	178
	All program completers, 2014-15	10	9	90%	172	168	111	107	96%	177
	All program completers, 2013-14	1				168	46	45	98%	179
FRENCH WORLD LANGUAGE (5174)	All enrolled students who have completed all nonclinical courses, 2015-16									
Test Company: ETS	Other enrolled students, 2015-16						1			
Score Range: 100-200	All program completers, 2015-16									
	All program completers, 2014-15						5			
	All program completers, 2013-14						8			

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GENERAL SCI CONTENT KNOWLEDGE (0435)	All enrolled students who have completed all nonclinical courses, 2015-16									
Test Company: ETS	Other enrolled students, 2015-16						2			
Score Range: 100-200	All program completers, 2015-16						2			
	All program completers, 2014-15						8			
	All program completers, 2013-14									
GERMAN WORLD LANGUAGE (5183)	All enrolled students who have completed all nonclinical courses, 2015-16									
Test Company: ETS	Other enrolled students, 2015-16									
Score Range: 100-200	All program completers, 2015-16						1			
	All program completers, 2014-15									
	All program completers, 2013-14									
MATH PROOFS MODELS PROBLEMS PART 1 (DISC) (0063)	All enrolled students who have completed all nonclinical courses, 2015-16									
Test Company: ETS	Other enrolled students, 2015-16									
Score Range: 100-200	All program completers, 2015-16									
	All program completers, 2014-15						9			
	All program completers, 2013-14						47	47	100%	167
MATHEMATICS CONTENT KNOWLEDGE (DISC) (0061)	All enrolled students who have completed all nonclinical courses, 2015-16									
Test Company: ETS	Other enrolled students, 2015-16									
Score Range: 100-200	All program completers, 2015-16									
	All program completers, 2014-15						1			
	All program completers, 2013-14						30	28	93%	149

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MATHEMATICS CONTENT KNOWLEDGE (5161)	All enrolled students who have completed all nonclinical courses, 2015-16						4			
Test Company: ETS Score Range: 100-200	Other enrolled students, 2015-16						38	31	82%	164
	All program completers, 2015-16						64	60	94%	166
	All program completers, 2014-15	3				160	88	76	86%	166
	All program completers, 2013-14						37	35	95%	169
MIDDLE SCHOOL ENG LANG ARTS (DISCONTINUED) (5049)	All enrolled students who have completed all nonclinical courses, 2015-16									
Test Company: ETS Score Range: 100-200	Other enrolled students, 2015-16									
	All program completers, 2015-16						1			
	All program completers, 2014-15						1			
	All program completers, 2013-14						21	20	95%	172
MIDDLE SCHOOL ENG LANG ARTS (5047)	All enrolled students who have completed all nonclinical courses, 2015-16	3				164	5			
Test Company: ETS Score Range: 100-200	Other enrolled students, 2015-16						22	10	45%	158
	All program completers, 2015-16	2				164	52	44	85%	169
	All program completers, 2014-15	2				164	53	48	91%	170
	All program completers, 2013-14						29	25	86%	170
MIDDLE SCHOOL MATHEMATICS (DISCONTINUED) (0069)	All enrolled students who have completed all nonclinical courses, 2015-16									
Test Company: ETS Score Range: 100-200	Other enrolled students, 2015-16						1			
	All program completers, 2015-16									
	All program completers, 2014-15						4			
	All program completers, 2013-14	1				149	33	31	94%	170

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MIDDLE SCHOOL MATHEMATICS (5169)	All enrolled students who have completed all nonclinical courses, 2015-16	3				165	7			
Test Company: ETS	Other enrolled students, 2015-16						26	20	77%	172
Score Range: 100-200	All program completers, 2015-16	1				165	73	67	92%	176
	All program completers, 2014-15	1				165	61	59	97%	177
	All program completers, 2013-14						34	28	82%	172
MIDDLE SCHOOL SCIENCE (DISCONTINUED) (0439)	All enrolled students who have completed all nonclinical courses, 2015-16									
Test Company: ETS	Other enrolled students, 2015-16									
Score Range: 100-200	All program completers, 2015-16									
	All program completers, 2014-15						10	9	90%	160
	All program completers, 2013-14						54	51	94%	163
MIDDLE SCHOOL SCIENCE (5440)	All enrolled students who have completed all nonclinical courses, 2015-16	2				150	4			
Test Company: ETS	Other enrolled students, 2015-16						18	13	72%	159
Score Range: 100-200	All program completers, 2015-16	1				150	70	60	86%	160
	All program completers, 2014-15	1				150	35	33	94%	162
	All program completers, 2013-14						1			
MIDDLE SCHOOL SOCIAL STUDIES (5089)	All enrolled students who have completed all nonclinical courses, 2015-16	3				155	6			
Test Company: ETS	Other enrolled students, 2015-16						25	17	68%	163
Score Range: 100-200	All program completers, 2015-16	3				155	67	62	93%	167
	All program completers, 2014-15	1				155	57	53	93%	168
	All program completers, 2013-14	1				155	76	65	86%	165

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Single Assessment Institution-Level Pass Rate Data: *Traditional Teacher Preparation Program Within IHE*

Title II Reporting Services

HEOA - Title II
2015 - 2016 Academic Year

Institution Name	FRANCIS MARION UNIVERSITY
Institution Code	5442
State	South Carolina

April 6, 2017

Assessment Information[1]	Group	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Institutional Average Scaled Score	Assessment Cut Score[2]	Statewide: Number Taking Assessment	Statewide: Number Passing Assessment	Statewide: Statewide Pass Rate	Statewide: Statewide Average Scaled Score
MUSIC CONCEPTS AND PROCESSES (DISCONTINUED) (0111) *Test Company: ETS* *Score Range: 100-200*	All enrolled students who have completed all nonclinical courses, 2015-16									
	Other enrolled students, 2015-16									
	All program completers, 2015-16									
	All program completers, 2014-15									
	All program completers, 2013-14						3			
MUSIC CONTENT & INSTRUCTION (5114) *Test Company: ETS* *Score Range: 100-200*	All enrolled students who have completed all nonclinical courses, 2015-16						7			
	Other enrolled students, 2015-16						28	16	57%	164
	All program completers, 2015-16						81	78	96%	171
	All program completers, 2014-15						97	89	92%	169
	All program completers, 2013-14						83	75	90%	169
MUSIC CONTENT KNOWLEDGE (0113) *Test Company: ETS* *Score Range: 100-200*	All enrolled students who have completed all nonclinical courses, 2015-16									
	Other enrolled students, 2015-16									
	All program completers, 2015-16									
	All program completers, 2014-15									
	All program completers, 2013-14						3			
PHYSICAL ED CONTENT AND DESIGN (5095) *Test Company: ETS* *Score Range: 100-200*	All enrolled students who have completed all nonclinical courses, 2015-16						10	6	60%	169
	Other enrolled students, 2015-16						40	29	73%	171
	All program completers, 2015-16						89	88	99%	176
	All program completers, 2014-15						70	69	99%	176
	All program completers, 2013-14						80	77	96%	176

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PHYSICS CONTENT KNOWLEDGE (5265)	All enrolled students who have completed all nonclinical courses, 2015-16									
Test Company: ETS Score Range: 100-200	Other enrolled students, 2015-16						1			
	All program completers, 2015-16						1			
	All program completers, 2014-15						2			
	All program completers, 2013-14									
PRINC LEARNING AND TEACHING 5-9 (5623)	All enrolled students who have completed all nonclinical courses, 2015-16	8				160	17	17	100%	171
Test Company: ETS Score Range: 100-200	Other enrolled students, 2015-16						35	33	94%	175
	All program completers, 2015-16	8				160	204	201	99%	175
	All program completers, 2014-15	5				160	189	187	99%	175
	All program completers, 2013-14	3				160	200	198	99%	175
PRINC LEARNING AND TEACHING 7-12 (5624)	All enrolled students who have completed all nonclinical courses, 2015-16	5				157	42	42	100%	174
Test Company: ETS Score Range: 100-200	Other enrolled students, 2015-16						143	139	97%	177
	All program completers, 2015-16	4				157	428	425	99%	176
	All program completers, 2014-15	17	17	100%	173	157	487	482	99%	176
	All program completers, 2013-14	7				157	473	469	99%	175
PRINC LEARNING AND TEACHING EARLY CHILD (5621)	All enrolled students who have completed all nonclinical courses, 2015-16	18	13	72%	162	157	46	40	87%	167
Test Company: ETS Score Range: 100-200	Other enrolled students, 2015-16						91	83	91%	172
	All program completers, 2015-16	26	26	100%	169	157	470	463	99%	171
	All program completers, 2014-15	18	18	100%	170	157	448	444	99%	171
	All program completers, 2013-14	26	26	100%	166	157	492	485	99%	170

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PRINC LEARNING AND TEACHING K-6 (5622)	All enrolled students who have completed all nonclinical courses, 2015-16	27	26	96%	174	160	78	75	96%	175
Test Company: ETS	Other enrolled students, 2015-16						222	216	97%	177
Score Range: 100-200	All program completers, 2015-16	30	30	100%	174	160	670	666	99%	177
	All program completers, 2014-15	25	25	100%	171	160	822	820	100%	177
	All program completers, 2013-14	11	11	100%	173	160	775	770	99%	176
SE BEHAVIORAL EMOTIONAL (0371)	All enrolled students who have completed all nonclinical courses, 2015-16									
Test Company: ETS	Other enrolled students, 2015-16									
Score Range: 100-200	All program completers, 2015-16						1			
	All program completers, 2014-15									
	All program completers, 2013-14									
SE CK AND MILD TO MODERATE APPL (5543)	All enrolled students who have completed all nonclinical courses, 2015-16						6			
Test Company: ETS	Other enrolled students, 2015-16						33	33	100%	175
Score Range: 100-200	All program completers, 2015-16						51	50	98%	176
	All program completers, 2014-15						62	62	100%	175
	All program completers, 2013-14						59	58	98%	175
SE CORE KNOWLEDGE & APPLICATIONS (5354)	All enrolled students who have completed all nonclinical courses, 2015-16	10	10	100%	178	151	17	17	100%	176
Test Company: ETS	Other enrolled students, 2015-16						25	25	100%	182
Score Range: 100-200	All program completers, 2015-16	20	20	100%	173	151	113	113	100%	177
	All program completers, 2014-15	6				151	96	96	100%	176
	All program completers, 2013-14	5				151	117	117	100%	176

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April 6, 2017

Assessment Information[1]	Group	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Institutional Average Scaled Score	Assessment Cut Score[2]	Statewide: Number Taking Assessment	Statewide: Number Passing Assessment	Statewide: Statewide Pass Rate	Statewide: Statewide Average Scaled Score
SE STUDENTS W INTELLECTUAL DISABILITIES (5322)	All enrolled students who have completed all nonclinical courses, 2015-16									
Test Company: ETS	Other enrolled students, 2015-16						2			
Score Range: 100-200	All program completers, 2015-16						24	24	100%	182
	All program completers, 2014-15						32	32	100%	181
	All program completers, 2013-14						4			
SE STUDENTS WITH MENTAL RETARDATION (DISC) (0321)	All enrolled students who have completed all nonclinical courses, 2015-16									
Test Company: ETS	Other enrolled students, 2015-16									
Score Range: 100-200	All program completers, 2015-16									
	All program completers, 2014-15									
	All program completers, 2013-14						43	43	100%	163
SE TEACH STUDENTS W LEARNING DISAB (5383)	All enrolled students who have completed all nonclinical courses, 2015-16	11	11	100%	169	151	16	16	100%	167
Test Company: ETS	Other enrolled students, 2015-16						3			
Score Range: 100-200	All program completers, 2015-16	20	20	100%	168	151	87	87	100%	168
	All program completers, 2014-15	6				151	61	60	98%	168
	All program completers, 2013-14	3				151	64	64	100%	170
SE TEACHING STU WVISUAL IMPAIRMENT (5282)	All enrolled students who have completed all nonclinical courses, 2015-16									
Test Company: ETS	Other enrolled students, 2015-16									
Score Range: 100-200	All program completers, 2015-16									
	All program completers, 2014-15									
	All program completers, 2013-14						1			

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Single Assessment Institution-Level Pass Rate Data: *Traditional Teacher Preparation Program Within IHE*

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2015 - 2016 Academic Year

Institution Name	FRANCIS MARION UNIVERSITY
Institution Code	5442
State	South Carolina

April 6, 2017

Assessment Information[1]	Group	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Institutional Average Scaled Score	Assessment Cut Score[2]	Statewide: Number Taking Assessment	Statewide: Number Passing Assessment	Statewide: Statewide Pass Rate	Statewide: Statewide Average Scaled Score
SE: TEACH STUDENTS W BEH DIS EMOTION DIST (5372) *Test Company: ETS* *Score Range: 100-200*	All enrolled students who have completed all nonclinical courses, 2015-16						1			
	Other enrolled students, 2015-16						2			
	All program completers, 2015-16						34	34	100%	182
	All program completers, 2014-15						33	33	100%	183
	All program completers, 2013-14						40	40	100%	182
SOCIAL STUDIES CONTENT & INTERPRETATION (5086) *Test Company: ETS* *Score Range: 100-200*	All enrolled students who have completed all nonclinical courses, 2015-16						10	8	80%	161
	Other enrolled students, 2015-16						40	30	75%	160
	All program completers, 2015-16						104	100	96%	166
	All program completers, 2014-15						103	100	97%	165
	All program completers, 2013-14						120	114	95%	164
SPANISH WORLD LANGUAGE (5195) *Test Company: ETS* *Score Range: 100-200*	All enrolled students who have completed all nonclinical courses, 2015-16						2			
	Other enrolled students, 2015-16						3			
	All program completers, 2015-16						11	10	91%	179
	All program completers, 2014-15						12	9	75%	170
	All program completers, 2013-14						8			
THEATRE (5641) *Test Company: ETS* *Score Range: 100-200*	All enrolled students who have completed all nonclinical courses, 2015-16									
	Other enrolled students, 2015-16						1			
	All program completers, 2015-16						2			
	All program completers, 2014-15						7			
	All program completers, 2013-14						5			

Note: In cases where there are less than ten students taking the assessment or license/certificate, the number passing and pass rate are not reported.
[1]Tests with multiple delivery options (computer, paper, etc.) will be noted with the assessment code for one format only.
[2]Cut scores may vary for groups depending upon when the cut scores are established by the state and when each group completed their teacher certification or licensure assessment.

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Appendix C

Assessment 1

Section IV: Assessment #1 PRAXIS II

1(a) A brief description of the assessment and its use in the program

Secondary History Education candidates will be required to take PRAXIS II prior to acceptance into student teaching. All candidates are required to take "Principles of Learning and Teaching" (PLT), Test 5624 and Test 5086 "Social Studies: Content and Interpretation". Candidates are required to pass both tests prior to entrance into student teaching.

1(b) A description of how this assessment specifically aligns with the standards it is cited for in Section III.

PRAXIS II (Test 5624) PLT 7-12	NCSS STANDARDS
I. Students As Learners	2, 3, 4
II. Instruction Process	2, 3
III. Assessment	3
IV. Professional Development, Leadership and Community	5
V. Analysis of Instructional Scenarios	2,3,4

PRAXIS II (Test 5086) Social Studies: Content and Interpretation	NCSS STANDARDS
I. United States History	1,2
II. World History	1,2
III. Government/Civics	1,2
IV. Economics	1,2
V. Geography	1,2
VI. Behavioral Sciences	1,2
VII. Short Content Essays	1,2

(1c) A brief analysis of the data findings

This will be completed when data becomes available.

(1d) An interpretation of how the data provide evidence for meeting standards

This will be completed when data becomes available.

(2e) Not applicable

(2f) Not applicable

2(g) Charts that provide candidate data derived from the assessment.

PRAXIS II DATA REPORT

Test Code 5624: Principles Learning and Teaching 7-12
Test period ---------- through ----------

Test Category	Points Available Range	Institution Average % Correct (N= n/a)	State-Wide Average % Correct	National Average % Correct
I. Students As Learners	20-23	n/a	n/a	n/a
II. Instruction Process	19-21	n/a	n/a	n/a
III. Assessment	13-14	n/a	n/a	n/a
IV. Professional Development, Leadership and Community	13-14	n/a	n/a	n/a
V. Analysis of Instructional Scenarios	4	n/a	n/a	n/a

PRAXIS II DATA REPORT

Test Code 5086: Social Studies: Content and Interpretation
Test period _____ through _____

Test Category	Points Available Range	Institution Average % Correct (N=n/a	State-Wide Average % Correct	National Average % Correct
I. United States History	18	n/a	n/a	n/a
II. World History	18	n/a	n/a	n/a
III. Government/Civics	18	n/a	n/a	n/a
IV. Economics	13	n/a	n/a	n/a
V. Geography	13	n/a	n/a	n/a
VI. Behavioral Sciences	10	n/a	n/a	n/a
VII. Short Content Essays	3	n/a	n/a	n/a

Overall Completer Pass Rate

Test	Title	% Passing (N= n/a)
5624	Principles Learning and Teaching 7-12	n/a
5086	Social Studies: Content and Interpretation	n/a

Appendix D

Assessment 2

Assessment 2 – Content Knowledge
Content Mastery Examination in Biology

l(a) Brief description of the assessment and its use in the program

The Content Mastery Examination in History is a forty-one item, multiple choice examination that serves as a cumulating assessment of the course work undertaken in the Secondary History Education program. It is usually given during the final semester of coursework (HIST 499) before the candidate's internship period.

l(b) A description of how this assessment specifically aligns with the standards it is cited for in Section III.

All the questions in this assessment align with NCSS Standard 1.

l(c) Brief analysis of Findings

This section will be completed when data is available.

l(d) Interpretation of how that data provides evidence for meeting standards, indicating the specific SPA Standards by number, title and/or standard wording

This section will be completed when data is available.

(2e) and (2f)

Exit Exam for Majors
HIST 499

Multiple Choice: Please select the best answer for each of the following questions. Please record your answers in the appropriate blanks on the question sheets.

1. The Code of Hammurabi was _____
   A. An outline of religious practices
   B. The type of building practices used in Sumaria
   C. A system of writing developed by the Babylonians
   D. A body of civil and criminal law
   E. None of the above

2. The Peloponnesian War _____
   A. Was won by Athens
   B. Was won by Phillip II
   C. Was won by Sparta
   D. Was won by Alexander

3. The Frankish King who was crowned Emperor of the West on Christmas Day, 800 and who presided over an empire that encompassed much of Western Europe was _____
   A. Clovis
   B. Charles Martel
   C. Frederick Barbarossa
   D. None of the above

4. The Middle Passage was _____
   A. The trip taken by slaves from the auction block to the home of the new owners
   B. The time just after the completion of a period of indentured servitude
   C. The sea voyage taken by slaves from Africa to the American colonies

5. The description of Massachusetts Bay Colony using the biblical metaphor of a "city upon a hill" related to the Puritan founders' idea that the colony should _____
   A. be separate from the world
   B. be located on a readily defensible site
   C. serve as an example to the world.

6. The Bill of Rights _____
   A. placed strict limits on the power of the state governments
   B. defined personal liberty in the Unites States
   C. enhanced the power of the national government

7. The Louisiana Purchase raised constitutional questions regarding the _____
   A. right of religious freedom
   B. right of the federal government to buy land from foreign nations
   C. rights of Indians in land disputes

8. What impact did the invention of the cotton gin have on slavery? _____
   A. People were inspired to abolish slavery more rapidly because less labor was required
   B. Cotton plantations expanded, which increased reliance on slavery
   C. It led to the end of the international slave trade in 1808

9. The expansionist spirit of the early 19th century that God intended the American Nation to reach all the way to the Pacific Ocean was called: _____
   A. exceptionalism
   B. manifest destiny
   C. Americanism

10. What was the principal goal of terrorist organizations such as the Ku Klux Klan? _____
   A. to enable yeoman farmers to achieve prosperity
   B. to keep the carpetbag-scalawag-black coalition intact
   C. to prevent immigrants from taking jobs from American-born laborers
   D. to restore white supremacy in the South

11. In his first inaugural address, President Lincoln: _____
   A. announced the withdrawal of all Federal personnel from the South as a gesture of good will
   B. promised not to abolish slavery where it existed but vowed to preserve the Union
   C. declared that a state of war existed between the United States and the Confederacy
   D. vowed to abolish slavery

12. Before the first battle of the Civil War, most people on both sides thought: _____
   A. the war would be a long, bitter affair
   B. their generals were incompetent
   C. all Democrats would side with the South
   D. their side would win easily

13. What was the effect of the black codes passed in the South following the Civil War? _____
    A. Special protections were granted to newly freed black people to protect them from violence and intimidation
    B. Blacks were given key rights to citizenship such as the right to bear arms and serve on juries
    C. Free blacks were effectively re-enslaved by a separate legal system that restricted them.

14. The Puritans settled which part of colonial North America? _____
    A. The South
    B. New England
    C. The Middle colonies
    D. The Chesapeake

15. The United States emerged victorious in the American Revolution as a result of aid that it received from which European country? _____
    A. Portugal
    B. Russia
    C. Great Britain
    D. France

16. Before the Civil War, the federal government obtained most of its revenue from which source? _____
    A. Sales from public lands
    B. Direct taxes
    C. The tariff
    D. Stock from the United States Bank

17. Which American president recommended a New Deal for the American people so as to get the country out of the Great Depression? _____
    A. Herbert Hoover
    B. Franklin D. Roosevelt
    C. Richard Nixon
    D. Ronald Reagan

18. The dictator of Mexico from 1876 to the outbreak of the Revolution in 1910 was: _____
    A. Julio Roca
    B. Porfirio Diaz
    C. Justo Rufino Barrios
    D. Sal Mineo

19. The main Spanish defender of native Americans in the first decades after the conquests of Mexico and Peru was: _____
    A. Francisco Pizarro
    B. Pedro de Alvarado
    C. Miguel Hidalgo y Costilla
    D. Bartolome de las Casas

20. The primary exports of Argentina in the 20th century were: _____

A. oil and tin
B. wool and wine
C. wheat and meat
D. sugar and oil

21. Pedro II was emperor of _____ from 1840 to 1889. _____

A. Mexico
B. Guatemala
C. Haiti
D. Brazil

22. Che Guevara was a native of: _____

A. Argentina
B. Chile
C. Cuba
D. Mexico

23. The Family of bankers who presided over the city-state of Florence during the height of the Renaissance _____

A. Cellini
B. Medici
C. Visconti
D. none of the above

24. The Theologian who started the Protestant Reformation when he wrote the *95 Theses* _____

A. Tetzel
B. Mann
C. Calvin
D. none of the above

25. The 17th century English mathematician and scientist who championed inductive reasoning, co-invented calculus and whose "three laws" formed the basis of physics _____

A. Kepler
B. Locke
C. Newton
D. Bacon

26. Name France's "Sun King" who best represents the apex of an absolute monarch _____

A. Henry IV
B. Louis XIII
C. Louis XIV
D. Louis XVI

27. Japan was considered an important ally of the United States _____
    A. before the attack on Pearl Harbor
    B. during World War II
    C. during the Cold War
    D. none of the above

28. The historical event that marked the beginning of Japanese modernization was the _____
    A. Meiji Restoration of 1868
    B. Sino-Japanese War of 1894-1895
    C. Russo-Japanese War of 1904-1905
    D. Sino-Japanese War of 1939-1945

29. The religion that originated in India and spread to other countries in Asia is _____
    A. Confucianism
    B. Buddhism
    C. Taoism
    D. Islam

30. The Bolshevik leader who established a Communist dictatorship in Russia after the Russian Revolution in October/November of 1917 _____
    A. Kerensky
    B. Lenin
    C. Stalin
    D. Trotsky

31. The "IronChancellor" who used *Realpolitik* to achieve German Unification was _____
    A. Hitler
    B. Hindenburg
    C. Bismarck
    D. Cavour

32. The Great explorer who's ship completed the circumnavigation of the globe in 1521 was _____
    A. Columbus
    B. Diaz
    C. Magellan
    D. Da Gama

33. The date given for the start of the French revolution, when the Estates General convened at Versailles is _____
    A. July 4, 1776
    B. July 14, 1789
    C. May 5, 1789
    D. November 11, 1918

34. By the end of WWII Hitler and the Nazis had murdered approximately _____
    A. 475,000 Jews
    B. 6 million Jews
    C. 10 million Jews
    D. 2 million Jews

35. The British Prime Minister who followed a policy of appeasement towards Hitler was _____
   A. Winston Churchill
   B. David Lloyd George
   C. Harold Wilson
   D. Neville Chamberlain

36. The Soviet policy introduced in the late 1980s which is best described as "openness" in society was _____
   A. Détente
   B. Perestroika
   C. Solidarity
   D. Glasnost

37. The man who launched the reforms in the USSR as the new General Secretary in 1985 was _____
   A. Lenoid Brezhnev
   B. Boris Yeltsin
   C. Andrei Sakarov
   D. Mikhail Gorbachev

38. Which of the following is **NOT** a correct statement about the Great Depression _____
   A. it produced a major political realignment
   B. it fostered a stronger presence of the federal government in American life
   C. it weakened the labor movement
   D. it transformed the farm economy

39. The Gulf of Tonkin Resolution passed by the U.S. Congress in 1964 _____
   A. committed the U.S. to deploy combat troops in Korea
   B. called up National Guard for possible duty following the attack on the *Rubin James*
   C. gave President Lyndon Johnson broad authority to conduct U.S. military operations in Vietnam
   D. led to the Japanese attack on the U.S. Pacific Fleet at Pearl Harbor

40. Martin Luther King Jr. expressed in his "I have a Dream" speech (1963) his earnest desire for _____
   A. Black Power
   B. Black separation
   C. Black nationalism
   D. Racial equality

41. Your Favorite area to study in History is: _____
   A. Asian History
   B. European History
   C. Early American History to 1865
   D. Later American History post 1865
   E. World History

Thank you for your time in completing this exit exam!

2(g) Candidate data derived from the assessment.

This section will be completed when data is available.

Appendix E

Assessment 3

Section IV: Assessment #3- LESSON PLAN, SLO and COR ASSIGNMENTS

1(a) A brief description of the assessment and its use in the program

Candidates will be asked to complete lesson plans, an SLO Unit Assignment and be observed while teaching using the Classroom Observation Rubric in several courses throughout the program. The Lesson Plan and SLO Unit assignments use a rubric with five performance levels. The 5 performance levels create a possible scoring range between 0 and 3. The levels are:

Not Applicable/Not Observable (0pts) *This rating does not penalize the candidate.*	Insufficient Progress Toward Expectation (0pts)	Beginning Progress Toward Expectation (1pts)	Expectation (2pts)	Exceeding Expectation (3pts)

The Classroom Observation Rubric (COR) is aligned with the new South Carolina Teaching Standards 4.0 Rubric. The levels are:

Exemplary (4pts)	Proficient (3pts)	Needs Improvement (2pts)	Unsatisfactory (1pt)

<u>The Lesson Plan Assignment will be administered to Secondary Biology Education majors in the following courses:</u>

- EDUC 311: Foundations of Planning and Assessment
- EDUC 313: Field Experience Instructional Planning
- EDUC 322: Foundations in the Instruction of Reading (Required for all licensure areas)
- EDUC 393: Clinical Experience Elementary
- EDUC 437: Teaching Science in the Secondary School
- EDUC 490: Student Teaching

<u>The SLO Unit Assignment will be administered to Secondary Biology Education majors in the following courses:</u>

- EDUC 393: Clinical Experience Elementary
- EDUC 490: Student Teaching

<u>The Classroom Observation Rubric will be administered to Secondary Biology Education majors in the following courses:</u>

- EDUC 313: Field Experience Instructional Planning
- EDUC 322: Foundations in the Instruction of Reading (Required for all licensure areas)
- EDUC 393: Clinical Experience Elementary
- EDUC 437: Teaching Science in the Secondary School
- EDUC 490: Student Teaching

1(b), 1(d) and 1(g): See below:

Below is a chart indicating how the LESSON PLAN assessment aligns with the NCSS standards cited in section 3.

<table>
<tr><th>Lesson Plan Rubric Indicator</th><th>NCSS Standard</th><th>Performance Scores for History Education Students (Range: 0-3)</th></tr>
<tr><td>Appropriate Subject-specific Academic standard(s) AND indicator(s)/cluster(s are provided and, if applicable, identified targeted parts were clearly identified.</td><td>2</td><td>
<table>
<tr><th>Course</th><th>N</th><th>Mean (Range: 0-3)</th></tr>
<tr><td>EDUC 311</td><td>n/a</td><td>n/a</td></tr>
<tr><td>EDUC 313</td><td>n/a</td><td>n/a</td></tr>
<tr><td>EDUC 322</td><td>n/a</td><td>n/a</td></tr>
<tr><td>EDUC 393</td><td>n/a</td><td>n/a</td></tr>
<tr><td>EDUC 437</td><td>n/a</td><td>n/a</td></tr>
<tr><td>EDUC 490</td><td>n/a</td><td>n/a</td></tr>
</table>
</td></tr>
<tr><td>Assessments are clearly aligned to the objectives and targeted indicators/clusters (or identified parts of the standards).</td><td>3</td><td>
<table>
<tr><th>Course</th><th>N</th><th>Mean (Range: 0-3)</th></tr>
<tr><td>EDUC 311</td><td>n/a</td><td>n/a</td></tr>
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<tr><td>EDUC 490</td><td>n/a</td><td>n/a</td></tr>
</table>
</td></tr>
<tr><td>Assessments are developmentally appropriate, have clear written instructions for the students.</td><td>3</td><td>
<table>
<tr><th>Course</th><th>N</th><th>Mean (Range: 0-3)</th></tr>
<tr><td>EDUC 311</td><td>n/a</td><td>n/a</td></tr>
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<tr><td>EDUC 490</td><td>n/a</td><td>n/a</td></tr>
</table>
</td></tr>
</table>

<table>
<tr><td>Lesson plan contains an Introduction Section that includes an overview of the lesson objectives and activates prior knowledge and skills.</td><td>4</td><td><table><tr><th>Course</th><th>N</th><th>Mean (Range: 0-3)</th></tr><tr><td>EDUC 311</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 313</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 322</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 393</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 437</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 490</td><td>n/a</td><td>n/a</td></tr></table></td></tr>
<tr><td>Lesson plan contains an overview of the teacher's expectations for the lesson.</td><td>4</td><td><table><tr><th>Course</th><th>N</th><th>Mean (Range: 0-3)</th></tr><tr><td>EDUC 311</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 313</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 322</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 393</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 437</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 490</td><td>n/a</td><td>n/a</td></tr></table></td></tr>
<tr><td>Lesson plan contains a purpose and relevance overview for the students.</td><td>2</td><td><table><tr><th>Course</th><th>N</th><th>Mean (Range: 0-3)</th></tr><tr><td>EDUC 311</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 313</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 322</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 393</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 437</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 490</td><td>n/a</td><td>n/a</td></tr></table></td></tr>
<tr><td>Lesson plan contains an attention getter activity.</td><td>3</td><td><table><tr><th>Course</th><th>N</th><th>Mean (Range: 0-3)</th></tr><tr><td>EDUC 311</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 313</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 322</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 393</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 437</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 490</td><td>n/a</td><td>n/a</td></tr></table></td></tr>
</table>

<table>
<tr><td>Lesson plan contains specific and appropriate procedures that match the objective(s) for the lesson.</td><td>2</td><td><table><tr><th>Course</th><th>N</th><th>Mean (Range: 0-3)</th></tr><tr><td>EDUC 311</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 313</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 322</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 393</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 437</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 490</td><td>n/a</td><td>n/a</td></tr></table></td></tr>
<tr><td>Lesson plan contains procedures that are conducive to managing the classroom effectively.</td><td>4</td><td><table><tr><th>Course</th><th>N</th><th>Mean (Range: 0-3)</th></tr><tr><td>EDUC 311</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 313</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 322</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 393</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 437</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 490</td><td>n/a</td><td>n/a</td></tr></table></td></tr>
<tr><td>Lesson plan contains a variety of activities that are engaging and are likely to lead to a high level of student achievement for ALL students.</td><td>4</td><td><table><tr><th>Course</th><th>N</th><th>Mean (Range: 0-3)</th></tr><tr><td>EDUC 311</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 313</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 322</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 393</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 437</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 490</td><td>n/a</td><td>n/a</td></tr></table></td></tr>
</table>

<table>
<tr><td>Lesson plan contains procedures that clearly follow a logical sequence and include appropriate instructional strategies to include modeling, content presentation, guided practice, independent practice and formative assessment.</td><td>3</td><td><table><tr><th>Course</th><th>N</th><th>Mean (Range: 0-3)</th></tr><tr><td>EDUC 311</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 313</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 322</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 393</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 437</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 490</td><td>n/a</td><td>n/a</td></tr></table></td></tr>
<tr><td>Lesson plan contains learning experiences that incorporate the appropriate use of technological tools and/or resources designed to maximize student learning.</td><td>2</td><td><table><tr><th>Course</th><th>N</th><th>Mean (Range: 0-3)</th></tr><tr><td>EDUC 311</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 313</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 322</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 393</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 437</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 490</td><td>n/a</td><td>n/a</td></tr></table></td></tr>
<tr><td>The lesson plan contains instructional strategies that use appropriate technology to facilitate student learning.</td><td>2</td><td><table><tr><th>Course</th><th>N</th><th>Mean (Range: 0-3)</th></tr><tr><td>EDUC 311</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 313</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 322</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 393</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 437</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 490</td><td>n/a</td><td>n/a</td></tr></table></td></tr>
</table>

<table>
<tr><td>**Lesson plan contains procedures that promote opportunities for cooperative/collaborative work and/or for student to receive small group instruction.**</td><td>4</td><td><table><tr><th>Course</th><th>N</th><th>Mean (Range: 0-3)</th></tr><tr><td>EDUC 311</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 313</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 322</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 393</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 437</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 490</td><td>n/a</td><td>n/a</td></tr></table></td></tr>
<tr><td>**Lesson plan contains appropriate accommodations for Rates of Learning and Ability Levels among students.**</td><td>4</td><td><table><tr><th>Course</th><th>N</th><th>Mean (Range: 0-3)</th></tr><tr><td>EDUC 311</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 313</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 322</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 393</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 437</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 490</td><td>n/a</td><td>n/a</td></tr></table></td></tr>
<tr><td>**Lesson plan contains instructional strategies that accommodate for visual, auditory and kinesthetic learning styles.**</td><td>4</td><td><table><tr><th>Course</th><th>N</th><th>Mean (Range: 0-3)</th></tr><tr><td>EDUC 311</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 313</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 322</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 393</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 437</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 490</td><td>n/a</td><td>n/a</td></tr></table></td></tr>
</table>

<table>
<tr><td>Lesson plan contains instructional strategies that accommodate for IEP/504 needs.</td><td>4</td><td><table><tr><th>Course</th><th>N</th><th>Mean (Range: 0-3)</th></tr><tr><td>EDUC 311</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 313</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 322</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 393</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 437</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 490</td><td>n/a</td><td>n/a</td></tr></table></td></tr>
<tr><td>Lesson plan contains a Closure Section that gives students an opportunity to summarize the lesson and extend their learning to real life applications.</td><td>2</td><td><table><tr><th>Course</th><th>N</th><th>Mean (Range: 0-3)</th></tr><tr><td>EDUC 311</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 313</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 322</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 393</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 437</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 490</td><td>n/a</td><td>n/a</td></tr></table></td></tr>
<tr><td>The lesson plan contains a list of materials that are appropriate for the objective(s) and the students.</td><td>2</td><td><table><tr><th>Course</th><th>N</th><th>Mean (Range: 0-3)</th></tr><tr><td>EDUC 311</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 313</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 322</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 393</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 437</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 490</td><td>n/a</td><td>n/a</td></tr></table></td></tr>
</table>

Below is a chart indicating how the SLO Unit Assignment aligns with the NSTA standards cited in section 3.

<table>
<tr><th>SLO Rubric Indicator</th><th>NCSS Standard</th><th>Performance Scores for History Education Students (Range: 0-3)</th></tr>
<tr><td>1A: The teacher candidate identifies appropriate student information.</td><td>3</td><td><table><tr><th>Course</th><th>N</th><th>Mean (Range: 0-3)</th></tr><tr><td>EDUC 393</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 490</td><td>n/a</td><td>n/a</td></tr></table></td></tr>
<tr><td>1B: The teacher candidate describes the available academic supports for students.</td><td>3</td><td><table><tr><th>Course</th><th>N</th><th>Mean (Range: 0-3)</th></tr><tr><td>EDUC 393</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 490</td><td>n/a</td><td>n/a</td></tr></table></td></tr>
<tr><td>1C: The teacher candidate provides a sound, research based explanation of the relevance of the student information to guiding instruction.</td><td>4</td><td><table><tr><th>Course</th><th>N</th><th>Mean (Range: 0-3)</th></tr><tr><td>EDUC 393</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 490</td><td>n/a</td><td>n/a</td></tr></table></td></tr>
</table>

<table>
<tr><td>2A: The teacher creates a Student Learning Objective that describes what students will be able to do at the end of the SLO Interval.</td><td>2</td><td><table><tr><th>Course</th><th>N</th><th>Mean (Range: 0-3)</th></tr><tr><td>EDUC 393</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 490</td><td>n/a</td><td>n/a</td></tr></table></td></tr>
<tr><td>2B: The teacher candidate explains how the Student Learning Objective (SLO) is aligned with grade-level content standards and/or course goals that are most important for students to achieve.</td><td>2</td><td><table><tr><th>Course</th><th>N</th><th>Mean (Range: 0-3)</th></tr><tr><td>EDUC 393</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 490</td><td>n/a</td><td>n/a</td></tr></table></td></tr>
<tr><td>2C: The teacher candidate provides a description of the instructional plan for the unit that includes a list of materials and technology based resources that will be used during the unit.</td><td>2</td><td><table><tr><th>Course</th><th>N</th><th>Mean (Range: 0-3)</th></tr><tr><td>EDUC 393</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 490</td><td>n/a</td><td>n/a</td></tr></table></td></tr>
<tr><td>2D: The teacher candidate explains how he or she will balance the required grade level standards with the student's needs, abilities and developmental levels</td><td>3</td><td><table><tr><th>Course</th><th>N</th><th>Mean (Range: 0-3)</th></tr><tr><td>EDUC 393</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 490</td><td>n/a</td><td>n/a</td></tr></table></td></tr>
</table>

<table>
<tr><td>3A: The teacher provides a description of the major course units and goals to be taught during the semester.</td><td>2</td><td><table><tr><th>Course</th><th>N</th><th>Mean (Range: 0-3)</th></tr><tr><td>EDUC 393</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 490</td><td>n/a</td><td>n/a</td></tr></table></td></tr>
<tr><td>3B: The teacher candidate provides an official pacing guide to show the instructional units taught during the semester.</td><td>2</td><td><table><tr><th>Course</th><th>N</th><th>Mean (Range: 0-3)</th></tr><tr><td>EDUC 393</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 490</td><td>n/a</td><td>n/a</td></tr></table></td></tr>
<tr><td>4A: The teacher candidate provides a research- based description of the "best" practices that will be used during the unit of study to maximize instructional time.</td><td>3</td><td><table><tr><th>Course</th><th>N</th><th>Mean (Range: 0-3)</th></tr><tr><td>EDUC 393</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 490</td><td>n/a</td><td>n/a</td></tr></table></td></tr>
<tr><td>4B: The teacher candidate provides a classroom management plan that describes the expectations for students during instructional and non-instructional times.</td><td>4</td><td><table><tr><th>Course</th><th>N</th><th>Mean (Range: 0-3)</th></tr><tr><td>EDUC 393</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 490</td><td>n/a</td><td>n/a</td></tr></table></td></tr>
</table>

<table>
<tr><td>5A (Part 1 of 2) The teacher candidate describes the students' level of knowledge prior to the unit.</td><td>3</td><td><table><tr><th>Course</th><th>N</th><th>Mean (Range: 0-3)</th></tr><tr><td>EDUC 393</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 490</td><td>n/a</td><td>n/a</td></tr></table></td></tr>
<tr><td>5A (Part 2 of 2) The teacher candidate describes how the source of data used to determine the level of knowledge prior to the unit is relevant to the SLO unit.</td><td>3</td><td><table><tr><th>Course</th><th>N</th><th>Mean (Range: 0-3)</th></tr><tr><td>EDUC 393</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 490</td><td>n/a</td><td>n/a</td></tr></table></td></tr>
<tr><td>6A: The teacher candidate describes and attaches the pre and post-assessment that will be used to measure student mastery prior to and after the unit of study.</td><td>3</td><td><table><tr><th>Course</th><th>N</th><th>Mean (Range: 0-3)</th></tr><tr><td>EDUC 393</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 490</td><td>n/a</td><td>n/a</td></tr></table></td></tr>
<tr><td>6B: The teacher candidate provides the appropriate grading scale and rubric/key used to score the pre and post assessment(s).</td><td>3</td><td><table><tr><th>Course</th><th>N</th><th>Mean (Range: 0-3)</th></tr><tr><td>EDUC 393</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 490</td><td>n/a</td><td>n/a</td></tr></table></td></tr>
</table>

<table>
<tr><td>6C: The teacher candidate accurately defines validity and reliability and accurately describes how the pre/post assessment is both valid and reliable.</td><td>3</td><td><table><tr><th>Course</th><th>N</th><th>Mean (Range: 0-3)</th></tr><tr><td>EDUC 393</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 490</td><td>n/a</td><td>n/a</td></tr></table></td></tr>
<tr><td>7A: The teacher candidate describes the sources of assessment data he or she will collect during the unit to monitor student progress.</td><td>3</td><td><table><tr><th>Course</th><th>N</th><th>Mean (Range: 0-3)</th></tr><tr><td>EDUC 393</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 490</td><td>n/a</td><td>n/a</td></tr></table></td></tr>
<tr><td>7B: The teacher candidate describes how grades will be recorded during the unit and semester.</td><td>3</td><td><table><tr><th>Course</th><th>N</th><th>Mean (Range: 0-3)</th></tr><tr><td>EDUC 393</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 490</td><td>n/a</td><td>n/a</td></tr></table></td></tr>
<tr><td>7C: The teacher candidate presents a sound explanation of the methods for communicating the assessment information to students and their parents.</td><td>3</td><td><table><tr><th>Course</th><th>N</th><th>Mean (Range: 0-3)</th></tr><tr><td>EDUC 393</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 490</td><td>n/a</td><td>n/a</td></tr></table></td></tr>
</table>

<table>
<tr><td>8B: The teacher candidate provides accurate assessment and growth target information in the table provided</td><td>3</td><td><table><tr><th>Course</th><th>N</th><th>Mean (Range: 0-3)</th></tr><tr><td>EDUC 393</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 490</td><td>n/a</td><td>n/a</td></tr></table></td></tr>
<tr><td>8C: The teacher candidate provides an explanation on how the growth targets were developed appropriately.</td><td>3</td><td><table><tr><th>Course</th><th>N</th><th>Mean (Range: 0-3)</th></tr><tr><td>EDUC 393</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 490</td><td>n/a</td><td>n/a</td></tr></table></td></tr>
<tr><td>8D: The teacher candidate describes appropriate instructional modifications that need to be made based on the performance data.</td><td>3</td><td><table><tr><th>Course</th><th>N</th><th>Mean (Range: 0-3)</th></tr><tr><td>EDUC 393</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 490</td><td>n/a</td><td>n/a</td></tr></table></td></tr>
<tr><td>8E: (1 of 2) The teacher candidate describes the overall performance of his or her students using the appropriate assessment and growth target data.</td><td>3</td><td><table><tr><th>Course</th><th>N</th><th>Mean (Range: 0-3)</th></tr><tr><td>EDUC 393</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 490</td><td>n/a</td><td>n/a</td></tr></table></td></tr>
</table>

8E: (2 of 2) The teacher candidate reflects on his or her level of expectations during the unit.	5	Course / N / Mean (Range: 0-3) EDUC 393 / n/a / n/a EDUC 490 / n/a / n/a

Below is a chart indicating how the Classroom Observation Rubric aligns with the NSTA standards cited in section 3.

COR Rubric Indicator	NCSS Standard	Performance Scores for History Education Students (Range: 0-3)		
		Course	**N**	**Mean (Range: 0-3)**
Standards and Objectives	2	EDUC 313	n/a	n/a
		EDUC 322	n/a	n/a
		EDUC 393	n/a	n/a
		EDUC 437	n/a	n/a
		EDUC 490	n/a	n/a
		Course	**N**	**Mean (Range: 0-3)**
Motivating Students	4	EDUC 313	n/a	n/a
		EDUC 322	n/a	n/a
		EDUC 393	n/a	n/a
		EDUC 437	n/a	n/a
		EDUC 490	n/a	n/a
		Course	**N**	**Mean (Range: 0-3)**
Presenting Instructional Content	2	EDUC 313	n/a	n/a
		EDUC 322	n/a	n/a
		EDUC 393	n/a	n/a
		EDUC 437	n/a	n/a

		EDUC 490	n/a	n/a
Lesson Structure and Pacing	2	**Course**	**N**	**Mean** (Range: 0-3)
		EDUC 313	n/a	n/a
		EDUC 322	n/a	n/a
		EDUC 393	n/a	n/a
		EDUC 437	n/a	n/a
		EDUC 490	n/a	n/a
Activities and Materials	2	**Course**	**N**	**Mean** (Range: 0-3)
		EDUC 313	n/a	n/a
		EDUC 322	n/a	n/a
		EDUC 393	n/a	n/a
		EDUC 437	n/a	n/a
		EDUC 490	n/a	n/a
Questioning	3	**Course**	**N**	**Mean** (Range: 0-3)
		EDUC 313	n/a	n/a
		EDUC 322	n/a	n/a
		EDUC 393	n/a	n/a
		EDUC 437	n/a	n/a
		EDUC 490	n/a	n/a
Academic Feedback	4	**Course**	**N**	**Mean** (Range: 0-3)
		EDUC 313	n/a	n/a
		EDUC 322	n/a	n/a
		EDUC 393	n/a	n/a
		EDUC 437	n/a	n/a
		EDUC 490	n/a	n/a
Grouping Students	4	**Course**	**N**	**Mean** (Range: 0-3)
		EDUC 313	n/a	n/a
		EDUC 322	n/a	n/a
		EDUC 393	n/a	n/a

		EDUC 437	n/a	n/a
		EDUC 490	n/a	n/a
Teacher Content Knowledge	2	**Course**	**N**	**Mean** (Range: 0-3)
		EDUC 313	n/a	n/a
		EDUC 322	n/a	n/a
		EDUC 393	n/a	n/a
		EDUC 437	n/a	n/a
		EDUC 490	n/a	n/a
Teacher Knowledge of Students	3	**Course**	**N**	**Mean** (Range: 0-3)
		EDUC 313	n/a	n/a
		EDUC 322	n/a	n/a
		EDUC 393	n/a	n/a
		EDUC 437	n/a	n/a
		EDUC 490	n/a	n/a
Thinking	3	**Course**	**N**	**Mean** (Range: 0-3)
		EDUC 313	n/a	n/a
		EDUC 322	n/a	n/a
		EDUC 393	n/a	n/a
		EDUC 437	n/a	n/a
		EDUC 490	n/a	n/a
Problem Solving	3	**Course**	**N**	**Mean** (Range: 0-3)
		EDUC 313	n/a	n/a
		EDUC 322	n/a	n/a
		EDUC 393	n/a	n/a
		EDUC 437	n/a	n/a
		EDUC 490	n/a	n/a

Instructional Plans	**3**	

Course	N	Mean (Range: 0-3)
EDUC 313	n/a	n/a
EDUC 322	n/a	n/a
EDUC 393	n/a	n/a
EDUC 437	n/a	n/a
EDUC 490	n/a	n/a

Student Work	**4**	

Course	N	Mean (Range: 0-3)
EDUC 313	n/a	n/a
EDUC 322	n/a	n/a
EDUC 393	n/a	n/a
EDUC 437	n/a	n/a
EDUC 490	n/a	n/a

Assessment	**3**	

Course	N	Mean (Range: 0-3)
EDUC 313	n/a	n/a
EDUC 322	n/a	n/a
EDUC 393	n/a	n/a
EDUC 437	n/a	n/a
EDUC 490	n/a	n/a

Expectations	**4**	

Course	N	Mean (Range: 0-3)
EDUC 313	n/a	n/a
EDUC 322	n/a	n/a
EDUC 393	n/a	n/a
EDUC 437	n/a	n/a
EDUC 490	n/a	n/a

Managing Student Behavior	**4**	

Course	N	Mean (Range: 0-3)
EDUC 313	n/a	n/a

		EDUC 322	n/a	n/a
		EDUC 393	n/a	n/a
		EDUC 437	n/a	n/a
		EDUC 490	n/a	n/a
Environment	4	**Course**	**N**	**Mean** (Range: 0-3)
		EDUC 313	n/a	n/a
		EDUC 322	n/a	n/a
		EDUC 393	n/a	n/a
		EDUC 437	n/a	n/a
		EDUC 490	n/a	n/a
Respectful Culture	4	**Course**	**N**	**Mean** (Range: 0-3)
		EDUC 313	n/a	n/a
		EDUC 322	n/a	n/a
		EDUC 393	n/a	n/a
		EDUC 437	n/a	n/a
		EDUC 490	n/a	n/a
Growing and Developing Professionally	5	**Course**	**N**	**Mean** (Range: 0-3)
		EDUC 313	n/a	n/a
		EDUC 322	n/a	n/a
		EDUC 393	n/a	n/a
		EDUC 437	n/a	n/a
		EDUC 490	n/a	n/a
Reflecting on Teaching	5	**Course**	**N**	**Mean** (Range: 0-3)
		EDUC 313	n/a	n/a
		EDUC 322	n/a	n/a
		EDUC 393	n/a	n/a
		EDUC 437	n/a	n/a
		EDUC 490	n/a	n/a

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(1c) A brief analysis of the data findings

This will be completed when data are available.

(2e) (2f): See attached Assessment Tools

Francis Marion University Lesson Plan Template

Administration and Purpose: *Lesson planning and preparation are critical prerequisites for a high quality, effective lesson. To that end, teacher candidates are asked to complete lesson plan assignments at various stages of his/her program of study.*

Minimal Level of Proficiency: *Teacher candidates should strive toward the "expectation" or "exceeding expectation" performance level as described on the FMU Lesson Plan Rubric. This is the level that is required of student teachers in order for their lesson plans to be approved.*

Directions to Candidate: *Each section is required and should be explained in detail. See the "Template with Notes" and the "FMU Lesson Plan Rubric" for specifics about each section.*

DAY:	**SUBJECT:**	**TIME: to**
TOPIC:	**UNIT TITLE:**	

STANDARD(S)/OBJECTIVE(S)/ASSESSMENT(S):

STANDARD(S):
OBJECTIVE(S):
ASSESSMENT DETAILS:
CRITERIA FOR MASTERY OF ASSESSMENT(S):
KEY VOCABULARY/CONCEPTS:

MATERIALS:

TEACHER MATERIALS NEEDED:
STUDENT MATERIALS NEEDED:

STEP BY STEP PROCEDURES:

INTRODUCTION:
LESSON DEVELOPMENT:
ASSESSMENT/CLOSURE:

SPECIAL ACCOMMODATIONS:

RATES OF LEARNING/ABILITY LEVELS:

- **Tasks for early finishers:**
- **Provisions for those who struggle or need more time:**

LEARNING STYLES:

- **VISUAL:**
- **AUDITORY:**
- **KINESTHETIC/TACTILE:**

SPECIAL NEEDS:

- **IEP:**
- **504:**

LESSON ATTACHMENTS:

Attach documents used during lesson. (Materials, Presentation Files, Assessments (with keys), Rubrics, etc...

Standards/Objectives

	Not Applicable/ Not Observable (0 pt)	Insufficient Progress Toward Expectation (0 pt)	Beginning Progress Toward Expectation (1 pt)	Expectation (2 pts)	Exceeding Expectation (3 pts)
Appropriate Subject-specific Academic standard(s) AND indicator(s)/cluster(s) are provided and, if applicable, identified targeted parts were clearly identified.	Criteria not applicable/observable for this assessment.	Subject-specific Academic standard(s) AND/OR indicator(s)/cluster(s) were not provided, but should have been.	Subject-specific Academic standard(s) AND/OR indicator(s)/cluster(s) were provided, but were not clearly appropriate and/or identified targeted parts were not underlined.	Appropriate Subject-specific Academic standard(s) AND indicator(s)/cluster(s) were provided and identified targeted parts were underlined.	In addition to "Expectation"... the academic standard(s) and indicator(s)/clusters(s) were provided from the previous lesson that was taught or should have been taught.
Objectives are developed from and aligned with entire or identified parts of targeted academic indicator(s)/cluster(s).	Criteria not applicable/observable for this assessment.	Objectives were not developed, but should have been.	Objectives were developed but do not align with entire or identified parts of targeted academic indicator(s)/cluster(s), and/or wording (verb) from standard/indicator was not used in the objective and/or a "by statement" was not included that details the student behavior that will be assessed.	Objectives were developed from and aligned with entire or identified parts of targeted academic indicator(s)/cluster(s). Wording (verb) from standard/indicator is used in the objective. A "by statement" is included that details the student behavior that will be assessed.	In addition to "Expectation"... the objective was provided from the previous lesson that was taught or should have been taught.

Assessment Details

	Not Applicable/ Not Observable (0 pt)	Insufficient Progress Toward Expectation (0 pt)	Beginning Progress Toward Expectation (1 pt)	Expectation (2 pts)	Exceeding Expectation (3 pts)
Assessments are clearly aligned to the objectives and targeted indicators/clusters (or identified parts of the standards).	Criteria not applicable/observable for this assessment.	Assessments are not mentioned.	Assessments are mentioned but were not provided and/or are not clearly aligned to the objectives and underlined targeted indicators/clusters (or identified parts of the standards) and/or details describing the parts/sections/components of the assessment are not provided to confirm the assessment is aligned.	Assessments provided are clearly aligned to the objectives and underlined targeted indicators/clusters (or identified parts of the standards). Details describing the parts/sections/components of the assessment are provided to confirm the assessment is aligned.	In addition to "Expectation"... assessment parts/sections/components are accurately labeled with appropriate levels from the "Revised Blooms Taxonomy" or from "Webbs Depth of Knowledge".
Assessments are developmentally appropriate, have clear written instructions for the students and contain a criterion for mastery.	Criteria not applicable/observable for this assessment.	Assessments are not provided.	Assessments are provided but are not developmentally appropriate and/or written instructions are not clear for the students and/or does not contain a clear expected level of mastery.	Assessments are developmentally appropriate, have clear written instructions for the students and a clear expected level of mastery.	In addition to "Expectation"... an accurate, description of how the assessment is both valid and reliable is provided. An example from the assessment is used to validate the explanation.

Key Vocabulary/Concepts/Materials

	Not Applicable/ Not Observable (0 pt)	Insufficient Progress Toward Expectation (0 pt)	Beginning Progress Toward Expectation (1 pt)	Expectation (2 pts)	Exceeding Expectation (3 pts)
Key vocabulary and concepts that will support the mastery of the lesson objective are listed and defined.	Criteria not applicable/observable for this assessment.	Relevant vocabulary/ concepts are not listed and/or not defined.	Relevant vocabulary/concepts are listed and defined. There is not a clear link between the vocabulary/concepts and the lesson objective.	Relevant vocabulary/ concepts are listed and defined. There is a clear link between the vocabulary/concepts and the lesson objective.	In addition to "Expectation"... the link between the vocabulary/concepts with the lesson objective is described. The plan also described how the vocabulary/concepts will be used throughout the lesson.
The lesson plan contains a list of materials that are appropriate for the objective(s) and the students.	Criteria not applicable/observable for this assessment.	Teacher and Student materials are not listed on the plan.	Teacher and Student materials are listed on the plan. There is not a clear link between the materials needed and the lesson objective.	Teacher and Student materials are listed on the plan. There is a clear link between the materials needed and the lesson objective.	In addition to "Expectation"... the link between the teacher and student materials with the lesson objective is described. The plan also described how the teacher and student materials will be used throughout the lesson.

Lesson Procedures

	Not Applicable/Not Observable (0 pt)	Insufficient Progress Toward Expectation (0 pt)	Beginning Progress Toward Expectation (1 pt)	Expectation (2 pts)	Exceeding Expectation (3 pts)
Lesson plan contains an Introduction Section that includes an overview of the lesson objectives and activates prior knowledge and skills.	Criteria not applicable/observable for this assessment.	Lesson plan did not contain an Introduction Section.	Lesson plan did contain an Introduction Section. The introduction section did not included an overview of the lesson's expected learning outcomes and/or the introduction section did not demonstrate how the teacher will activate prior knowledge by relating the lesson's expected outcomes to the students' prior knowledge and experiences.	Lesson plan did contain an Introduction Section. The introduction section included an overview of the lesson's expected learning outcomes. The introduction section also demonstrated how the teacher will activate prior knowledge by relating the lesson's expected outcomes to the students' prior knowledge and experiences.	In addition to "Expectation"...the plan references prior assessment data to support the activation of the prior knowledge that was assessed and/or mastered.
Lesson plan contains an overview of the teacher's expectations for the lesson.	Criteria not applicable/observable for this assessment.	Lesson plan did not contain an overview of the teacher's expectations.	Lesson plan did contain an overview of the teacher's expectations, but the expectations did not reference appropriate student behaviors that are expected during the lesson.	Lesson plan did contain an overview of the teacher's expectations. The expectations included appropriate student behaviors that are expected during the lesson.	In addition to "Expectation"... the lesson plan indicates how these behaviors are important for the lesson's expected outcomes.

	Not Applicable/Not Observable (0 pt)	Insufficient Progress Toward Expectation (0 pt)	Beginning Progress Toward Expectation (1 pt)	Expectation (2 pts)	Exceeding Expectation (3 pts)
Lesson plan contains a purpose and relevance overview for the students.	Criteria not applicable/observable for this assessment.	Lesson plan did not contain a purpose and relevance overview.	Lesson plan did contain a purpose and relevance overview but the purpose did not explain why the lesson objective is necessary for anyone to learn and/or the relevance did not explain why the lesson is necessary for the students to learn.	Lesson plan did contain a purpose and relevance overview. The purpose explained why the lesson objective is necessary for anyone to learn. The relevance explained why the lesson is necessary for the students to learn.	In addition to "Expectation"... the lesson plan included detailed real world specific examples that would be shared with students to support the relevance and purpose.
Lesson plan contains an attention getter activity.	Criteria not applicable/observable for this assessment.	Lesson plan did not contain an attention getter.	Lesson plan did contain an attention getter, but it was not focused on nor relevant to the lesson's learning objective and/or the attention getter did not describe what would be shown, done, discussed, questioned, shared or demonstrated, etc...	Lesson plan did contain an attention getter that that was focused on and relevant to the lesson's learning objective. The attention getter described what would be shown, done, discussed, questioned, shared or demonstrated, etc...	In addition to "Expectation"...the lesson plan contained a brief explanation as to how the attention getter would be effective in capturing the student's interest and how it was relevant to the lesson's learning objective.

	Not Applicable/Not Observable (0 pt)	Insufficient Progress Toward Expectation (0 pt)	Beginning Progress Toward Expectation (1 pt)	Expectation (2 pts)	Exceeding Expectation (3 pts)
Lesson plan contains specific and appropriate procedures that match the objective(s) for the lesson.	Criteria not applicable/observable for this assessment.	Lesson plan did not contain a detailed procedures section.	Lesson plan did contain a detailed procedures section, but did not contain specific and appropriate procedures that clearly matched the objective for the lesson.	Lesson plan did contain a detailed procedures section that contained specific and appropriate procedures that clearly matched the objective for the lesson.	In addition to "Expectation"...the plan contains brief statements throughout the procedures that explain the link between the procedure and the lesson objective.
Lesson plan contains a variety of activities that are engaging and are likely to lead to a high level of student achievement for ALL students.	Criteria not applicable/observable for this assessment.	Lesson plan did not contain appropriate activities.	Lesson plan contained activities, but they were not always engaging to students and/or did not lead ALL students to a high level of student achievement.	Lesson plan contain activities that are engaging to students and leading ALL students to a high level of student achievement.	In addition to "Expectation"... activities that lead to higher levels of student achievement are labeled as such.

	Not Applicable/Not Observable (0 pt)	Insufficient Progress Toward Expectation (0 pt)	Beginning Progress Toward Expectation (1 pt)	Expectation (2 pts)	Exceeding Expectation (3 pts)
Lesson plan contains procedures that are conducive to managing the classroom effectively.	Criteria not applicable/observable for this assessment.	Lesson plan did not contain detailed procedures.	Lesson plan contained procedures but they were not conducive for managing the classroom effectively and/or procedures did not allow for maximum use of instructional time and/or there was little to no evidence that transitions between procedures/activities were logical and efficient.	Lesson plan contained procedures that were conducive for managing the classroom effectively. Procedures allowed for maximum use of instructional time. There was evidence that transitions between procedures/activities were logical and efficient.	In addition to "Expectation"... examples were provided to describe how transitions between activities were logical and efficient.
Lesson plan contains procedures that clearly follow a logical sequence and include appropriate instructional strategies to include modeling, content presentation, guided practice, independent practice and formative assessment.	Criteria not applicable/observable for this assessment.	Lesson plan did not contain detailed procedures.	Lesson plan contained procedures, but they did not clearly follow a logical sequence and/or did not include appropriate modeling strategies, content presentation strategies, guided and independent practice opportunities, and formative assessment efforts. It was not clear that the strategies were linked to the learning objective.	Lesson plan contained procedures that clearly followed a logical sequence and included appropriate modeling strategies, content presentation strategies, guided and independent practice opportunities, and formative assessment efforts. It was clear that the strategies were linked to the learning objective.	In addition to "Expectation"... all strategies, opportunities and efforts in the lesson template were labeled appropriately.

	Not Applicable/Not Observable (0 pt)	Insufficient Progress Toward Expectation (0 pt)	Beginning Progress Toward Expectation (1 pt)	Expectation (2 pts)	Exceeding Expectation (3 pts)
Lesson plan contains learning experiences that incorporate the appropriate use of technological tools and/or resources designed to maximize student learning.	Criteria not applicable/observable for this assessment.	Lesson plan did not contain learning experiences that incorporate the appropriate use of technological tools and/or resources designed to maximize student learning.	Lesson plan contained learning experiences that referenced the use of technological tools and/or resources, but it was unclear as to how the tools and resources were designed to maximize student learning.	Lesson plan contained learning experiences that incorporated the appropriate use of technological tools and/or resources designed to maximize student learning.	In addition to "Expectation"... the lesson plan provided a brief explanation as to how the use of the tools and resources maximized student learning by describing how the lesson would be less efficient without those tools.
Lesson plan contains appropriate accommodations for Rates of Learning and Ability Levels among students.	Criteria not applicable/observable for this assessment.	Lesson plan did not contain appropriate accommodations for Rates of Learning and Ability Levels.	Lesson plan contained accommodations for Rates of Learning and Ability Levels, but they did not contain subject-specific tasks and/or did not address early finishers and/or provisions for students who will need more time.	Lesson plan contained appropriate accommodations for Rates of Learning and Ability Levels that provide subject-specific tasks for early finishers as well as provisions for students who will need more time.	In addition to "Expectation"... this section includes a predictive statement about what subject-specific tasks during the lesson may require additional time and a brief explanation as to why the predictive statement was made.

	Not Applicable/Not Observable (0 pt)	Insufficient Progress Toward Expectation (0 pt)	Beginning Progress Toward Expectation (1 pt)	Expectation (2 pts)	Exceeding Expectation (3 pts)
Lesson plan contains instructional strategies that accommodate for visual, auditory and kinesthetic learning styles.	Criteria not applicable/observable for this assessment.	Lesson plan did not contain instructional strategies that accommodated for visual, auditory and kinesthetic learning styles.	Lesson plan contained instructional strategies that did not accommodate for one or more of the learning styles (i.e.: visual, auditory and kinesthetic learning styles).	Lesson plan contained instructional strategies that accommodated for visual, auditory and kinesthetic learning styles.	In addition to "Expectation"... the lesson plan accurately labeled instructional strategies for all three learning styles.
Lesson plan contains instructional strategies that accommodate for IEP/504 needs.	Criteria not applicable/observable for this assessment.	Lesson plan did not contain instructional strategies that accommodated for IEP/504 needs.	Lesson plan contained instructional strategies for IEP/504 needs but accommodations were not specific to the appropriate IEP goals, disabilities, behavior plans or other special needs.	Lesson plan contained instructional strategies that accommodated for IEP/504 needs. Accommodations specify the appropriate IEP goals, disabilities, behavior plans or other special needs.	In addition to "Expectation"... the lesson plan contained a brief description of how the accommodations were appropriate and how they were aligned with the lesson's objective.
Lesson plan contains a Closure Section that gives students an opportunity to summarize the lesson and extend their learning to real life applications.	Criteria not applicable/observable for this assessment.	Lesson plan did not contain a Closure Section.	Lesson plan contained a Closure Section, but it did not give students an opportunity to summarize the lesson and/or extend their learning to real life applications and/or the closure section did not describe how the assessment would be administered.	Lesson plan contained a Closure Section that gave students an opportunity to summarize the lesson and extend their learning to real life applications. The closure section described how the assessment would be administered.	In addition to "Expectation"... this section includes a description of what questions or concerns students may have at the end of the lesson.

Quality of Written Work

	Not Applicable/Not Observable (0 pt)	Insufficient Progress Toward Expectation (0 pt)	Beginning Progress Toward Expectation (1 pt)	Expectation (2 pts)	Exceeding Expectation (3 pts)
The lesson plan and attached materials/assessment are easy-to-follow, well-written and error free.	Criteria not applicable/observable for this assessment.	The teacher candidate's plans had significant errors and/or were difficult to read fluently.	The teacher candidate's plans contained errors and/or were somewhat difficult to read fluently.	The teacher candidate's plans were well written, contained minimal minor errors, but was still easy to read fluently	The teacher candidate's plans were exceptionally written, free from errors and easy to read fluently.

Francis Marion University Lesson Plan Template WITH NOTES

***Note to Candidate**: Each section is required and should be explained in detail.*

DAY:	SUBJECT:	TIME: to
TOPIC:	UNIT TITLE:	

STANDARD(S)/OBJECTIVE(S)/ASSESSMENT(S):

STANDARD(S)/INDICATOR(S): Candidates should include the number/words of the standard/indicator that will be taught and assessed in THIS lesson. If the entire standard/indicator will not be addressed, the candidate must underline the applicable parts.
OBJECTIVE(S): Candidates should write objectives which specifically align with the entire or underlined parts of each standard/indicator. This should be accomplished by using the wording of the standard/indicator, particularly the verb. Since objectives must be observable, a phrase or "by statement" should be added that clearly states the expected students' behavior that will be assessed in this lesson. For example, "Given a sentence, the students will identify the cause and effect relationship of an event by circling the cause and underlining the effect." This is a simple example but shows how "identify" can now be observable.
ASSESSMENT DETAILS: Candidates should describe details of the assessment to be administered by the teacher.
CRITERIA FOR MASTERY OF ASSESSMENT(S): This should be the acceptable level of mastery for today's assessment. If the assessment involves constructed responses or a performance task, a description or rubric of a correct response/task must be provided. Even if the assessment will not be graded (as many daily assessments are not graded), a criterion for mastery is still required.
KEY VOCABULARY/CONCEPTS: Candidates should list and define key vocabulary and concepts that will support mastery of the day's objective.

MATERIALS:

TEACHER MATERIALS NEEDED: What materials will the teacher use?
STUDENT MATERIALS NEEDED: What materials will the students use?

STEP BY STEP PROCEDURES:

INTRODUCTION: In no particular order, the candidate's introduction must address the following:

- Lesson overview with a focus on the lesson's expected learning outcomes: For this, candidates tell the students WHAT they will learn in today's lesson (objective) and what they will DO (brief lesson agenda/overview). If applicable, candidates can also discuss where today's lesson fits into future learning.
- Activation of prior knowledge/Follow-up instruction: Here is where candidates activate prior knowledge by relating today's lesson to past learning, prerequisite knowledge and/or experiences the students have had that will give them context for todays' learning (connecting the past to today to build on what they already know/have experienced). In addition, based on yesterday's assessment (or previous assessments), this is also the time for the candidate to clarify some common misconceptions found in the analysis of

the assessment data by reteaching and/or reviewing important concepts needed for today's lesson to be successful. Please note: It is not expected that the candidate write out these details when submitting the lesson plan, but this section is intended to serve as a "place holder" for a brief discussion of previous assessment results. For example, if the previous assessment indicated no issues, the candidate may acknowledge this at this time (i.e., "After looking over yesterday's exit slips, I was pleased that everyone was able to match the cause of an event with its effect.").

- Purpose for learning today's skill: This is often confused with relevance. Candidates tell students WHY today's skill is necessary for ANYONE to learn.
- Relevance of today's skill to the students: This is often confused with purpose. This is where candidates provide age-appropriate, real-world examples of the need for these students to master this skill. When will THEY use this skill in the real world? Why do THEY need to know it? Here is where a candidate gets to show how well he/she knows his/her students (as only those who know the students can relate the learning to them). Whenever possible, non-academic examples are preferred.
- Expectations for student learning and behavior: Candidates must state the expectations for student learning and for appropriate student behaviors. These expectations must be specific to today's lesson/activities.
- Attention Getter: The candidate will design a specific way to grab the students' interest to focus them on today's topic. The intention should be compelling rather than elaborate. What will be shown, done, discussed, questioned, shared, demonstrated, etc. to pique the interest of the students in today's topic/learning? Here is where a candidate can be creative.

LESSON DEVELOPMENT: In no particular order, the candidate's lesson development should address the following, as applicable/appropriate for the type of lesson:

- Modeling: The candidate models by demonstrating and/or providing concrete examples of the targeted skill/strategy/method that will be assessed. Depending on the developmental level of the students, mini-lessons on the targeted skills/strategy/concept may be applicable. The specific examples and how these examples will be modeled should be clearly developed.
- Content Presentation: This is where the candidate relays the targeted content to the students. Videos, PowerPoints, and other forms of technology/resources may be used to support the candidate's presentation. The candidate should not just say "go over today's content" but should include what/how the content will be presented.
- Guided Practice: This is where the candidate guides, through discussion, specific examples, questions, and other strategies/methods, the students as they develop a fuller understanding of the skill/strategy/concept.
- Independent Practice: During this time, the candidate provides a brief opportunity for students to independently practice the targeted skill/strategy/concept.
- Formative assessment: Although the assessment section will provide documentation of mastery of today's skill, opportunities for other formative/informal assessments should also be included in the procedures.

Throughout the above, candidates should focus on when to plan for higher-level questions that should be asked and when concrete examples should be used. These should be evident in the procedures above.

ASSESSMENT/CLOSURE: A description of how the assessment will be administered for the lesson followed by, or in conjunction with, a summary of lesson (with student involvement) and connections to future lessons/subjects should be described here.

SPECIAL ACCOMMODATIONS:

RATES OF LEARNING/ABILITY LEVELS: Subject-specific tasks for early finishers AND provisions for those who need more time should be described here. This is often confused with ability levels. Rate of learning doesn't necessarily have anything to do with ability. Some lower level students finish things quickly and some very gifted students can take the longest time to complete some tasks. Therefore, you should plan specifically for rate and ability levels here.

- **Tasks for early finishers:**
- **Provisions for those who need more time:**

LEARNING STYLES:
How will you particularly address the major learning styles of the students in your room?

- **VISUAL:**
- **AUDITORY:**
- **KINESTHETIC:**

SPECIAL NEEDS:
Here is where you typically address the IEPs, physical disabilities, behavior plans or other special needs of your students. For this part, it is not acceptable to say "the IEPs will be followed." Instead, describe the specific accommodations that are needed.

- **IEP:**
- **504:**

FMU Student Learning Objective (SLO) Template

Administration and Purpose of this Assignment: This assignment is given to candidates in the EDUC 390 series of courses (clinical experience prior to student teaching) and again during the EDUC 490/770 series (student teaching). The purpose of the assignment is to measure candidates' proficiency with ADEPT Performance Standards (APSs) 1, 2 and 3 and the SLO process, which are required evaluation components of newly licensed teachers in South Carolina.

Minimal Level of Proficiency: Candidates must meet the "expectation level" for all indicators in the FMU SLO Scoring Rubric in order to successfully complete the assignment and Student Teaching.

Directions: Candidates should complete each section of the SLO template below with sufficient detail and accuracy. To do this, candidates should refer to the SLO scoring rubric and any relevant training/directions provided to candidates during class.

Teacher Candidate Name: Click here to enter text.	**Teacher Candidate School:** Click here to enter text.
SLO Evaluator Name: Click here to enter text. **SLO Evaluator Position/Role:** Click here to enter text.	
Grade Level: Click here to enter text.	**SLO Content Area:** Click here to enter text.
SLO Type: *Choose One* ☒ Individual *(written by an individual teacher)* ☐ Team *(team of teachers focus on a similar goal but are held accountable for only their students)*	**SLO Approach:** *Choose One* ☒ Class *(covers all of the students in one class period i.e., 2nd period Biology, 4th period Beginning Pottery, etc.)* ☐ Course *(covers all of the students enrolled in multiple sections of the course (i.e., all of a teacher's Biology 2 students, all of a teacher's Beginning Pottery students, etc.)*
SLO Interval of Instruction *Choose One* ☐ Year ☐ Semester ☒ Other (2 week unit per FMU)	**Assessment Dates** Pre Assessment Date: **Click here to enter text.** Post Assessment Date: **Click here to enter text.**

Developed using the SC SDE SLO template created May 2016

I. Student Population

A. Provide a detailed description of the student population by completing the table below. Information ("Contextual Factors") should include, but is not limited to, the following: the number of students in the class, a description of students with exceptionalities (e.g., learning disability, gifted and talented, English language learner [ELL] status, etc.), gender/race, reading levels, lunch status, family status, learning styles, common interests of the students, etc... **(Key Element 1.A)**

Important Student Information		
Contextual Factor	**Description** *(in terms of your students)*	**Source(s)**

B. Provide a description of academic supports provided to students (e.g., extended time, resource time with EC teacher, any classroom supports that students receive to help them access the core curriculum). **(Key Element 1.A)**

C. Using at least one research based article, provide an explanation of the relevance of the student information to guiding instruction. **(Key Element 1.A)**

II. SLO (Student Learning Objective)

A. Create a Student Learning Objective. (Think in terms of what students will be able to do at the end of the SLO Interval.) **(Key Element 1.B)**

B. How does this Student Learning Objective aligned with grade-level content standards and curriculum and/or course goals that are most important for students to achieve? **(Key Element 1.B)**

C. Provide a description of the instructional plan for each day of the unit. Include a list of materials and technology based resources that will be used each day. Use the table below. **(Key Element 2.B)**

Instructional Plan for the Unit (Key Element 2.B)
Use each row below to write a brief description of each day. Be sure to label each day. Include the following sections for each day. • ***Specific Objective for this lesson*** • ***Brief Description of the Activities/Strategies*** • ***Resources/Materials/Technology*** • ***Brief Description of the Assessment***

D. Explain how you will balance the required grade level standards with the student's needs, abilities and developmental levels. **(Key Element 2.B)**

III. Course Content and Pacing Guide

A. For the semester, include a description of the major course units. Identify the SLO interval in this description. You may use the table below or attach your own. **(Key Element 2.A)**

Major Course Units		
Unit Topic	**Description**	**Unit Length** (i.e., approximate dates.)

B. Attach a description of the instructional units (Pacing Guide) used in this course or class. **(Key Element 1.C)**

IV. Instructional and Behavior Management Strategies

A. Describe two "best practice" instructional strategies you will use to maximize instructional time during the unit. **(Key Element 1.E)**

B. Describe the expectations for students during instructional and non -instructional times. (You may copy information from your classroom management plan from EDUC 487.) **(Key Element 1.E)**

V. Historical and Trend Data

A. Describe, using applicable past data for the students, a description of the students' level of knowledge prior to the unit. Include the source(s) of data (e.g., formative and summative assessments, anecdotal data gathered from collaboration with other educators) used to determine this level of knowledge. **(Key Element 3.B)**

VI. Baseline Data and Post Assessment

A. Describe and attach the pre and post assessment(s) that will be used to measure student mastery at the beginning of the unit and after the unit. **(Key Element 1.D)**

B. Attach the appropriate assessment grading scale and rubric/key used to score the assessment(s). **(Key Element 3.C)**

C. Define validity and reliability and then describe how the pre and post assessment is both valid and reliable. **(Key Element 3.A)**

VII. Progress Monitoring

A. Describe what assessment data you will collect in order to monitor student progress **during** the unit. **(Key Element 1.D)**

B. How will you record grades during the unit and semester? **(Key Element 1.D)**

C. How will you communicate assessment information to students and parents during the unit and semester? **(Key Element 1.D)**

VIII: Growth Targets

A. *Choose One ("Individual" has been chosen for you.)*

☐ Tiered *(All students but at varying degrees of expected growth.)*

☒ Individual *(All students have individualized growth targets based on previous performance and expectations.)*

☐ Targeted (*Sub population(s) of students are the focus of the SLO goal. Appropriate for course approach as a second SLO when the first includes all students.)*

B. Considering all available data, identify the growth targets the students are expected to reach by the end of the SLO interval. Complete the table below or on an attached spreadsheet. **(Key Element 3.C)**

Student Name (Do not use names...initials or numbers.)	**Pre-Assessment Result**	**Growth Target**	**Post-Assessment Result**	**Growth Target Met or Exceeded?**

C. Provide an explanation regarding the process used to determine the growth targets for students in the table above. Explain why these growth targets are appropriate. **(Key Element 1.B)**

D. Based on the data results, what aspects of the instruction need to be modified? Provide a solid rationale for these modifications. **(Key Element 2.C)**

E. Reflect on the students' performance in terms of whether the students met your expectations? In other words, was the unit successful? Why or why not? **(Key Element 3.C**

FMU SLO SCORING RUBRIC (SPRING 2017)

(Candidate must receive at least a 2 on each cell to pass the project.)

SECTION 1: STUDENT INFORMATION

	Not Applicable/Not Observable (0 pt)	Insufficient Progress Toward Expectation (0 pt)	Beginning Progress Toward Expectation (1 pt)	Expectation (2 pts)	Exceeding Expectation (3 pts)
1A: The teacher candidate identifies appropriate student information.	• Indicator not applicable or observable for this assessment.	• Identifies no appropriate information about the students in the class.	• Identifies minimal or vague information about the students in the class. • Information provided is not relevant to the instruction of the class.	• Identifies the number of students in the class. • Identifies the students with exceptionalities along with a description of the exceptionality. • Identifies the gender, race and lunch status of each student. • Identifies the family status of each student (if family status is not available, replace with a different, but relevant factor). • Identifies the learning styles for each student in the class. • Identifies the common interests among students.	In addition to "Expectation", • Identifies two additional factors.
1B: The teacher candidate describes the available academic supports for students.	• Indicator not applicable or observable for this assessment.	• Does not describe the academic supports available to the students in his/her classroom.	• Lists or vaguely describes the academic supports available to the students in his/her classroom.	• Describes at least three academic supports available to ALL the students in his/her classroom.	In addition to Expectation", • Provides a research based rationale for at least 1 of the academic supports described as available to students. Include a link to the research article used.
1C: The teacher candidate provides a sound, research based explanation of the relevance of the student information to guiding instruction.	• Indicator not applicable or observable for this assessment	• Does not provides a sound, research based explanation of the relevance of the student information to guiding instruction.	• Provides a limited explanation regarding the relevance of the student information to guiding instruction. • Explanation is not based on appropriate research.	• Using two examples of student information that was collected, describe how the student information collected is important for guiding instruction. • Cite and briefly summarizes one research based article that shows how the student information examples used are relevant to student learning. Include a link to the research article used.	In addition to Expectation", • Cites and summarizes an additional research based article that shows how the student information provided is important for guiding instruction.

SECTION 2: SLO (Student Learning Objective)

	Not Applicable/Not Observable (0 pt)	Insufficient Progress Toward Expectation (0 pt)	Beginning Progress Toward Expectation (1 pt)	Expectation (2 pts)	Exceeding Expectation (3 pts)
2A: The teacher creates a Student Learning Objective that describes what students will be able to do at the end of the SLO Interval.	• Indicator not applicable or observable for this assessment.	• The teacher fails to create a Student Learning Objective or creates one that does not accurately describe what students should be able to do.	• The teacher creates a Student Learning Objective that vaguely describes what students should be able to do. • There is no clear alignment between what a student should be able to do, the course content/standards and the overall Student Learning Objective.	• The teacher creates a Student Learning Objective that describes what students should be able to do in observable terms using a "by" statement. • There is clear alignment between what a student should be able to do and the course content/standards.	In addition to Expectation", • Reflects on how the academic supports could help students master the Student Learning Objective. At least 1 example is provided
2B: The teacher candidate explains how the Student Learning Objective (SLO) is aligned with grade-level content standards and/or course goals that are most important for students to achieve.	• Indicator not applicable or observable for this assessment.	The teacher candidate did not demonstrate how the Student Learning Objective (SLO) Learning Goal is aligned with grade-level content standards.	• The teacher candidate provides a limited explanation of the alignment between what a student should be able to do and the course content/standards. • Standards and detailed content are not available or are limited.	• The teacher candidate clearly explains the alignment between what a student should be able to do, the course content/standards and the overall Student Learning Objective. • Explanation includes the detailed content and course standards.	In addition to Expectation", • The teacher candidate explains how the SLO aligns with previous and future units of study.
2C: The teacher candidate provides a description of the instructional plan for the unit that includes a list of materials and technology based resources that will be used during the unit.	• Indicator not applicable or observable for this assessment.	The teacher candidate did not provide an instructional plan that clearly details each day of the unit.	• The teacher candidate provides a limited instructional plan that clearly details each day of the unit. • Each day did not included the following labeled sections: -Objective -Activities/Strategies -Resources Needed - Assessment	• The teacher candidate provides an instructional plan that clearly details each day of the unit. • Each day included the following labeled sections: -Objective -Activities/Strategies -Resources Needed - Assessment	In addition to Expectation", • The teacher candidate labels the activities and strategies for each day to specific learning styles.
2D: The teacher candidate explains how he or she will balance the required grade level standards with the student's needs, abilities and developmental levels.	• Indicator not applicable or observable for this assessment.	The teacher candidate does not provide an explanation regarding how he or she balances the standards with the needs, abilities and levels.	• The teacher candidate provides a limited explanation and/or does not use at least one specific standard an/or does not use two student examples. The explanation does not include advice from the Cooperating Teacher regarding how he or she balances the standards with the needs, abilities and levels.	• The teacher candidate provides an explanation using at least one specific standard and two student examples. The explanation includes advice from the Cooperating Teacher regarding how he or she balances the standards with the needs, abilities and levels.	In addition to Expectation", • The teacher candidate briefly summarizes how one other teacher at the school would answer this question.

SECTION 3: COURSE CONTENT AND PACING GUIDE

	Not Applicable/Not Observable (0 pt)	Insufficient Progress Toward Expectation (0 pt)	Beginning Progress Toward Expectation (1 pt)	Expectation (2 pts)	Exceeding Expectation (3 pts)
3A: The teacher provides a description of the major course units and goals to be taught during the semester.	• Indicator not applicable or observable for this assessment.	The teacher candidate did not provide a description of the major course units and goals to be taught during the semester.	The teacher candidate provided a vague description of the major course units and goals, or simply listed them from the pacing guide. The SLO interval was not clearly identified.	The teacher candidate utilized table provided to describe the major course units as outlined in the pacing guide for the semester. The SLO interval was clearly identified (highlighted) in the table.	In addition to Expectation", • The teacher candidate described how the sequence for the units was determined and reflects on his or her level of agreement with that sequence.
3B: The teacher candidate provides an official pacing guide to show the instructional units taught during the semester.	• Indicator not applicable or observable for this assessment.	The teacher candidate did not provide an official pacing guide of the units taught and/or a statement that one is not available.	The teacher candidate provided an unofficial pacing guide and/or did not provide a statement as to the availability of the plan and/or did not describe how the cooperating teacher determines the pacing and sequence for the subject if one was not available.	• The teacher candidate provided an official, detailed copy of the school/district pacing guide and identified it as such. • If one was not available, that was clearly stated and further explanation was provided as to how the cooperating teacher determines the pacing and sequence for the subject.	In addition to Expectation", • The teacher candidate compared the pacing guide to a different subject's pacing guide on the same grade level. • The candidate provided a description of at least 2 similarities and two differences between the two guides.

SECTION 4: INSTRUCTIONAL AND BEHAVIOR MANAGEMENT STRATEGIES

	Not Applicable/Not Observable (0 pt)	Insufficient Progress Toward Expectation (0 pt)	Beginning Progress Toward Expectation (1 pt)	Expectation (2 pts)	Exceeding Expectation (3 pts)
4A: The teacher candidate provides a research- based description of the "best" practices that will be used during the unit of study to maximize instructional time.	• Indicator not applicable or observable for this assessment.	The teacher candidate did not provide description of the best instructional practices.	The teacher candidate provides a limited description of the best instructional practices and/or did not provide two and/or did not provide an explanation as to why each strategy is considered "best" when trying to maximize instructional time.	• The teacher candidate provided a description of two best instructional practices that will be used during the unit. The teacher candidate describes why each strategy is considered "best" when trying to maximize instructional time.	In addition to Expectation", • The teacher candidate provides a link to a research article(s) (for each strategy) which confirm that the strategies are considered "best practice".
4B: The teacher candidate provides a classroom management plan that describes the expectations for students during instructional and non-instructional times.	• Indicator not applicable or observable for this assessment.	The teacher candidate did not provide a classroom management plan.	The teacher candidate provided a classroom management, but it was not clearly labeled with instructional and non-instructional expectations. The plan was limited in its clarity with regard to locations and times during a typical day.	• The teacher candidate provided a classroom management plan that detailed instructional and non-instructional classroom expectations. • Instructional and non-instructional expectations were clearly labeled as such. • Expectations included times students were inside the classroom as well as when students were in other parts of the school. (ie: cafeteria, bathroom, recess, hallways etc..)	In addition to Expectation", • The teacher candidate reviewed two additional plans from other teachers in the school and provided a one to two paragraph narrative describing similarities and differences between the two plans.

SECTION 5: HISTORICAL AND TREND DATA

	Not Applicable/Not Observable (0 pt)	Insufficient Progress Toward Expectation (0 pt)	Beginning Progress Toward Expectation (1 pt)	Expectation (2 pts)	Exceeding Expectation (3 pts)
5A (Part 1 of 2) The teacher candidate describes the students' level of knowledge prior to the unit.	• Indicator not applicable or observable for this assessment.	The teacher candidate did not provide a source of applicable, relevant data to show the students level of knowledge prior to the unit.	The teacher candidate provided a source of data that was not applicable and/or relevant. The data was not described as formative, summative or anecdotal.	The teacher candidate provided a source of applicable, relevant data to show the students level of knowledge prior to the unit. The data is described as formative, summative or anecdotal.	Exceeding Expectation (3.000 pts) In addition to Expectation", • The teacher candidate provided an explanation of how the knowledge gained in the SLO unit would be considered "prior knowledge" for a future unit. • The future unit must be identified.
5A (Part 2 of 2) The teacher candidate describes how the source of data used to determine the level of knowledge prior to the unit is relevant to the SLO unit.	• Indicator not applicable or observable for this assessment.	The teacher candidate did not describe how the source of data used to determine the level of knowledge prior to the unit is relevant to the SLO unit.	The teacher candidate provides a limited description of how the sources of data used to determine the level of knowledge prior to the unit is relevant to the SLO unit. The description does not clearly link how this level of knowledge can influence/predict the level of performance for student during the unit	The teacher candidate describes how the source of data used to determine the level of knowledge prior to the unit is relevant to the SLO unit. The description clearly links how this level of knowledge can influence/predict the level of performance for student during the unit.	In addition to Expectation", The teacher candidate describes a strategy that will be used for students whose level of knowledge may provide an obstacle toward achieving mastery of the SLO.

SECTION 6: BASELINE DATA AND POST ASSESSMENT

	Not Applicable/Not Observable (0 pt)	Insufficient Progress Toward Expectation (0 pt)	Beginning Progress Toward Expectation (1 pt)	Expectation (2 pts)	Exceeding Expectation (3 pts)
6A: The teacher candidate describes and attaches the pre and post-assessment that will be used to measure student mastery prior to and after the unit of study.	• Indicator not applicable or observable for this assessment.	The teacher candidate did not describe the pre-assessment.	• The teacher candidate describes the pre and post assessment vaguely and or does not provide the number and type of questions and/or does not attach the pre and post assessment.	• The teacher candidate describes and attaches the pre and post assessment that will be used to measure student mastery prior to and after the unit of study. • Description includes the number of items and the types of items.	In addition to Expectation", • The teacher candidate labels each item on the pre and post-assessment with the appropriate level of the revised Blooms Taxonomy.
6B: The teacher candidate provides the appropriate grading scale and rubric/key used to score the pre and post assessment(s).	• Indicator not applicable or observable for this assessment.	The teacher candidate did not provide the grading scale and rubric/key.	• The teacher candidate provides the grading scale and rubric/key, but it is unclear that it aligns with the assessment, and/or the grading scale, rubric and key are difficult to understand and/or some or all of the test items and answers contain errors and/or ambiguous language.	• The teacher candidate provides the grading scale and rubric/key that aligns with the assessment. • The grading scale, rubric and key are clear and easy to understand. • Test items and answers are free from error and ambiguous language.	In addition to Expectation", • The teacher candidate researches and provides one "best practice" strategy for creating assessments for students that are fair and reliable. Information researched should be cited.
6C: The teacher candidate accurately defines validity and reliability and accurately describes how the pre/post assessment is both valid and reliable.	• Indicator not applicable or observable for this assessment.	The teacher candidate did not provide any definitions or evidence regarding the validity and reliability of the pre/post assessments.	• The teacher candidate provides a definition that lacks his or her own wording, and/or, lacks support from a formal definition. • The teacher candidate does not link evidence from the pre/post assessment(s) to support validity and reliability.	• The teacher candidate accurately defines validity and reliability in his or her owns words and supports his or her own definition with a "researched formal definition" (Provide source of definition). • The teacher candidate provides specific evidence from the pre/post assessment(s) that supports the validity and reliability of the assessment.	In addition to Expectation", The teacher candidate labels each item on the pre and post-assessment(s) with each daily objective covered during the unit.

SECTION 7: PROGRESS MONITORING

	Not Applicable/Not Observable (0 pt)	Insufficient Progress Toward Expectation (0 pt)	Beginning Progress Toward Expectation (1 pt)	Expectation (2 pts)	Exceeding Expectation (3 pts)
7A: The teacher candidate describes the sources of assessment data he or she will collect during the unit to monitor student progress.	• Indicator not applicable or observable for this assessment.	The teacher candidate did not describe the assessment sources he or she will collect during the unit.	• The teacher candidate described the assessment sources he or she will collect during the unit, but the description does not show variety.	• The teacher candidate described a variety of assessment sources he or she will collect during the unit.	In addition to Expectation", The teacher candidate will identify the assessment sources as formative or summative and labeled each as such.
7B: The teacher candidate describes how grades will be recorded during the unit and semester.	• Indicator not applicable or observable for this assessment.	The teacher candidate did not describe how grades would be recorded.	• The teacher candidate provided a limited description of how grades would be recorded, , and/or did not address how grades would be backed up and kept secure.	• The teacher candidate describes how all grades will be recorded. • The description should include how grades will be backed up and how grades will be kept secure and confidential.	In addition to Expectation", • The teacher candidate will ask two other teachers at the school how they record, back up and secure students grades. • The teacher candidate will summarize their responses.
7C: The teacher candidate presents a sound explanation of the methods for communicating the assessment information to students and their parents.	• Indicator not applicable or observable for this assessment.	The teacher candidate did not present a sound explanation for communicating all assessment methods.	• The teacher candidate presented an explanation for communicating that did not address both students and parents, and/or address all assessment methods.	• The teacher candidate presented a sound explanation for communicating assessment information to both students and parents.	In addition to Expectation", • The teacher candidate will ask two other teachers at the school how they communicate assessment information to both students and parents. • The teacher candidate will summarize their responses.

SECTION 8: GROWTH TARGETS

	Not Applicable/Not Observable (0 pt)	Insufficient Progress Toward Expectation (0 pt)	Beginning Progress Toward Expectation (1 pt)	Expectation (2 pts)	Exceeding Expectation (3 pts)
8B: The teacher candidate provides accurate assessment and growth target information in the table provided.	• Indicator not applicable or observable for this assessment.	• The teacher candidate did not assessment and growth information. .	• The teacher candidate provided assessment and growth information, but did not provide accurate information, and/or did not provide information on every student, and/or did not complete all sections of the data table.	• The teacher candidate provided accurate assessment and growth information. • The teacher candidate provided assessment and growth information for every student. • The teacher candidate completed all sections of the data table provided in section VIII of the SLO template.	In addition to Expectation", • The teacher candidate added and completed an additional, relevant area(column) to the data chart.
8C: The teacher candidate provides an explanation on how the growth targets were developed appropriately.	• Indicator not applicable or observable for this assessment.	• The teacher candidate did not provide an explanation on how the growth targets were developed.	• The teacher candidate provided an explanation on how the growth targets were developed and how they were appropriate, but this explanation did not detail the process that was used, and/or did not provide evidence that the CT was consulted.	• The teacher candidate provided an explanation on how the growth targets were developed and how they were appropriate. • The explanation included a description of the process that was used to create the growth targets. • The explanation provides evidence that the teacher candidate consulted with his or her CT in developing the growth targets.	In addition to Expectation", • The teacher candidate will ask two other teachers at the school how they determine growth targets for their SLOs. • The teacher candidate will explain their responses in one to two paragraphs.
8D: The teacher candidate describes appropriate instructional modifications that need to be made based on the performance data.	• Indicator not applicable or observable for this assessment.	• The teacher candidate did not describe instructional modifications that were needed.	• The teacher candidate described instructional modifications that were needed, but described less than two without an explanation, and/or did not include a rationale for each modification that was content and performance based.	• The teacher candidate described at least two instructional modifications that would be needed the next time her or she taught that unit. • If it is determined that two were not needed, this should be explained. • The description should include a rationale for each modification that is based on the lesson content and the student performance data from	In addition to Expectation", • The teacher candidate will describe in one to two paragraphs any modifications that may be necessary in future units based on the results from this unit.

	Not Applicable/Not Observable (0 pt)	Insufficient Progress Toward Expectation (0 pt)	Beginning Progress Toward Expectation (1 pt)	Expectation (2 pts)	Exceeding Expectation (3 pts)
SECTION 8 (continued…)				the unit.	
8E: (1 of 2) The teacher candidate describes the overall performance of his or her students using the appropriate assessment and growth target data.	• Indicator not applicable or observable for this assessment.	• The teacher candidate did not describe the overall performance of his or her students.	• The teacher candidate described the performance of his or her students, but did not include all students, and/or did not summarize the strengths weaknesses of the class.	• The teacher candidate described the overall performance of his or her students. • The description summarizes the strengths weaknesses of the class.	In addition to Expectation", • The teacher candidate provides three student examples to support the performance description of the students.
8E: (2 of 2) The teacher candidate reflects on his or her level of expectations during the unit.	• Indicator not applicable or observable for this assessment.	• The teacher candidate did not provide a reflection	• The teacher candidate provided a limited reflection and/or the reflection did not include sufficient examples.	• The teacher candidate provided a reflection describing his or her level of expectation during the unit. The reflection included at least two student examples to support it.	In addition to Expectation", • The teacher candidate will reflect in one or two paragraphs whether his or her expectations were too high or too low for the students. • The teacher candidate will explain whether or not their expectations could have had an impact on the performance of the students. If not, why? If so, how?

OVERALL WRITING/SPELLING/GRAMMAR

	Not Applicable/Not Observable (0 pt)	Insufficient Progress Toward Expectation (0 pt)	Beginning Progress Toward Expectation (1 pt)	Expectation (2 pts)	Exceeding Expectation (3 pts)
Section is well written and free from grammar and spelling errors.	• Indicator not applicable or observable for this assessment.	The teacher candidate's submission had significant errors and/or was difficult to read fluently.	The teacher candidate's submission contained errors and/or was somewhat difficult to read fluently.	The teacher candidate's submission was well written, contained minimal minor errors, but was still easy to read fluently	The teacher candidate's submission was exceptionally written, free from errors and easy to read fluently.

Instruction				
	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
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.
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.
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.

Lesson Structure and Pacing	• 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.
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).

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.
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.
Grouping Students	• The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero- or homogenous ability) consistently maximize student understanding and learning efficiency.	• The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero- or homogenous ability) adequately enhance student understanding and learning efficiency.	• The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero-or homogenous ability) sometime enhance student understanding and learning efficiency.	• The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero-or homogenous ability) inhibit 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.	• 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.	• 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.	• Few students in groups know their roles, responsibilities, and group work expectations. • Few students participating in groups are held accountable for group work and individual work. • Instructional group composition remains unchanged irrespective of the learning, and instructional goals of a lesson.
Teacher Content Knowledge	• 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.
Teacher Knowledge of Students[3]	• 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.

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

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

Thinking	The teacher thoroughly teaches two 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 insure that they understand what they are learning, are attending to critical information, and are aware of the learning strategies that they are using and why.	The teacher thoroughly teaches one 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.
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	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	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	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
	• Generating Ideas • Creating and Designing	• Generating Ideas • Creating and Designing	• Generating Ideas • Creating and Designing	• Generating Ideas • Creating and Designing
Description of Qualifying Measures	**Consistent Evidence of Student Centered Learning/Student Ownership of Learning-Teacher Facilitates the Learning.**	**Some Evidence of Student Centered Learning/ Student Ownership of Learning – Teacher Facilitates the Learning**	**Moving Towards Student Centered Learning/Student Ownership of Learning-Consistent Reliance on Teacher Direction.**	**Heavy emphasis on Teacher Direction – Minimal Evidence of Student Ownership of Learning**

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

	Planning			
	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
Instructional Plans	Instructional plans include: • measurable and explicit goals aligned to state content standards. • activities, materials, and assessments that: ○ are aligned to state standards. ○ are sequenced from basic to complex. ○ build on prior student knowledge, are relevant to students' lives, and integrate other disciplines. ○ provide appropriate time for student work, student reflection, and lesson and unit closure. • evidence that plan is appropriate for the age, knowledge, and interests of all learners. • evidence that the plan provides regular opportunities to accommodate individual student needs.	Instructional plans include: • goals aligned to state content standards. • activities, materials, and assessments that: ○ are aligned to state standards. ○ are sequenced from basic to complex. ○ build on prior student knowledge. ○ provide appropriate time for student work, and lesson and unit closure. • evidence that plan is appropriate for the age, knowledge, and interests of most learners. • evidence that the plan provides some opportunities to accommodate individual student needs.	Instructional plans include: • some goals aligned to state content standards. • activities, materials, and assessments that: ○ are sometimes aligned to state standards. ○ are sometimes sequenced from basic to complex. ○ Sometimes build on prior student knowledge. ○ Sometimes provide appropriate time for student work, and lesson and unit closure. • Some evidence that plan is appropriate for the age, knowledge, and interests of most learners. • evidence that the plan provides some opportunities to accommodate individual student needs.	Instructional plans include: • few goals aligned to state content standards. • activities, materials, and assessments that: ○ are rarely aligned to state standards. ○ are rarely logically sequenced. ○ rarely build on prior student knowledge ○ inconsistently provide time for student work, and lesson and unit closure • little evidence that the plan is appropriate for the age, knowledge, or interests of the learners. • little evidence that the plan provides some opportunities to accommodate individual student needs.
Student Work[1]	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.

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.
Description of Qualifying Measures	**Consistent Evidence of Student Centered Learning/Student Ownership of Learning-Teacher Facilitates the Learning.**	**Some Evidence of Student Centered Learning/ Student Ownership of Learning – Teacher Facilitates the Learning**	**Moving Towards Student Centered Learning/Student Ownership of Learning-Consistent Reliance on Teacher Direction.**	**Heavy emphasis on Teacher Direction – Minimal Evidence of Student Ownership of Learning**

Environment				
	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
Expectations	• Teacher sets high and demanding academic expectations for every student. • Teacher encourages students to learn from mistakes. • Teacher creates learning opportunities where all students can experience success. • Students take initiative and follow through with their own work. • Teacher optimizes instructional time, teaches more material, and demands better performance from every student.	• Teacher sets high and demanding academic expectations for every student. • Teacher encourages students to learn from mistakes. • Teacher creates learning opportunities where most students can experience success. • Students complete their work according to teacher expectations.	• Teacher sets high and demanding 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 sufficiently high for every student. • Teacher creates an environment where mistakes and failure are not viewed as learning experiences. • Students demonstrate little or no pride in the quality of their work.
Managing Student Behavior	• Students are consistently well-behaved, and on task. • Teacher and students establish clear rules and expectations for learning and behavior. • The teacher consistently uses techniques such as intrinsic motivation, social approval, contingent activities, and consequences to maintain appropriate student behavior. • The teacher overlooks inconsequential behavior. • The teacher deals with students who have caused disruptions rather than the entire class. • The teacher attends to disruptions quickly, firmly and consistently with no interruption to instruction.	• Students are mostly well-behaved, and on task, some minor learning disruptions may occur. • Teacher establishes rules for learning and behavior. • The teacher uses several techniques such as intrinsic motivation, social approval, contingent activities, and consequences to maintain appropriate student behavior. • The teacher overlooks most inconsequential behavior, but other times addresses it stopping the lesson. • The teacher attends to disruptions firmly and consistently with minimal interruption to instruction.	• Student behavior is inconsistent with several students off task, minor learning disruptions are frequent. • Teacher establishes rules for learning and behavior. • The teacher uses some techniques such as intrinsic motivation, social approval, contingent activities, and consequences to maintain appropriate student behavior. • The teacher 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 not well-behaved and are often off-task. • Teacher establishes few rules for learning and behavior. • The teacher uses few techniques to maintain appropriate student behavior. • The teacher does not distinguish between inconsequential behavior and inappropriate behavior. • Disruptions frequently interrupt instruction.
Environment	The classroom • welcomes all members and guests • is organized and understandable to all students and encourages student collaboration .	The classroom • welcomes most members and guests. • is organized and understandable to most students.	The classroom • welcomes some members and guests. • is organized and understandable to some students.	The classroom • is somewhat cold and uninviting. • is not well organized and understandable to students. • supplies, equipment, and resources are difficult to access.

	• supplies, equipment, and resources are easily and readily accessible for all students. • displays student work that frequently changes. • is consistently arranged to promote individual and group learning.	• supplies, equipment, and resources are accessible for most students. • displays student work. • is arranged to promote individual and group learning.	• supplies, equipment, and resources are accessible. • Displayed student work is not updated regularly. • is sometimes arranged to promote individual and group learning.	• does not display student work. • is not arranged to promote group learning.
Respectful Culture[9]	• Teacher-student interactions demonstrate caring and respect for one another. • Students exhibit caring 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 mostly friendly, but may reflect occasional inconsistencies. • Students exhibit respect for the teacher, and are often polite to each other. • Teacher is often receptive to the interests and opinions of students.	• Teacher-student interactions are sometimes friendly, but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. • Students exhibit respect for the teacher, and are generally polite to each other. • Teacher is sometimes receptive to the interests and opinions of students.	• Teacher-student interactions are sometimes authoritarian, negative, or inappropriate. • Students exhibit disrespect for the teacher. • Student interaction is characterized by conflict, sarcasm, or put-downs. • Teacher is not receptive to interests and opinions of students.
Description of Qualifying Measures	**Consistent Evidence of Student Centered Learning/Student Ownership of Learning- Teacher Facilitates the Learning.**	**Some Evidence of Student Centered Learning/ Student Ownership of Learning – Teacher Facilitates the Learning**	**Moving Towards Student Centered Learning/Student Ownership of Learning-Consistent Reliance on Teacher Direction.**	**Heavy emphasis on Teacher Direction – Minimal Evidence of Student Ownership of Learning**

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

Professionalism					
	Performance Standard	Exemplary 4	Proficient 3	Approaching Proficient 2	Emerging 1
Growing and Developing Professionally	1. The educator is prompt, prepared, and participates in professional development meetings, bringing student artifacts (student work) when requested.	Always	Often	Sometimes	Rarely
	2. The educator appropriately attempts to implement new learning in the classroom following presentation in professional development meetings.	Always	Often	Sometimes	Rarely
	3. The educator develops and works on a yearly plan for new learning based on analyses of school improvement plans and new goals, self-assessment, and input from the teacher leader and principal observations.	Always	Often	Sometimes	Rarely
	4. The educator selects specific activities, content knowledge, or pedagogical skills to enhance and improve his/her proficiency.	Always	Often	Sometimes	Rarely
Reflecting on Teaching	5. The educator makes thoughtful and accurate assessments of his/her lessons' effectiveness as evidenced by the self-reflection after each observation.	Always	Often	Sometimes	Rarely
	6. The educator offers specific actions to improve his/her teaching.	Always	Often	Sometimes	Rarely
	7. The educator accepts responsibilities contributing to school improvement.	Always	Often	Sometimes	Rarely
	8. The educator utilizes student achievement data to address strengths and weaknesses of students and guide instructional decisions.	Always	Often	Sometimes	Rarely
Community Involvement	9. The educator actively supports school activities and events.	Always	Often	Sometimes	Rarely
School Responsibilities	10. The educator accepts leadership responsibilities and/or assists in peers contributing to a safe and orderly school environment.	Always	Often	Sometimes	Rarely
Professional Demeanor and Behavior	11. adheres to all *Standards of Conduct for South Carolina Educators* and maintains ethical standards.	Always	Often	Sometimes	Rarely

Appendix F

Assessment 4

Section IV: Assessment #4- Midterm and Final ADEPT Observations

1(a) A brief description of the assessment and its use in the program

ADEPT stands for *South Carolina System for **A**ssisting, **D**eveloping, and **E**valuating **P**rofessional **T**eaching*. This evaluation model greatly impacts pre-service training and much of our Teacher Education Program has been designed to address the Expanded ADEPT's South Carolina Teaching Standards 4.0. Student teachers must achieve a composite score of 2.7 or higher to pass the overall evaluation.. ADEPT serves as a comprehensive ***process*** of teacher development and is used as the State Standard for evaluating Professional Teaching. Candidates during several courses leading up to and including student teaching are observed and evaluated using the Expanded ADEPT's South Carolina Teaching Standards 4.0 rubric as provided by the state. These standards are measured using our "COR" instrument. "COR" stands for Classroom Observation Record.

The Classroom Observation Rubric (COR) is aligned with the new South Carolina Teaching Standards 4.0 Rubric. The levels are:

Exemplary (4pts)	Proficient (3pts)	Needs Improvement (2pts)	Unsatisfactory (1pt)

The Midterm and Final ADEPT Observations will be administered to Secondary History Education majors in the following course:

- EDUC 490: Student Teaching

1(b), 1(d) and 1(g): See below:

Below is a chart indicating how the Classroom Observation Rubric aligns with the NCSS standards cited in section 3.

COR Rubric Indicator	NSTA Standard	Performance Scores for Biology Education Students (Range: 0-3)
Standards and Objectives	2	Course: EDUC 490; N: n/a; Mean (Range: 0-3): n/a

Motivating Students	**4**	**Course** / **N** / **Mean** (Range: 0-3) EDUC 490 / **n/a** / **n/a**
Presenting Instructional Content	**2**	**Course** / **N** / **Mean** (Range: 0-3) EDUC 490 / **n/a** / **n/a**
Lesson Structure and Pacing	**2**	**Course** / **N** / **Mean** (Range: 0-3) EDUC 490 / **n/a** / **n/a**
Activities and Materials	**2**	**Course** / **N** / **Mean** (Range: 0-3) EDUC 490 / **n/a** / **n/a**
Questioning	**3**	**Course** / **N** / **Mean** (Range: 0-3) EDUC 490 / **n/a** / **n/a**
Academic Feedback	**4**	**Course** / **N** / **Mean** (Range: 0-3) EDUC 490 / **n/a** / **n/a**
Grouping Students	**4**	**Course** / **N** / **Mean** (Range: 0-3) EDUC 490 / **n/a** / **n/a**
Teacher Content Knowledge	**2**	**Course** / **N** / **Mean** (Range: 0-3) EDUC 490 / **n/a** / **n/a**

Teacher Knowledge of Students	**3**	**Course** / **N** / **Mean** (Range: 0-3) EDUC 490 / **n/a** / **n/a**
Thinking	**3**	**Course** / **N** / **Mean** (Range: 0-3) EDUC 490 / **n/a** / **n/a**
Problem Solving	**3**	**Course** / **N** / **Mean** (Range: 0-3) EDUC 490 / **n/a** / **n/a**
Instructional Plans	**3**	**Course** / **N** / **Mean** (Range: 0-3) EDUC 490 / **n/a** / **n/a**
Student Work	**4**	**Course** / **N** / **Mean** (Range: 0-3) EDUC 490 / **n/a** / **n/a**
Assessment	**3**	**Course** / **N** / **Mean** (Range: 0-3) EDUC 490 / **n/a** / **n/a**
Expectations	**4**	**Course** / **N** / **Mean** (Range: 0-3) EDUC 490 / **n/a** / **n/a**
Managing Student Behavior	**4**	**Course** / **N** / **Mean** (Range: 0-3) EDUC 490 / **n/a** / **n/a**
Environment	**4**	**Course** / **N** / **Mean** (Range: 0-3) EDUC 490 / **n/a** / **n/a**

<table>
<tr><td>Respectful Culture</td><td>4</td><td><table><tr><th>Course</th><th>N</th><th>Mean (Range: 0-3)</th></tr><tr><td>EDUC 490</td><td>n/a</td><td>n/a</td></tr></table></td></tr>
<tr><td>Growing and Developing Professionally</td><td>5</td><td><table><tr><th>Course</th><th>N</th><th>Mean (Range: 0-3)</th></tr><tr><td>EDUC 490</td><td>n/a</td><td>n/a</td></tr></table></td></tr>
<tr><td>Reflecting on Teaching</td><td>5</td><td><table><tr><th>Course</th><th>N</th><th>Mean (Range: 0-3)</th></tr><tr><td>EDUC 490</td><td>n/a</td><td>n/a</td></tr></table></td></tr>
<tr><td>Community Involvement</td><td>5</td><td><table><tr><th>Course</th><th>N</th><th>Mean (Range: 0-3)</th></tr><tr><td>EDUC 490</td><td>n/a</td><td>n/a</td></tr></table></td></tr>
<tr><td>School Responsibilities</td><td>5</td><td><table><tr><th>Course</th><th>N</th><th>Mean (Range: 0-3)</th></tr><tr><td>EDUC 490</td><td>n/a</td><td>n/a</td></tr></table></td></tr>
<tr><td>Professional Demeanor and Behavior</td><td>5</td><td><table><tr><th>Course</th><th>N</th><th>Mean (Range: 0-3)</th></tr><tr><td>EDUC 490</td><td>n/a</td><td>n/a</td></tr></table></td></tr>
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(1c) A brief analysis of the data findings

This will be completed when data are available.

(2e) (2f): See attached Assessment Tools

FMU Classroom Observation Report

(Use for CORs and ADEPT Observations During Student Teaching)

Teacher Candidate Name: Click here to enter text.	**Lesson Date:** Click here to enter a date.
Evaluator Name: Click here to enter text.	**Lesson Time:** Click here to enter text.
School Name: Click here to enter text.	**Subject:** Click here to enter text.

Type of Observation: *(Choose One)*

Midterm Cycle: ☐COR ☐Midterm ADEPT. Final Cycle: ☐COR ☐Final ADEPT

PLANNING DOMAIN		
Indicators	**Evaluator Score**	**FEEDBACK**
Instructional Plans		
Student Work		
Assessment		
INSTRUCTION		
Indicators	**Evaluator Score**	**FEEDBACK**
Standards and Objectives		
Motivating Students		
Presenting Instructional Content		
Lesson Structure and Pacing		
Activities and Materials		
Questioning		
Academic Feedback		
Grouping Students		
Teacher Content Knowledge		
Teacher Knowledge of Students		
Thinking		
Problem Solving		
ENVIRONMENT		
Indicators	**Evaluator Score**	**FEEDBACK**
Expectations		
Managing Student Behavior		
Environment		
Respectful Culture		
PROFESSIONALISM		
Indicators	**Evaluator Score**	**FEEDBACK**
Growing and Developing Professionally		
Reflecting on Teaching		
Community Involvement		
School Responsibilities		
Professional Demeanor and Behavior		

OVERALL COMPOSITE SCORE	

Evaluator(s) Signature(s):_____ Date:_____

Teacher Candidate Signature: _____ Date:_____

Instruction				
	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
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.
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.
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.

Lesson Structure and Pacing	• 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.
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).

Questioning	Teacher questions are varied and high quality providing a consistently balanced mix of question types: o knowledge and comprehension, o application and analysis, and o 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: o knowledge and comprehension, o application and analysis, and o 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: o knowledge and comprehension, o application and analysis, and o 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: o knowledge and comprehension, o application and analysis, and o creation and evaluation. • Questions are random and lack coherence. • A low frequency of questions is asked. • Questions are rarely sequenced with attention to the instructional goals. • Questions rarely require active responses (e.g., whole class signaling, choral responses, or group and individual answers). • Wait time is inconsistently provided. • The teacher mostly calls on volunteers and high ability students.
Academic Feedback	• 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.
Grouping Students	• The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero- or homogenous ability) consistently maximize student understanding and learning efficiency.	• The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero- or homogenous ability) adequately enhance student understanding and learning efficiency.	• The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero-or homogenous ability) sometime enhance student understanding and learning efficiency.	• The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero-or homogenous ability) inhibit 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.	• 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.	• 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.	• Few students in groups know their roles, responsibilities, and group work expectations. • Few students participating in groups are held accountable for group work and individual work. • Instructional group composition remains unchanged irrespective of the learning, and instructional goals of a lesson.
Teacher Content Knowledge	• 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.
Teacher Knowledge of Students[3]	• 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.

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

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

Thinking	The teacher thoroughly teaches two 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 insure that they understand what they are learning, are attending to critical information, and are aware of the learning strategies that they are using and why.	The teacher thoroughly teaches one 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.
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	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	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	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
	• Generating Ideas • Creating and Designing	• Generating Ideas • Creating and Designing	• Generating Ideas • Creating and Designing	• Generating Ideas • Creating and Designing
Description of Qualifying Measures	Consistent Evidence of Student Centered Learning/Student Ownership of Learning-Teacher Facilitates the Learning.	Some Evidence of Student Centered Learning/ Student Ownership of Learning – Teacher Facilitates the Learning	Moving Towards Student Centered Learning/Student Ownership of Learning-Consistent Reliance on Teacher Direction.	Heavy emphasis on Teacher Direction – Minimal Evidence of Student Ownership of Learning

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

	Planning			
	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)

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.

Student Work[1]	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.

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.
Description of Qualifying Measures	Consistent Evidence of Student Centered Learning/Student Ownership of Learning-Teacher Facilitates the Learning.	Some Evidence of Student Centered Learning/ Student Ownership of Learning – Teacher Facilitates the Learning	Moving Towards Student Centered Learning/Student Ownership of Learning-Consistent Reliance on Teacher Direction.	Heavy emphasis on Teacher Direction – Minimal Evidence of Student Ownership of Learning

Environment				
	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
Expectations	• Teacher sets high and demanding academic expectations for every student. • Teacher encourages students to learn from mistakes. • Teacher creates learning opportunities where all students can experience success. • Students take initiative and follow through with their own work. • Teacher optimizes instructional time, teaches more material, and demands better performance from every student.	• Teacher sets high and demanding academic expectations for every student. • Teacher encourages students to learn from mistakes. • Teacher creates learning opportunities where most students can experience success. • Students complete their work according to teacher expectations.	• Teacher sets high and demanding 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 sufficiently high for every student. • Teacher creates an environment where mistakes and failure are not viewed as learning experiences. • Students demonstrate little or no pride in the quality of their work.
Managing Student Behavior	• Students are consistently well-behaved, and on task. • Teacher and students establish clear rules and expectations for learning and behavior. • The teacher consistently uses techniques such as intrinsic motivation, social approval, contingent activities, and consequences to maintain appropriate student behavior. • The teacher overlooks inconsequential behavior. • The teacher deals with students who have caused disruptions rather than the entire class. • The teacher attends to disruptions quickly, firmly and consistently with no interruption to instruction.	• Students are mostly well-behaved, and on task, some minor learning disruptions may occur. • Teacher establishes rules for learning and behavior. • The teacher uses several techniques such as intrinsic motivation, social approval, contingent activities, and consequences to maintain appropriate student behavior. • The teacher overlooks most inconsequential behavior, but other times addresses it stopping the lesson. • The teacher attends to disruptions firmly and consistently with minimal interruption to instruction.	• Student behavior is inconsistent with several students off task, minor learning disruptions are frequent. • Teacher establishes rules for learning and behavior. • The teacher uses some techniques such as intrinsic motivation, social approval, contingent activities, and consequences to maintain appropriate student behavior. • The teacher 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 not well-behaved and are often off-task. • Teacher establishes few rules for learning and behavior. • The teacher uses few techniques to maintain appropriate student behavior. • The teacher does not distinguish between inconsequential behavior and inappropriate behavior. • Disruptions frequently interrupt instruction.
Environment	The classroom • welcomes all members and guests • is organized and understandable to all students and encourages student collaboration .	The classroom • welcomes most members and guests. • is organized and understandable to most students.	The classroom • welcomes some members and guests. • is organized and understandable to some students.	The classroom • is somewhat cold and uninviting. • is not well organized and understandable to students. • supplies, equipment, and resources are difficult to access.

	• supplies, equipment, and resources are easily and readily accessible for all students. • displays student work that frequently changes. • is consistently arranged to promote individual and group learning.	• supplies, equipment, and resources are accessible for most students. • displays student work. • is arranged to promote individual and group learning.	• supplies, equipment, and resources are accessible. • Displayed student work is not updated regularly. • is sometimes arranged to promote individual and group learning.	• does not display student work. • is not arranged to promote group learning.
Respectful Culture[9]	• Teacher-student interactions demonstrate caring and respect for one another. • Students exhibit caring 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 mostly friendly, but may reflect occasional inconsistencies. • Students exhibit respect for the teacher, and are often polite to each other. • Teacher is often receptive to the interests and opinions of students.	• Teacher-student interactions are sometimes friendly, but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. • Students exhibit respect for the teacher, and are generally polite to each other. • Teacher is sometimes receptive to the interests and opinions of students.	• Teacher-student interactions are sometimes authoritarian, negative, or inappropriate. • Students exhibit disrespect for the teacher. • Student interaction is characterized by conflict, sarcasm, or put-downs. • Teacher is not receptive to interests and opinions of students.
Description of Qualifying Measures	Consistent Evidence of Student Centered Learning/Student Ownership of Learning- Teacher Facilitates the Learning.	Some Evidence of Student Centered Learning/ Student Ownership of Learning – Teacher Facilitates the Learning	Moving Towards Student Centered Learning/Student Ownership of Learning-Consistent Reliance on Teacher Direction.	Heavy emphasis on Teacher Direction – Minimal Evidence of Student Ownership of Learning

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

Professionalism					
	Performance Standard	Exemplary 4	Proficient 3	Approaching Proficient 2	Emerging 1
	1. The educator is prompt, prepared, and participates in professional development meetings, bringing student artifacts (student work) when requested.	Always	Often	Sometimes	Rarely
	2. The educator appropriately attempts to implement new learning in the classroom following presentation in professional development meetings.	Always	Often	Sometimes	Rarely
	3. The educator develops and works on a yearly plan for new learning based on analyses of school improvement plans and new goals, self-assessment, and input from the teacher leader and principal observations.	Always	Often	Sometimes	Rarely
	4. The educator selects specific activities, content knowledge, or pedagogical skills to enhance and improve his/her proficiency.	Always	Often	Sometimes	Rarely
	5. The educator makes thoughtful and accurate assessments of his/her lessons' effectiveness as evidenced by the self-reflection after each observation.	Always	Often	Sometimes	Rarely
	6. The educator offers specific actions to improve his/her teaching.	Always	Often	Sometimes	Rarely
	7. The educator accepts responsibilities contributing to school improvement.	Always	Often	Sometimes	Rarely
	8. The educator utilizes student achievement data to address strengths and weaknesses of students and guide instructional decisions.	Always	Often	Sometimes	Rarely
Community Involvement	9. The educator actively supports school activities and events.	Always	Often	Sometimes	Rarely
School Responsibilities	10. The educator accepts leadership responsibilities and/or assists in peers contributing to a safe and orderly school environment.	Always	Often	Sometimes	Rarely
Professional Demeanor and Behavior	11. adheres to all *Standards of Conduct for South Carolina Educators* and maintains ethical standards.	Always	Often	Sometimes	Rarely

Appendix G

Assessment 5

Section IV: Assessment #5- SLO Unit Plan Growth Targets

1(a) A brief description of the assessment and its use in the program

Candidates will be asked to an SLO Unit Assignment which focuses on setting and measuring growth targets for students during a 2 week instructional unit.. The SLO Unit assignment uses a rubric with five performance levels. The 5 performance levels create a possible scoring range between 0 and 3. The levels are:

Not Applicable/Not Observable (0pts) *This rating does not penalize the candidate.*	Insufficient Progress Toward Expectation (0pts)	Beginning Progress Toward Expectation (1pts)	Expectation (2pts)	Exceeding Expectation (3pts)

<u>The SLO Unit Assignment will be administered to Secondary Biology Education majors in the following courses:</u>

- EDUC 393: Clinical Experience Elementary
- EDUC 490: Student Teaching

1(b), 1(d) and 1(g): See below:

Below is a chart indicating how the SLO Unit Assignment aligns with the NSTA standards cited in section 3.

SLO Rubric Indicator	NSTA Standard	Performance Scores for Biology Education Students (Range: 0-3)
5A (Part 1 of 2) The teacher candidate describes the students' level of knowledge prior to the unit.	3	

Course	N	Mean (Range: 0-3)
EDUC 393	n/a	n/a
EDUC 490	n/a	n/a

<table>
<tr><td>5A (Part 2 of 2) The teacher candidate describes how the source of data used to determine the level of knowledge prior to the unit is relevant to the SLO unit.</td><td>3</td><td><table><tr><th>Course</th><th>N</th><th>Mean (Range: 0-3)</th></tr><tr><td>EDUC 393</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 490</td><td>n/a</td><td>n/a</td></tr></table></td></tr>
<tr><td>6A: The teacher candidate describes and attaches the pre and post-assessment that will be used to measure student mastery prior to and after the unit of study.</td><td>3</td><td><table><tr><th>Course</th><th>N</th><th>Mean (Range: 0-3)</th></tr><tr><td>EDUC 393</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 490</td><td>n/a</td><td>n/a</td></tr></table></td></tr>
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<tr><td>6C: The teacher candidate accurately defines validity and reliability and accurately describes how the pre/post assessment is both valid and reliable.</td><td>3</td><td><table><tr><th>Course</th><th>N</th><th>Mean (Range: 0-3)</th></tr><tr><td>EDUC 393</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 490</td><td>n/a</td><td>n/a</td></tr></table></td></tr>
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<table>
<tr><td>8C: The teacher candidate provides an explanation on how the growth targets were developed appropriately.</td><td>3</td><td><table><tr><th>Course</th><th>N</th><th>Mean (Range: 0-3)</th></tr><tr><td>EDUC 393</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 490</td><td>n/a</td><td>n/a</td></tr></table></td></tr>
<tr><td>8D: The teacher candidate describes appropriate instructional modifications that need to be made based on the performance data.</td><td>3</td><td><table><tr><th>Course</th><th>N</th><th>Mean (Range: 0-3)</th></tr><tr><td>EDUC 393</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 490</td><td>n/a</td><td>n/a</td></tr></table></td></tr>
<tr><td>8E: (1 of 2) The teacher candidate describes the overall performance of his or her students using the appropriate assessment and growth target data.</td><td>3</td><td><table><tr><th>Course</th><th>N</th><th>Mean (Range: 0-3)</th></tr><tr><td>EDUC 393</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 490</td><td>n/a</td><td>n/a</td></tr></table></td></tr>
<tr><td>8E: (2 of 2) The teacher candidate reflects on his or her level of expectations during the unit.</td><td>5</td><td><table><tr><th>Course</th><th>N</th><th>Mean (Range: 0-3)</th></tr><tr><td>EDUC 393</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 490</td><td>n/a</td><td>n/a</td></tr></table></td></tr>
</table>

(1c) A brief analysis of the data findings

This will be completed when data are available.

(2e) (2f): See attached Assessment Tools

FMU Student Learning Objective (SLO) Template

Administration and Purpose of this Assignment: This assignment is given to candidates in the EDUC 390 series of courses (clinical experience prior to student teaching) and again during the EDUC 490/770 series (student teaching). The purpose of the assignment is to measure candidates' proficiency with ADEPT Performance Standards (APSs) 1, 2 and 3 and the SLO process, which are required evaluation components of newly licensed teachers in South Carolina.

Minimal Level of Proficiency: Candidates must meet the "expectation level" for all indicators in the FMU SLO Scoring Rubric in order to successfully complete the assignment and Student Teaching.

Directions: Candidates should complete each section of the SLO template below with sufficient detail and accuracy. To do this, candidates should refer to the SLO scoring rubric and any relevant training/directions provided to candidates during class.

Teacher Candidate Name: Click here to enter text.	**Teacher Candidate School:** Click here to enter text.
SLO Evaluator Name: Click here to enter text. **SLO Evaluator Position/Role:** Click here to enter text.	
Grade Level: Click here to enter text.	**SLO Content Area:** Click here to enter text.
SLO Type: *Choose One* ☒ Individual *(written by an individual teacher)* ☐ Team *(team of teachers focus on a similar goal but are held accountable for only their students)*	**SLO Approach:** *Choose One* ☒ Class *(covers all of the students in one class period i.e., 2nd period Biology, 4th period Beginning Pottery, etc.)* ☐ Course *(covers all of the students enrolled in multiple sections of the course (i.e., all of a teacher's Biology 2 students, all of a teacher's Beginning Pottery students, etc.)*
SLO Interval of Instruction *Choose One* ☐ Year ☐ Semester ☒ Other (2 week unit per FMU)	**Assessment Dates** Pre Assessment Date: **Click here to enter text.** Post Assessment Date: **Click here to enter text.**

Developed using the SC SDE SLO template created May 2016

I. Student Population

A. Provide a detailed description of the student population by completing the table below. Information ("Contextual Factors") should include, but is not limited to, the following: the number of students in the class, a description of students with exceptionalities (e.g., learning disability, gifted and talented, English language learner [ELL] status, etc.), gender/race, reading levels, lunch status, family status, learning styles, common interests of the students, etc... **(Key Element 1.A)**

Important Student Information		
Contextual Factor	**Description** *(in terms of your students)*	**Source(s)**

B. Provide a description of academic supports provided to students (e.g., extended time, resource time with EC teacher, any classroom supports that students receive to help them access the core curriculum). **(Key Element 1.A)**

C. Using at least one research based article, provide an explanation of the relevance of the student information to guiding instruction. **(Key Element 1.A)**

II. SLO (Student Learning Objective)

A. Create a Student Learning Objective. (Think in terms of what students will be able to do at the end of the SLO Interval.) **(Key Element 1.B)**

B. How does this Student Learning Objective aligned with grade-level content standards and curriculum and/or course goals that are most important for students to achieve? **(Key Element 1.B)**

C. Provide a description of the instructional plan for each day of the unit. Include a list of materials and technology based resources that will be used each day. Use the table below. **(Key Element 2.B)**

Instructional Plan for the Unit (Key Element 2.B)
Use each row below to write a brief description of each day. Be sure to label each day. Include the following sections for each day. • ***Specific Objective for this lesson*** • ***Brief Description of the Activities/Strategies*** • ***Resources/Materials/Technology*** • ***Brief Description of the Assessment***

D. Explain how you will balance the required grade level standards with the student's needs, abilities and developmental levels. **(Key Element 2.B)**

III. Course Content and Pacing Guide

A. For the semester, include a description of the major course units. Identify the SLO interval in this description. You may use the table below or attach your own. **(Key Element 2.A)**

Major Course Units		
Unit Topic	**Description**	**Unit Length** (i.e., approximate dates.)

B. Attach a description of the instructional units (Pacing Guide) used in this course or class. **(Key Element 1.C)**

IV. Instructional and Behavior Management Strategies

A. Describe two "best practice" instructional strategies you will use to maximize instructional time during the unit. **(Key Element 1.E)**

B. Describe the expectations for students during instructional and non -instructional times. (You may copy information from your classroom management plan from EDUC 487.) **(Key Element 1.E)**

V. Historical and Trend Data

A. Describe, using applicable past data for the students, a description of the students' level of knowledge prior to the unit. Include the source(s) of data (e.g., formative and summative assessments, anecdotal data gathered from collaboration with other educators) used to determine this level of knowledge. **(Key Element 3.B)**

VI. Baseline Data and Post Assessment

A. Describe and attach the pre and post assessment(s) that will be used to measure student mastery at the beginning of the unit and after the unit. **(Key Element 1.D)**

B. Attach the appropriate assessment grading scale and rubric/key used to score the assessment(s). **(Key Element 3.C)**

C. Define validity and reliability and then describe how the pre and post assessment is both valid and reliable. **(Key Element 3.A)**

VII. Progress Monitoring

A. Describe what assessment data you will collect in order to monitor student progress **during** the unit. **(Key Element 1.D)**

B. How will you record grades during the unit and semester? **(Key Element 1.D)**

C. How will you communicate assessment information to students and parents during the unit and semester? **(Key Element 1.D)**

VIII: Growth Targets

A. *Choose One ("Individual" has been chosen for you.)*

☐ Tiered *(All students but at varying degrees of expected growth.)*

☒ Individual *(All students have individualized growth targets based on previous performance and expectations.)*

☐ Targeted (*Sub population(s) of students are the focus of the SLO goal. Appropriate for course approach as a second SLO when the first includes all students.)*

B. Considering all available data, identify the growth targets the students are expected to reach by the end of the SLO interval. Complete the table below or on an attached spreadsheet. **(Key Element 3.C)**

Student Name (Do not use names...initials or numbers.)	**Pre-Assessment Result**	**Growth Target**	**Post-Assessment Result**	**Growth Target Met or Exceeded?**

C. Provide an explanation regarding the process used to determine the growth targets for students in the table above. Explain why these growth targets are appropriate. **(Key Element 1.B)**

D. Based on the data results, what aspects of the instruction need to be modified? Provide a solid rationale for these modifications. **(Key Element 2.C)**

E. Reflect on the students' performance in terms of whether the students met your expectations? In other words, was the unit successful? Why or why not? **(Key Element 3.C**

FMU SLO SCORING RUBRIC (SPRING 2017)

(Candidate must receive at least a 2 on each cell to pass the project.)

SECTION 1: STUDENT INFORMATION

	Not Applicable/Not Observable (0 pt)	Insufficient Progress Toward Expectation (0 pt)	Beginning Progress Toward Expectation (1 pt)	Expectation (2 pts)	Exceeding Expectation (3 pts)
1A: The teacher candidate identifies appropriate student information.	• Indicator not applicable or observable for this assessment.	• Identifies no appropriate information about the students in the class.	• Identifies minimal or vague information about the students in the class. • Information provided is not relevant to the instruction of the class.	• Identifies the number of students in the class. • Identifies the students with exceptionalities along with a description of the exceptionality. • Identifies the gender, race and lunch status of each student. • Identifies the family status of each student (if family status is not available, replace with a different, but relevant factor). • Identifies the learning styles for each student in the class. • Identifies the common interests among students.	In addition to "Expectation", • Identifies two additional factors.
1B: The teacher candidate describes the available academic supports for students.	• Indicator not applicable or observable for this assessment.	• Does not describe the academic supports available to the students in his/her classroom.	• Lists or vaguely describes the academic supports available to the students in his/her classroom.	• Describes at least three academic supports available to ALL the students in his/her classroom.	In addition to Expectation", • Provides a research based rationale for at least 1 of the academic supports described as available to students. Include a link to the research article used.
1C: The teacher candidate provides a sound, research based explanation of the relevance of the student information to guiding instruction.	• Indicator not applicable or observable for this assessment	• Does not provides a sound, research based explanation of the relevance of the student information to guiding instruction.	• Provides a limited explanation regarding the relevance of the student information to guiding instruction. • Explanation is not based on appropriate research.	• Using two examples of student information that was collected, describe how the student information collected is important for guiding instruction. • Cite and briefly summarizes one research based article that shows how the student information examples used are relevant to student learning. Include a link to the research article used.	In addition to Expectation", • Cites and summarizes an additional research based article that shows how the student information provided is important for guiding instruction.

SECTION 2: SLO (Student Learning Objective)

	Not Applicable/Not Observable (0 pt)	Insufficient Progress Toward Expectation (0 pt)	Beginning Progress Toward Expectation (1 pt)	Expectation (2 pts)	Exceeding Expectation (3 pts)
2A: The teacher creates a Student Learning Objective that describes what students will be able to do at the end of the SLO Interval.	• Indicator not applicable or observable for this assessment.	• The teacher fails to create a Student Learning Objective or creates one that does not accurately describe what students should be able to do.	• The teacher creates a Student Learning Objective that vaguely describes what students should be able to do. • There is no clear alignment between what a student should be able to do, the course content/standards and the overall Student Learning Objective.	• The teacher creates a Student Learning Objective that describes what students should be able to do in observable terms using a "by" statement. • There is clear alignment between what a student should be able to do and the course content/standards.	In addition to Expectation", • Reflects on how the academic supports could help students master the Student Learning Objective. At least 1 example is provided
2B: The teacher candidate explains how the Student Learning Objective (SLO) is aligned with grade-level content standards and/or course goals that are most important for students to achieve.	• Indicator not applicable or observable for this assessment.	The teacher candidate did not demonstrate how the Student Learning Objective (SLO) Learning Goal is aligned with grade-level content standards.	• The teacher candidate provides a limited explanation of the alignment between what a student should be able to do and the course content/standards. • Standards and detailed content are not available or are limited.	• The teacher candidate clearly explains the alignment between what a student should be able to do, the course content/standards and the overall Student Learning Objective. • Explanation includes the detailed content and course standards.	In addition to Expectation", • The teacher candidate explains how the SLO aligns with previous and future units of study.
2C: The teacher candidate provides a description of the instructional plan for the unit that includes a list of materials and technology based resources that will be used during the unit.	• Indicator not applicable or observable for this assessment.	The teacher candidate did not provide an instructional plan that clearly details each day of the unit.	• The teacher candidate provides a limited instructional plan that clearly details each day of the unit. • Each day did not included the following labeled sections: -Objective -Activities/Strategies -Resources Needed - Assessment	• The teacher candidate provides an instructional plan that clearly details each day of the unit. • Each day included the following labeled sections: -Objective -Activities/Strategies -Resources Needed - Assessment	In addition to Expectation", • The teacher candidate labels the activities and strategies for each day to specific learning styles.
2D: The teacher candidate explains how he or she will balance the required grade level standards with the student's needs, abilities and developmental levels.	• Indicator not applicable or observable for this assessment.	The teacher candidate does not provide an explanation regarding how he or she balances the standards with the needs, abilities and levels.	• The teacher candidate provides a limited explanation and/or does not use at least one specific standard an/or does not use two student examples. The explanation does not include advice from the Cooperating Teacher regarding how he or she balances the standards with the needs, abilities and levels.	• The teacher candidate provides an explanation using at least one specific standard and two student examples. The explanation includes advice from the Cooperating Teacher regarding how he or she balances the standards with the needs, abilities and levels.	In addition to Expectation", • The teacher candidate briefly summarizes how one other teacher at the school would answer this question.

SECTION 3: COURSE CONTENT AND PACING GUIDE

	Not Applicable/Not Observable (0 pt)	Insufficient Progress Toward Expectation (0 pt)	Beginning Progress Toward Expectation (1 pt)	Expectation (2 pts)	Exceeding Expectation (3 pts)
3A: The teacher provides a description of the major course units and goals to be taught during the semester.	• Indicator not applicable or observable for this assessment.	The teacher candidate did not provide a description of the major course units and goals to be taught during the semester.	The teacher candidate provided a vague description of the major course units and goals, or simply listed them from the pacing guide. The SLO interval was not clearly identified.	The teacher candidate utilized table provided to describe the major course units as outlined in the pacing guide for the semester. The SLO interval was clearly identified (highlighted) in the table.	In addition to Expectation", • The teacher candidate described how the sequence for the units was determined and reflects on his or her level of agreement with that sequence.
3B: The teacher candidate provides an official pacing guide to show the instructional units taught during the semester.	• Indicator not applicable or observable for this assessment.	The teacher candidate did not provide an official pacing guide of the units taught and/or a statement that one is not available.	The teacher candidate provided an unofficial pacing guide and/or did not provide a statement as to the availability of the plan and/or did not describe how the cooperating teacher determines the pacing and sequence for the subject if one was not available.	• The teacher candidate provided an official, detailed copy of the school/district pacing guide and identified it as such. • If one was not available, that was clearly stated and further explanation was provided as to how the cooperating teacher determines the pacing and sequence for the subject.	In addition to Expectation", • The teacher candidate compared the pacing guide to a different subject's pacing guide on the same grade level. • The candidate provided a description of at least 2 similarities and two differences between the two guides.

SECTION 4: INSTRUCTIONAL AND BEHAVIOR MANAGEMENT STRATEGIES

	Not Applicable/Not Observable (0 pt)	Insufficient Progress Toward Expectation (0 pt)	Beginning Progress Toward Expectation (1 pt)	Expectation (2 pts)	Exceeding Expectation (3 pts)
4A: The teacher candidate provides a research- based description of the "best" practices that will be used during the unit of study to maximize instructional time.	• Indicator not applicable or observable for this assessment.	The teacher candidate did not provide description of the best instructional practices.	The teacher candidate provides a limited description of the best instructional practices and/or did not provide two and/or did not provide an explanation as to why each strategy is considered "best" when trying to maximize instructional time.	• The teacher candidate provided a description of two best instructional practices that will be used during the unit. The teacher candidate describes why each strategy is considered "best" when trying to maximize instructional time.	In addition to Expectation", • The teacher candidate provides a link to a research article(s) (for each strategy) which confirm that the strategies are considered "best practice".
4B: The teacher candidate provides a classroom management plan that describes the expectations for students during instructional and non-instructional times.	• Indicator not applicable or observable for this assessment.	The teacher candidate did not provide a classroom management plan.	The teacher candidate provided a classroom management, but it was not clearly labeled with instructional and non-instructional expectations. The plan was limited in its clarity with regard to locations and times during a typical day.	• The teacher candidate provided a classroom management plan that detailed instructional and non-instructional classroom expectations. • Instructional and non-instructional expectations were clearly labeled as such. • Expectations included times students were inside the classroom as well as when students were in other parts of the school. (ie: cafeteria, bathroom, recess, hallways etc..)	In addition to Expectation", • The teacher candidate reviewed two additional plans from other teachers in the school and provided a one to two paragraph narrative describing similarities and differences between the two plans.

SECTION 5: HISTORICAL AND TREND DATA

	Not Applicable/Not Observable (0 pt)	Insufficient Progress Toward Expectation (0 pt)	Beginning Progress Toward Expectation (1 pt)	Expectation (2 pts)	Exceeding Expectation (3 pts)
5A (Part 1 of 2) The teacher candidate describes the students' level of knowledge prior to the unit.	• Indicator not applicable or observable for this assessment.	The teacher candidate did not provide a source of applicable, relevant data to show the students level of knowledge prior to the unit.	The teacher candidate provided a source of data that was not applicable and/or relevant. The data was not described as formative, summative or anecdotal.	The teacher candidate provided a source of applicable, relevant data to show the students level of knowledge prior to the unit. The data is described as formative, summative or anecdotal.	Exceeding Expectation (3.000 pts) In addition to Expectation", • The teacher candidate provided an explanation of how the knowledge gained in the SLO unit would be considered "prior knowledge" for a future unit. • The future unit must be identified.
5A (Part 2 of 2) The teacher candidate describes how the source of data used to determine the level of knowledge prior to the unit is relevant to the SLO unit.	• Indicator not applicable or observable for this assessment.	The teacher candidate did not describe how the source of data used to determine the level of knowledge prior to the unit is relevant to the SLO unit.	The teacher candidate provides a limited description of how the sources of data used to determine the level of knowledge prior to the unit is relevant to the SLO unit. The description does not clearly link how this level of knowledge can influence/predict the level of performance for student during the unit	The teacher candidate describes how the source of data used to determine the level of knowledge prior to the unit is relevant to the SLO unit. The description clearly links how this level of knowledge can influence/predict the level of performance for student during the unit.	In addition to Expectation", The teacher candidate describes a strategy that will be used for students whose level of knowledge may provide an obstacle toward achieving mastery of the SLO.

SECTION 6: BASELINE DATA AND POST ASSESSMENT

	Not Applicable/Not Observable (0 pt)	Insufficient Progress Toward Expectation (0 pt)	Beginning Progress Toward Expectation (1 pt)	Expectation (2 pts)	Exceeding Expectation (3 pts)
6A: The teacher candidate describes and attaches the pre and post-assessment that will be used to measure student mastery prior to and after the unit of study.	• Indicator not applicable or observable for this assessment.	The teacher candidate did not describe the pre-assessment.	• The teacher candidate describes the pre and post assessment vaguely and or does not provide the number and type of questions and/or does not attach the pre and post assessment.	• The teacher candidate describes and attaches the pre and post assessment that will be used to measure student mastery prior to and after the unit of study. • Description includes the number of items and the types of items.	In addition to Expectation", • The teacher candidate labels each item on the pre and post-assessment with the appropriate level of the revised Blooms Taxonomy.
6B: The teacher candidate provides the appropriate grading scale and rubric/key used to score the pre and post assessment(s).	• Indicator not applicable or observable for this assessment.	The teacher candidate did not provide the grading scale and rubric/key.	• The teacher candidate provides the grading scale and rubric/key, but it is unclear that it aligns with the assessment, and/or the grading scale, rubric and key are difficult to understand and/or some or all of the test items and answers contain errors and/or ambiguous language.	• The teacher candidate provides the grading scale and rubric/key that aligns with the assessment. • The grading scale, rubric and key are clear and easy to understand. • Test items and answers are free from error and ambiguous language.	In addition to Expectation", • The teacher candidate researches and provides one "best practice" strategy for creating assessments for students that are fair and reliable. Information researched should be cited.
6C: The teacher candidate accurately defines validity and reliability and accurately describes how the pre/post assessment is both valid and reliable.	• Indicator not applicable or observable for this assessment.	The teacher candidate did not provide any definitions or evidence regarding the validity and reliability of the pre/post assessments.	• The teacher candidate provides a definition that lacks his or her own wording, and/or, lacks support from a formal definition. • The teacher candidate does not link evidence from the pre/post assessment(s) to support validity and reliability.	• The teacher candidate accurately defines validity and reliability in his or her owns words and supports his or her own definition with a "researched formal definition" (Provide source of definition). • The teacher candidate provides specific evidence from the pre/post assessment(s) that supports the validity and reliability of the assessment.	In addition to Expectation", The teacher candidate labels each item on the pre and post-assessment(s) with each daily objective covered during the unit.

SECTION 7: PROGRESS MONITORING

	Not Applicable/Not Observable (0 pt)	Insufficient Progress Toward Expectation (0 pt)	Beginning Progress Toward Expectation (1 pt)	Expectation (2 pts)	Exceeding Expectation (3 pts)
7A: The teacher candidate describes the sources of assessment data he or she will collect during the unit to monitor student progress.	• Indicator not applicable or observable for this assessment.	The teacher candidate did not describe the assessment sources he or she will collect during the unit.	• The teacher candidate described the assessment sources he or she will collect during the unit, but the description does not show variety.	• The teacher candidate described a variety of assessment sources he or she will collect during the unit.	In addition to Expectation", The teacher candidate will identify the assessment sources as formative or summative and labeled each as such.
7B: The teacher candidate describes how grades will be recorded during the unit and semester.	• Indicator not applicable or observable for this assessment.	The teacher candidate did not describe how grades would be recorded.	• The teacher candidate provided a limited description of how grades would be recorded, , and/or did not address how grades would be backed up and kept secure.	• The teacher candidate describes how all grades will be recorded. • The description should include how grades will be backed up and how grades will be kept secure and confidential.	In addition to Expectation", • The teacher candidate will ask two other teachers at the school how they record, back up and secure students grades. • The teacher candidate will summarize their responses.
7C: The teacher candidate presents a sound explanation of the methods for communicating the assessment information to students and their parents.	• Indicator not applicable or observable for this assessment.	The teacher candidate did not present a sound explanation for communicating all assessment methods.	• The teacher candidate presented an explanation for communicating that did not address both students and parents, and/or address all assessment methods.	• The teacher candidate presented a sound explanation for communicating assessment information to both students and parents.	In addition to Expectation", • The teacher candidate will ask two other teachers at the school how they communicate assessment information to both students and parents. • The teacher candidate will summarize their responses.

SECTION 8: GROWTH TARGETS

	Not Applicable/Not Observable (0 pt)	Insufficient Progress Toward Expectation (0 pt)	Beginning Progress Toward Expectation (1 pt)	Expectation (2 pts)	Exceeding Expectation (3 pts)
8B: The teacher candidate provides accurate assessment and growth target information in the table provided.	• Indicator not applicable or observable for this assessment.	• The teacher candidate did not assessment and growth information. .	• The teacher candidate provided assessment and growth information, but did not provide accurate information, and/or did not provide information on every student, and/or did not complete all sections of the data table.	• The teacher candidate provided accurate assessment and growth information. • The teacher candidate provided assessment and growth information for every student. • The teacher candidate completed all sections of the data table provided in section VIII of the SLO template.	In addition to Expectation", • The teacher candidate added and completed an additional, relevant area(column) to the data chart.
8C: The teacher candidate provides an explanation on how the growth targets were developed appropriately.	• Indicator not applicable or observable for this assessment.	• The teacher candidate did not provide an explanation on how the growth targets were developed.	• The teacher candidate provided an explanation on how the growth targets were developed and how they were appropriate, but this explanation did not detail the process that was used, and/or did not provide evidence that the CT was consulted.	• The teacher candidate provided an explanation on how the growth targets were developed and how they were appropriate. • The explanation included a description of the process that was used to create the growth targets. • The explanation provides evidence that the teacher candidate consulted with his or her CT in developing the growth targets.	In addition to Expectation", • The teacher candidate will ask two other teachers at the school how they determine growth targets for their SLOs. • The teacher candidate will explain their responses in one to two paragraphs.
8D: The teacher candidate describes appropriate instructional modifications that need to be made based on the performance data.	• Indicator not applicable or observable for this assessment.	• The teacher candidate did not describe instructional modifications that were needed.	• The teacher candidate described instructional modifications that were needed, but described less than two without an explanation, and/or did not include a rationale for each modification that was content and performance based.	• The teacher candidate described at least two instructional modifications that would be needed the next time her or she taught that unit. • If it is determined that two were not needed, this should be explained. • The description should include a rationale for each modification that is based on the lesson content and the student performance data from	In addition to Expectation", • The teacher candidate will describe in one to two paragraphs any modifications that may be necessary in future units based on the results from this unit.

	Not Applicable/Not Observable (0 pt)	Insufficient Progress Toward Expectation (0 pt)	Beginning Progress Toward Expectation (1 pt)	Expectation (2 pts)	Exceeding Expectation (3 pts)
SECTION 8 (continued…)				the unit.	
8E: (1 of 2) The teacher candidate describes the overall performance of his or her students using the appropriate assessment and growth target data.	• Indicator not applicable or observable for this assessment.	• The teacher candidate did not describe the overall performance of his or her students.	• The teacher candidate described the performance of his or her students, but did not include all students, and/or did not summarize the strengths weaknesses of the class.	• The teacher candidate described the overall performance of his or her students. • The description summarizes the strengths weaknesses of the class.	In addition to Expectation", • The teacher candidate provides three student examples to support the performance description of the students.
8E: (2 of 2) The teacher candidate reflects on his or her level of expectations during the unit.	• Indicator not applicable or observable for this assessment.	• The teacher candidate did not provide a reflection	• The teacher candidate provided a limited reflection and/or the reflection did not include sufficient examples.	• The teacher candidate provided a reflection describing his or her level of expectation during the unit. The reflection included at least two student examples to support it.	In addition to Expectation", • The teacher candidate will reflect in one or two paragraphs whether his or her expectations were too high or too low for the students. • The teacher candidate will explain whether or not their expectations could have had an impact on the performance of the students. If not, why? If so, how?

OVERALL WRITING/SPELLING/GRAMMAR

	Not Applicable/Not Observable (0 pt)	Insufficient Progress Toward Expectation (0 pt)	Beginning Progress Toward Expectation (1 pt)	Expectation (2 pts)	Exceeding Expectation (3 pts)
Section is well written and free from grammar and spelling errors.	• Indicator not applicable or observable for this assessment.	The teacher candidate's submission had significant errors and/or was difficult to read fluently.	The teacher candidate's submission contained errors and/or was somewhat difficult to read fluently.	The teacher candidate's submission was well written, contained minimal minor errors, but was still easy to read fluently	The teacher candidate's submission was exceptionally written, free from errors and easy to read fluently.

Appendix H

Assessment 6

Section IV: Assessment #6- Senior Capstone History Thesis

1(a) A brief description of the assessment and its use in the program

Candidates will be asked to write a major research paper using both primary and secondary sources.

1(b), 1(d) and 1(g): See below:

The senior History Capstone Thesis Assignment aligns with the NCSS standards 1 and 5.

(1c) A brief analysis of the data findings

This will be completed when data are available.

(2e) (2f): Students will write a major research paper.

Appendix I

Assessment 7

Section IV: Assessment #7- PROFESSIONAL DISPOSITIONS

1(a) A brief description of the assessment and its use in the program

Candidates are evaluated on how they display 26 different ethical and professional attributes that are expected of public school teachers. These evaluations occur in 4 courses throughout the program. One evaluation occurs prior to admission into the school of education program and three occur once a student is admitted into the professional program. Once admitted into the program, the evaluations are spread out to ensure they are conducted near the beginning, middle and end of the program. Students must pass these dispositions in order to gain admittance into the professional program and subsequently stay in the program.

A rubric with five performance levels is used to assess these plans. The 5 performance levels create a possible scoring range between 0 and 3. The levels are:

Not Applicable/Not Observable (0pts) *This rating does not penalize the candidate.*	Insufficient Progress Toward Expectation (0pts)	Beginning Progress Toward Expectation (1pts)	Expectation (2pts)	Exceeding Expectation (3pts)

<u>The Professional Dispositions Assessment is administered to Elementary majors in the following courses:</u>

- EDUC 305: Foundations of Curriculum and Instruction
- EDUC 313: Field Experience Instructional Planning
- EDUC 393: Clinical Experience Secondary
- EDUC 490: Student Teaching

1(b), 1(d) and 1(g): See below:

Below is a chart indicating how the Disposition assessment aligns with the NCSS standards cited in section 3.

Disposition Rubric Indicator	NCSS Standard	Performance Scores for Secondary History Students (Range: 0-3)
The teacher candidate attends regularly and is punctual.	5	

Course	N	Mean (Range: 0-3)
EDUC 305	n/a	n/a
EDUC 313	n/a	n/a
EDUC 393	n/a	n/a
EDUC 490	n/a	n/a

<table>
<tr><td>The teacher candidate responds positively and follows oral and written directives.</td><td>5</td><td><table><tr><th>Course</th><th>N</th><th>Mean (Range: 0-3)</th></tr><tr><td>EDUC 305</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 313</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 393</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 490</td><td>n/a</td><td>n/a</td></tr></table></td></tr>
<tr><td>The teacher candidate completes assignments on time and meets required program deadlines.</td><td>5</td><td><table><tr><th>Course</th><th>N</th><th>Mean (Range: 0-3)</th></tr><tr><td>EDUC 305</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 313</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 393</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 490</td><td>n/a</td><td>n/a</td></tr></table></td></tr>
<tr><td>The teacher candidate dresses and grooms appropriately for setting.</td><td>5</td><td><table><tr><th>Course</th><th>N</th><th>Mean (Range: 0-3)</th></tr><tr><td>EDUC 305</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 313</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 393</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 490</td><td>n/a</td><td>n/a</td></tr></table></td></tr>
<tr><td>The teacher candidate shows initiative.</td><td>5</td><td><table><tr><th>Course</th><th>N</th><th>Mean (Range: 0-3)</th></tr><tr><td>EDUC 305</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 313</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 393</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 490</td><td>n/a</td><td>n/a</td></tr></table></td></tr>
<tr><td>The teacher candidate recognizes own personal strengths and weaknesses.</td><td>5</td><td><table><tr><th>Course</th><th>N</th><th>Mean (Range: 0-3)</th></tr><tr><td>EDUC 305</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 313</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 393</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 490</td><td>n/a</td><td>n/a</td></tr></table></td></tr>
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<table>
<tr><td>The teacher candidate actively seeks opportunities to grow professionally.</td><td>5</td><td><table><tr><th>Course</th><th>N</th><th>Mean (Range: 0-3)</th></tr><tr><td>EDUC 305</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 313</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 393</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 490</td><td>n/a</td><td>n/a</td></tr></table></td></tr>
<tr><td>The teacher candidate works collaboratively and respectfully with members and/or groups in the university and/or school community.</td><td>5</td><td><table><tr><th>Course</th><th>N</th><th>Mean (Range: 0-3)</th></tr><tr><td>EDUC 305</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 313</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 393</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 490</td><td>n/a</td><td>n/a</td></tr></table></td></tr>
<tr><td>The teacher candidate responds positively to constructive criticism and implements recommendations.</td><td>5</td><td><table><tr><th>Course</th><th>N</th><th>Mean (Range: 0-3)</th></tr><tr><td>EDUC 305</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 313</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 393</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 490</td><td>n/a</td><td>n/a</td></tr></table></td></tr>
<tr><td>The teacher candidate conveys enthusiasm and confidence through verbal and nonverbal methods.</td><td>5</td><td><table><tr><th>Course</th><th>N</th><th>Mean (Range: 0-3)</th></tr><tr><td>EDUC 305</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 313</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 393</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 490</td><td>n/a</td><td>n/a</td></tr></table></td></tr>
<tr><td>The teacher candidate initiates persistent and careful reflection about teaching and professional experiences.</td><td>5</td><td><table><tr><th>Course</th><th>N</th><th>Mean (Range: 0-3)</th></tr><tr><td>EDUC 305</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 313</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 393</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 490</td><td>n/a</td><td>n/a</td></tr></table></td></tr>
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<table>
<tr><td>The teacher candidate demonstrates professional oral and written communication skills.</td><td>5</td><td><table><tr><th>Course</th><th>N</th><th>Mean (Range: 0-3)</th></tr><tr><td>EDUC 305</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 313</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 393</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 490</td><td>n/a</td><td>n/a</td></tr></table></td></tr>
<tr><td>The teacher candidate exhibits honesty and academic integrity.</td><td>5</td><td><table><tr><th>Course</th><th>N</th><th>Mean (Range: 0-3)</th></tr><tr><td>EDUC 305</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 313</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 393</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 490</td><td>n/a</td><td>n/a</td></tr></table></td></tr>
<tr><td>The teacher candidate follows and implements school, district, and/or university policies.</td><td>5</td><td><table><tr><th>Course</th><th>N</th><th>Mean (Range: 0-3)</th></tr><tr><td>EDUC 305</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 313</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 393</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 490</td><td>n/a</td><td>n/a</td></tr></table></td></tr>
<tr><td>The teacher candidate maintains professional relationships with their peers, P-12 students, and school personnel.</td><td>5</td><td><table><tr><th>Course</th><th>N</th><th>Mean (Range: 0-3)</th></tr><tr><td>EDUC 305</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 313</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 393</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 490</td><td>n/a</td><td>n/a</td></tr></table></td></tr>
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<table>
<tr><td>The teacher candidate acts as a role model for appropriate choices and decisions and refrains from choices and/or actions that could bring physical, emotional, or psychological harm to others.</td><td>5</td><td><table><tr><th>Course</th><th>N</th><th>Mean (Range: 0-3)</th></tr><tr><td>EDUC 305</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 313</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 393</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 490</td><td>n/a</td><td>n/a</td></tr></table></td></tr>
<tr><td>The teacher candidate upholds goals, standards, ethics, and codes of conduct of the teaching profession.</td><td>5</td><td><table><tr><th>Course</th><th>N</th><th>Mean (Range: 0-3)</th></tr><tr><td>EDUC 305</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 313</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 393</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 490</td><td>n/a</td><td>n/a</td></tr></table></td></tr>
<tr><td>The teacher candidate articulates the importance of establishing positive rapport and/or appropriate partnerships with students, families, and the community.</td><td>5</td><td><table><tr><th>Course</th><th>N</th><th>Mean (Range: 0-3)</th></tr><tr><td>EDUC 305</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 313</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 393</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 490</td><td>n/a</td><td>n/a</td></tr></table></td></tr>
<tr><td>The teacher candidate acknowledges and respects the diversity and multiple perspectives of all P-12 students.</td><td>5</td><td><table><tr><th>Course</th><th>N</th><th>Mean (Range: 0-3)</th></tr><tr><td>EDUC 305</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 313</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 393</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 490</td><td>n/a</td><td>n/a</td></tr></table></td></tr>
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<tr><td>The teacher candidate acknowledges, respects, and considers the influence of parents, families, and/or guardians on student development.</td><td>5</td><td><table><tr><th>Course</th><th>N</th><th>Mean (Range: 0-3)</th></tr><tr><td>EDUC 305</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 313</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 393</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 490</td><td>n/a</td><td>n/a</td></tr></table></td></tr>
<tr><td>The teacher candidate continually reflects and builds upon the positive or negative impact of his/her professional choices and actions on themselves, students, parents, and other professionals in the learning community.</td><td>5</td><td><table><tr><th>Course</th><th>N</th><th>Mean (Range: 0-3)</th></tr><tr><td>EDUC 305</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 313</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 393</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 490</td><td>n/a</td><td>n/a</td></tr></table></td></tr>
<tr><td>The teacher candidate demonstrates a positive impact on student learning for all P-12 students.</td><td>5</td><td><table><tr><th>Course</th><th>N</th><th>Mean (Range: 0-3)</th></tr><tr><td>EDUC 305</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 313</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 393</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 490</td><td>n/a</td><td>n/a</td></tr></table></td></tr>
<tr><td>The teacher candidate creates a safe and supportive learning environment for all P-12 students.</td><td>5</td><td><table><tr><th>Course</th><th>N</th><th>Mean (Range: 0-3)</th></tr><tr><td>EDUC 305</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 313</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 393</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 490</td><td>n/a</td><td>n/a</td></tr></table></td></tr>
<tr><td>The teacher candidate establishes high and appropriately challenging standards for all P-12 students.</td><td>5</td><td><table><tr><th>Course</th><th>N</th><th>Mean (Range: 0-3)</th></tr><tr><td>EDUC 305</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 313</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 393</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 490</td><td>n/a</td><td>n/a</td></tr></table></td></tr>
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<tr><td>The teacher candidate establishes positive rapport and/or appropriate partnerships with students, families, and/or the community.</td><td>5</td><td><table><tr><th>Course</th><th>N</th><th>Mean (Range: 0-3)</th></tr><tr><td>EDUC 305</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 313</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 393</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 490</td><td>n/a</td><td>n/a</td></tr></table></td></tr>
<tr><td>The teacher candidate maintains confidentiality of students, families, and colleagues.</td><td>5</td><td><table><tr><th>Course</th><th>N</th><th>Mean (Range: 0-3)</th></tr><tr><td>EDUC 305</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 313</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 393</td><td>n/a</td><td>n/a</td></tr><tr><td>EDUC 490</td><td>n/a</td><td>n/a</td></tr></table></td></tr>
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(1c) A brief analysis of the data findings

Will be completed when data are available.

(2e) (2f): See attached

FMU Teacher Candidate Dispositions Rubric

Administration and Purpose: ***Any FMU teacher candidate working toward teacher licensure must understand the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies. To that end, teacher candidates are evaluated at various stages of his/her program of study using the following dispositions rubric.***

Minimal Level of Proficiency: ***Teacher candidates should strive toward the "expectation" or "exceeding expectation" performance level as described on the FMU Dispositions Rubric. Meeting the expectation level (or higher) is required for each row of the rubric.***

Directions to Candidate: ***Your professor, instructor or clinical supervisor will evaluate you using the rubric below. Please study the rubric to ensure you exhibit the expected dispositions throughout your course of study.***

Professional Attributes—Rate every item in this section

	Not Applicable/Not Observable (0 pt)	Insufficient Progress Toward Expectation (0 pt)	Beginning Progress Toward Expectation (1 pt)	Expectation (2 pts)	Exceeding Expectation (3 pts)
1.attends regularly and is punctual. ACEI-2007.5.1 AMLE-2012.5.D CAEP-ACC-2013.3.3 CEC-INI-2012.6 INTASC-2011.9 NAEYC-2011.6b SC-ADEPT-06.10.D SC-FMU-CF-2014.2.a.4	Not applicable/Not Observable	The candidate's attendance is inconsistent and fails to comply with the course requirements.	The candidate's attendance is usually consistent but does not comply with the course requirements.	The candidate's attendance is consistent and complies with the course requirements.	The candidate's attendance is consistent and exceeds the course requirements.

	Not Applicable/Not Observable (0 pt)	Insufficient Progress Toward Expectation (0 pt)	Beginning Progress Toward Expectation (1 pt)	Expectation (2 pts)	Exceeding Expectation (3 pts)
2. responds positively and follows oral and written directives. ACEI-2007.5.2 AMLE-2012.5.D CAEP-ACC-2013.3.3 CEC-INI-2012.6 INTASC-2011.10 NAEYC-2011.6b SC-ADEPT-06.10.D SC-FMU-CF-2014.2.a.4	Not applicable/Not Observable	The candidate responds in a negative manner to oral and written directives.	The candidate usually responds to oral and written directives in a positive manner.	The candidate consistently and positively responds to oral and written directives.	The candidate always responds to oral and written directives in a positive and eager manner.
3. completes assignments on time and meets required program deadlines. ACEI-2007.5.1 AMLE-2012.5.D CAEP-ACC-2013.3.3 CEC-INI-2012.6 INTASC-2011.9 NAEYC-2011.6b SC-ADEPT-06.10.D SC-FMU-CF-2014.2.a.4	Not applicable/Not Observable	The candidate seldom, or never, completes assignments on time, and fails to meet required program deadlines on a consistent and timely manner.	The candidate almost always completes assignments and meets required program deadlines in a timely manner.	The candidate completes all assignments and meets required program deadlines in a timely manner.	The candidate completes all assignments and meets required program deadlines on time, often ahead of scheduled deadlines.
4. dresses and grooms appropriately for setting. ACEI-2007.5.1 AMLE-2012.5.D CAEP-ACC-2013.3.3 CEC-INI-2012.6 INTASC-2011.9 NAEYC-2011.6b SC-ADEPT-06.10.D SC-FMU-CF-2014.2.a.4	Not applicable/Not Observable	The candidate fails to dress and groom appropriately for a given professional setting, even after counseling.	The candidate usually dresses and grooms appropriately for a given professional setting, but must be reminded to do so on occasion.	The candidate consistently dresses and grooms appropriately for a given professional setting.	The candidate always dresses and grooms appropriately for a given professional setting.

	Not Applicable/Not Observable (0 pt)	Insufficient Progress Toward Expectation (0 pt)	Beginning Progress Toward Expectation (1 pt)	Expectation (2 pts)	Exceeding Expectation (3 pts)
5. shows initiative. ACEI-2007.5.1 AMLE-2012.5.D CAEP-ACC-2013.3.3 INTASC-2011.10 SC-ADEPT-06.10.B	Not applicable/Not Observable	The candidate seldom or never, or is reluctant, to demonstrate initiative through interactions with colleagues and peers that enhance practice and support student learning.	The candidate usually demonstrates her or his initiative through positive and willing interactions with colleagues and peers that enhance practice and support student learning.	The candidate consistently demonstrates her or his initiative through positive and willing interactions with colleagues and peers that enhance practice and support student learning.	The candidate always is willing to demonstrate initiative through positive interactions with colleagues and peers that enhance practice and support student learning, often taking a leadership role in such interactions.
6. recognizes own personal strengths and weaknesses. ACEI-2007.5.1 CAEP-ACC-2013.3.3 INTASC-2011.9 NAEYC-2011.4d SC-ADEPT-06.10.E	Not applicable/Not Observable	The candidate fails to, or is unwilling to, acknowledge strengths and weaknesses, including those of bias, in her or himself.	The candidate does acknowledge strengths and weaknesses, including those of bias, in her or himself, and is usually willing to address any problems in need of improvement.	The candidate acknowledges strengths and weaknesses, including those of bias, in her or himself, and actively seeks to address any problems in need of improvement.	The candidate readily acknowledges strengths and weaknesses , including those of bias, in her or himself, and is proactive in addressing any problems in need of improvement.
7. actively seeks opportunities to grow professionally. ACEI-2007.5.1 AMLE-2012.5.B CAEP-ACC-2013.3.3 CEC-INI-2012.6 INTASC-2011.9 NAEYC-2011.6c NASAD.3.H NCTE-2012.7.2 NCTM-2012.SEC.6a SC-ADEPT-06.10.E SC-ELEM-CAEP-DRAFT2015.5 SC-FMU-CF-2014.2.a.3	Not applicable/Not Observable	The candidate seldom or never seeks opportunities to grow professionally.	The candidate attempts to grow professionally but does not do so on a consistent basis.	The candidate consistently seeks opportunities to grow professionally.	The candidate continually seeks opportunities to grow professionally and participates eagerly and actively in those opportunities.

	Not Applicable/Not Observable (0 pt)	Insufficient Progress Toward Expectation (0 pt)	Beginning Progress Toward Expectation (1 pt)	Expectation (2 pts)	Exceeding Expectation (3 pts)
8. works collaboratively, and respectfully with members and/or groups in the university and/or school community. ACEI-2007.5.2 AMLE-2012.5.C CAEP-ACC-2013.3.3 CEC-INI-2012.7 INTASC-2011.10 NAEYC-2011.2b NCTE-2012.7.2 NCTM-2012.SEC.6b SC-ADEPT-06.10.A SC-ELEM-CAEP-DRAFT2015.1 SC-ELEM-CAEP-DRAFT2015.5 SC-FMU-CF-2014.2.a.3 SC-FMU-DIV-2015.3 SC-FMU-IE-2015.4	Not applicable/Not Observable	The candidate fails to work in a respectful manner with members and/or groups of the university and/or the school community.	The candidate usually works in a collaborative and respectful manner with members and/or groups of the university and/or the school community.	The candidate consistently works in a collaborative and respectful manner with members and/or groups of the university and/or the school community.	The candidate always works in a collaborative and respectful manner with members and/or groups of the university and/or the school community, oftentimes going beyond expectations through a demonstrated willingness to work with those whose values and/or views may be different from her or his own.
9. responds positively to constructive criticism and implements recommendations. ACEI-2007.5.2 AMLE-2012.5.D CAEP-ACC-2013.3.3 INTASC-2011.9 SC-ADEPT-06.10.D SC-FMU-CF-2014.2.a.4	Not applicable/Not Observable	The candidate seldom or infrequently responds to constructive feedback in a positive manner with a willingness to implement suggestions and/or recommendations from professors, colleagues, and/or peers.	The candidate usually responds to constructive feedback in a positive manner with a willingness to implement suggestions and/or recommendations from professors, colleagues, and/or peers.	The candidate consistently responds to constructive feedback in a positive manner and consistently implements suggestions and/or recommendations from professors, colleagues, and/or peers.	The candidate always responds to constructive feedback in a positive manner and demonstrates an eagerness to implement suggestions and/or recommendations from professors, colleagues, and/or peers.

	Not Applicable/Not Observable (0 pt)	Insufficient Progress Toward Expectation (0 pt)	Beginning Progress Toward Expectation (1 pt)	Expectation (2 pts)	Exceeding Expectation (3 pts)
10. conveys enthusiasm and confidence through verbal and nonverbal methods. ACEI-2007.5.2 AMLE-2012.5.D CAEP-ACC-2013.3.3 INTASC-2011.8 NAEYC-2011.4a NASAD.3.A NCTM-2012.SEC.4a SC-ADEPT-06.10.C SC-FMU-CF-2014.1.b.1	Not applicable/Not Observable	The candidate conveys little to no enthusiasm or confidence in self or others in the manner in which she or he, and others, communicate, either through verbal or nonverbal methods.	The candidate often, but not always, values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.	The candidate values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.	The candidate habitually values the variety of ways people communicate and eagerly encourages learners to develop and use multiple forms of communication.
11. initiates persistent and careful reflection about teaching and professional experiences. ACEI-2007.5.1 AMLE-2012.5.A CAEP-ACC-2013.3.3 INTASC-2011.9 NAEYC-2011.4d NASAD.3.F NCTE-2012.7.2 SC-ADEPT-06.10.E SC-ELEM-CAEP-DRAFT2015.5 SC-FMU-IE-2015.2	Not applicable/Not Observable	The candidate seldom or never initiates reflective practice on her or his professional experiences.	The candidate reflects on professional experiences when requested to do so, and may sometimes initiate reflective practice on her or his own.	The candidate takes the initiative to reflect on professional experiences on a consistent basis.	The candidate always reflects on professional experiences without prompting from others and uses those reflections to improve professional practice.

	Not Applicable/Not Observable (0 pt)	Insufficient Progress Toward Expectation (0 pt)	Beginning Progress Toward Expectation (1 pt)	Expectation (2 pts)	Exceeding Expectation (3 pts)
12. demonstrates professional oral and written communication skills. ACEI-2007.2.1 AMLE-2012.5.D CAEP-ACC-2013.3.3 CEC-INI-2012.6 INTASC-2011.4 NAEYC-2011.6b NCTE-2012.7.1 SC-ADEPT-06.10.C SC-ELEM-CAEP-DRAFT2015.5 SC-FMU-CF-2014.2.a.4	Not applicable/Not Observable	The candidate has poor professional oral and written communication skills.	The candidate usually demonstrates professional oral and written communication skills, but needs improvement in one or more areas.	The candidate demonstrates professional oral and written communication skills, seldom making errors in either form of communication.	The candidate has exceptional oral and professional communication skills.

Ethical Standards--Rate every item in this section

	Not Applicable/Not Observable (0 pt)	Insufficient Progress Toward Expectation (0 pt)	Beginning Progress Toward Expectation (1 pt)	Expectation (2 pts)	Exceeding Expectation (3 pts)
1. exhibits honesty and academic integrity. ACEI-2007.5.1 AMLE-2012.5.D CAEP-ACC-2013.3.3 CEC-INI-2012.6 INTASC-2011.9 NAEYC-2011.6b NCTE-2012.7.1 SC-ADEPT-06.10.D SC-ELEM-CAEP-DRAFT2015.5 SC-FMU-CF-2014.2.a.4	Not applicable/Not Observable	The candidate has failed on at least one occasion to exhibit honesty and academic integrity in her or his work and professional collaborations with others.	The candidate attempts to exhibit honesty and academic integrity in her or his work and professional collaborations with others without knowingly or willingly engaging in contrary practices.	The candidate always exhibits honesty and academic integrity in her or his work and professional collaborations with others.	The candidate always exhibits honesty and academic integrity in her or his work and professional collaborations with others, and is a role model for ethical conduct both in and out of professional settings.

	Not Applicable/Not Observable (0 pt)	Insufficient Progress Toward Expectation (0 pt)	Beginning Progress Toward Expectation (1 pt)	Expectation (2 pts)	Exceeding Expectation (3 pts)
2. follows and implements school, district, and/or university policies. ACEI-2007.5.1 AMLE-2012.5.D CAEP-ACC-2013.3.3 CEC-INI-2012.6 INTASC-2011.9 NAEYC-2011.6b NCTE-2012.7.1 SC-ADEPT-06.10.D SC-ELEM-CAEP-DRAFT2015.5 SC-FMU-CF-2014.2.a.4	Not applicable/Not Observable	The candidate fails to follow, to understand and/or to implement school, district, and/or university policies.	The candidate attempts to follow, to understand and/or to implement school, district, and/or university policies.	The candidate follows, understands, and implements school, district, and/or university policies.	The candidate always follows, understands, and implements school, district, and/or university policies, and demonstrates a thorough knowledge of those policies in written and oral professional communications, such as through the use of lesson planning, professional reflection, and discussion at professional meetings.
3. maintains professional relationships with their peers, P-12 students, and school personnel. ACEI-2007.5.2 AMLE-2012.5.D CAEP-ACC-2013.3.3 CEC-INI-2012.7 INTASC-2011.10 NAEYC-2011.4a NCTE-2012.7.1 SC-ADEPT-06.10.D SC-ELEM-CAEP-DRAFT2015.1 SC-ELEM-CAEP-DRAFT2015.5 SC-FMU-CF-2014.2.a.4 SC-FMU-IE-2015.4	Not applicable/Not Observable	The candidate does not maintain professional and collegial relationships with peers, P-12 students, and school personnel with whom she or he interacts on a professional basis.	The candidate usually maintains professional and collegial relationships with peers, P-12 students, and school personnel with whom she or he interacts on a professional basis.	The candidate maintains professional and collegial relationships with peers, P-12 students, and school personnel with whom she or he interacts on a professional basis.	The candidate actively seeks to establish and to maintain professional and collegial relationships with peers, P-12 students, and school personnel with whom she or he interacts on a professional basis.

	Not Applicable/Not Observable (0 pt)	Insufficient Progress Toward Expectation (0 pt)	Beginning Progress Toward Expectation (1 pt)	Expectation (2 pts)	Exceeding Expectation (3 pts)
4. acts as a role model for appropriate choices and decisions and refrains from choices and/or actions that could bring physical, emotional, or psychological harm to others. ACEI-2007.5.1 AMLE-2012.5.D CAEP-ACC-2013.3.3 CEC-INI-2012.6 INTASC-2011.3 NAEYC-2011.6b NCTE-2012.7.1 SC-ADEPT-06.10.D SC-ELEM-CAEP-DRAFT2015.5 SC-FMU-CF-2014.2.a.4	Not applicable/Not Observable	The candidate knowingly makes, or has made, decisions could bring physical, emotional, or psychological harm to others, whether they are P-12 students, colleagues, or peers.	The candidate is aware of and usually exhibits conduct and decisions that exemplify a professional teacher, refraining from practices that could bring physical, emotional, or psychological harm to others, whether they are P-12 students, colleagues, or peers.	The candidate is a role model for conduct and decisions that exemplify a professional teacher, refraining from practices that could bring physical, emotional, or psychological harm to others, whether they are P-12 students, colleagues, or peers.	The candidate is a role model whose conduct and decisions go beyond those that exemplify a professional teacher, but influence policy and decision-making in others to prohibit practices that could bring physical, emotional, or psychological harm to others, whether they are P-12 students, colleagues, or peers.
5. upholds goals, standards, ethics, and codes of conduct of the teaching profession. ACEI-2007.5.1 AMLE-2012.5.D CAEP-ACC-2013.3.3 CEC-INI-2012.6 INTASC-2011.9 NAEYC-2011.6b NCTE-2012.7.1 SC-ADEPT-06.10.D SC-ELEM-CAEP-DRAFT2015.5 SC-FMU-CF-2014.2.a.4	Not applicable/Not Observable	The candidate fails to uphold goals, standards, ethics and codes of conduct appropriate for the teaching profession.	The candidate attempts to uphold goals, standards, ethics and codes of conduct appropriate for the teaching profession.	The candidate is consistent in attempting to uphold goals, standards, ethics and codes of conduct appropriate for the teaching profession.	The candidate is a role model for upholding goals, standards, ethics and codes of conduct appropriate for the teaching profession,

Respect for Families, Cultures, and Communities

	Not Applicable/Not Observable (0 pt)	Insufficient Progress Toward Expectation (0 pt)	Beginning Progress Toward Expectation (1 pt)	Expectation (2 pts)	Exceeding Expectation (3 pts)
1.articulates the importance of establishing positive rapport and/or appropriate partnerships with students, families, and the community. ACEI-2007.5.2 AMLE-2012.5.C CAEP-ACC-2013.3.3 CEC-INI-2012.7 INTASC-2011.3 NAEYC-2011.2c NCTE-2012.5.1 SC-ADEPT-06.10.A SC-ELEM-CAEP-DRAFT2015.1 SC-FMU-CF-2014.2.a.3 SC-FMU-DIV-2015.3	Not Applicable/Not Observable	The candidate is unable, or unwilling, to express the importance of establishing strong, positive, professional relationships with students, families and members of the community.	The candidate understands but has difficulty in expressing the importance of establishing strong, positive, professional relationships with students, families and members of the community.	The candidate is able to express the importance of establishing strong, positive, professional relationships with students, families and members of the community.	The candidate consistently expresses the importance of establishing strong, positive, professional relationships with students, families and members of the community, and actively seeks to do so through such activities as meetings, volunteerism, home visits, or other professionally related interactions.
2. acknowledges and respects the diversity and multiple perspectives of all P-12 students ACEI-2007.3.2 AMLE-2012.5.C CAEP-ACC-2013.3.3 CEC-INI-2012.7 INTASC-2011.1 NAEYC-2011.2a NASAD.3.C NCTE-2012.5.2 NCTM-2012.SEC.4c SC-ADEPT-06.1.A SC-FMU-CF-2014.1.b.2 SC-FMU-DIV-2015.1	Not Applicable/Not Observable	The candidate seldom or never acknowledges and respects the diversity and multiple perspectives of all P-12 students through examples of teaching practice, lesson planning, assessment, and other professional communications.	The candidate usually acknowledges and respects the diversity and multiple perspectives of all P-12 students through examples of teaching practice, lesson planning, assessments, and other professional communications.	The candidate acknowledges and respects the diversity and multiple perspectives of all P-12 students, demonstrated through examples of teaching practice, lesson planning, assessments, and other professional communications.	The candidate acknowledges and respects the diversity and multiple perspectives of all P-12 students demonstrated through examples of teaching practice, lesson planning, assessments, and other professional communications. There is a clear expression of this respect and acknowledgement in all that the candidate strives to do, at all times.

	Not Applicable/Not Observable (0 pt)	Insufficient Progress Toward Expectation (0 pt)	Beginning Progress Toward Expectation (1 pt)	Expectation (2 pts)	Exceeding Expectation (3 pts)
3.acknowledges, respects, and considers the influence of parents, families, and/or guardians on student development. ACEI-2007.5.2 AMLE-2012.5.C CAEP-ACC-2013.3.3 CEC-INI-2012.7 INTASC-2011.2 NAEYC-2011.2b SC-ADEPT-06.10.A SC-ELEM-CAEP-DRAFT2015.1 SC-ELEM-CAEP-DRAFT2015.5 SC-FMU-CF-2014.2.a.2 SC-FMU-DIV-2015.3	Not Applicable/Not Observable	The candidate has limited or no understanding of the influence of family members on student development, nor does she or he make an effort to develop such an understanding.	The candidate attempts to understand the influence of family members on student development, relying on the initiative and guidance of others to help her or him to do so.	The candidate acknowledges and respects the influence of family members on student development.	The candidate acknowledges and respects the influence of family members on student development, and makes continual efforts to further this knowledge and respect through self-examination, study, and communication with family members.
4. continually reflects and builds upon the positive or negative impact of his/her professional choices and actions on themselves, students, parents, and other professionals in the learning community. ACEI-2007.5.1 AMLE-2012.5.D CAEP-ACC-2013.3.3 INTASC-2011.9 NAEYC-2011.4d SC-ADEPT-06.10.B SC-ELEM-CAEP-DRAFT2015.5 SC-FMU-CF-2014.2.a.3	Not Applicable/Not Observable	The candidate makes little or no attemp to reflect and build upon his or her professional choices and the consequences of those choices on herself or himself, and others.	The candidate attempts to reflect and build upon his or her professional choices and the consequences of those choices on herself or himself, and others, but still relies on others to guide her or him in doing these things.	The candidate is a willing learner who attempts to reflect and build upon his or her professional choices and the consequences of those choices on herself or himself, and others.	The candidate is a willing learner who continually takes the initiative to reflect and build upon his or her professional choices and the consequences of those choices on herself or himself, and others.

Respect for the Learning Process--Rate this section ONLY with field and/or clinical experiences.

	Not Applicable/Not Observable (0 pt)	Insufficient Progress Toward Expectation (0 pt)	Beginning Progress Toward Expectation (1 pt)	Expectation (2 pts)	Exceeding Expectation (3 pts)
1.demonstrates a positive impact on student learning for all P-12 students. ACEI-2007.1 AMLE-2012.4.A CAEP-ACC-2013.3.3 CEC-INI-2012.2 INTASC-2011.6 NAEYC-2011.1c NASAD.3.C NCTE-2012.7.1 NCTM-2012.SEC.5a SC-ADEPT-06.10.B SC-FMU-CF-2014.1.b.1	Not Applicable/Not Observable	The candidate fails to demonstrate a positive impact on student learning for all P-12 students through her or his behavior, planning, assessment, feedback, and other communications in the school setting.	The candidate attempts to demonstrate a positive impact on student learning for all P-12 students through her or his behavior, planning, assessment, feedback, and other communications in the school setting yet still must improve in doing so.	The candidate consistently demonstrates a positive impact on student learning for all P-12 students through her or his behavior, planning, assessment, feedback, and other communications in the school setting.	The candidate continually demonstrates a positive impact on student learning for all P-12 students through her or his behavior, planning, assessment, feedback, and other communications in the school setting.
2. creates a safe and supportive learning environment for all P-12 students. ACEI-2007.3.4 AMLE-2012.1.A CAEP-ACC-2013.3.3 CEC-INI-2012.2 INTASC-2011.3 NAEYC-2011.1c NCTE-2012.5.2 NCTM-2012.SEC.3c SC-ADEPT-06.8.B SC-FMU-CF-2014.1.b.1 SC-FMU-DIV-2015.1	Not Applicable/Not Observable	The candidate fails to create and support either a physically safe or psychologically safe, or both, learning environment for all P-12 students.	The candidate attempts to create and support either a physically safe or psychologically safe, or both, learning environment for all P-12 students with needed practice in these areas still being evidenced.	The candidate consistently creates and supports a physically safe and psychologically safe learning environment for all P-12 students.	The candidate creates, supports, and maintains a physically safe and psychologically safe learning environment for all P-12 students through the use of a written policy or plan developed by the candidate to do so specifically.

	Not Applicable/Not Observable (0 pt)	Insufficient Progress Toward Expectation (0 pt)	Beginning Progress Toward Expectation (1 pt)	Expectation (2 pts)	Exceeding Expectation (3 pts)
3. establishes high and appropriately challenging standards for all P-12 students. ACEI-2007.3.1 AMLE-2012.2.C CAEP-ACC-2013.3.3 CEC-INI-2012.1 INTASC-2011.7 NAEYC-2011.1c NCTE-2012.4.1 NCTM-2012.SEC.4b SC-ADEPT-06.4.B SC-FMU-CF-2014.1.b.1	Not Applicable/Not Observable	The candidate does not establish high and appropriate challenging standards for P-12 students, evidenced through inappropriate lessons, materials, comments, feedback, or other forms of professional communications and work.	The candidate attempts to demonstrate high and appropriate challenging standards for all P-12 students through such professional items as lesson plans, course materials, and communications with students, but there is evidence that work is still needed in doing so.	The candidate demonstrates high and appropriate challenging standards for all P-12 students through such professional items as lesson plans, course materials, and communications with students on a consistent basis.	The candidate continually demonstrates high and appropriate challenging standards for all P-12 students through such professional items as lesson plans, course materials, and communications with students. There are examples throughout the classroom of students' accomplishments and efforts.
4. establishes positive rapport and/or appropriate partnerships with students, families, and/or the community. ACEI-2007.5.2 AMLE-2012.5.C CAEP-ACC-2013.3.3 CEC-INI-2012.7 INTASC-2011.3 NAEYC-2011.2c NCTE-2012.4.4 SC-ADEPT-06.5.B SC-FMU-CF-2014.2.a.3 SC-FMU-DIV-2015.3	Not Applicable/Not Observable	The candidate has not attempted or sought to establish positive relationships with students, families, and/or the community. There is little to no evidence for such activities.	The candidate sometimes will work to establish positive relationships with students, families and/or the community through both oral and written interactions, activities, and/or other professional activities. There are areas that can still be improved, such as is evidenced by limited methods of communication with families of P-12 students.	The candidate continually seeks to establish positive relationships with students, families and/or the community through both oral and written interactions, activities, and/or other professional activities.	The candidate establishes positive relationships with students, families and/or the community through both oral and written interactions, activities, and/or other professional activities.

	Not Applicable/Not Observable (0 pt)	Insufficient Progress Toward Expectation (0 pt)	Beginning Progress Toward Expectation (1 pt)	Expectation (2 pts)	Exceeding Expectation (3 pts)
5. maintains confidentiality of students, families, and colleagues. ACEI-2007.5.1 AMLE-2012.5.D CAEP-ACC-2013.3.3 CEC-INI-2012.6 INTASC-2011.6 NAEYC-2011.6b NCTE-2012.7.1 SC-ADEPT-06.10.D SC-FMU-CF-2014.2.a.4	Not Applicable/Not Observable	The candidate fails to maintain confidentiality of all students, families and colleagues in communications with others, including in written documentation, on a habitual basis.	The candidate attempts to maintain confidentiality of all students, families and colleagues in all communications with others and in written documentation where necessary. There are still areas that the candidate must work on however, such as in communications with peers or colleagues about individual students in her or his class.	The candidate complies in maintaining confidentiality of all students, families and colleagues in all communications with others and in written documentation where necessary.	The candidate clearly understands and successfully maintains confidentiality of all students, families and colleagues in all communications with others and in written documentation where necessary.