

Proposal from
Winthrop University
to the
South Carolina Commission on Higher Education
for the addition of
Master of Arts in Teaching
Dance
(one-year option)

September 15, 2014



Dr. Debra Boyd, Acting President and Provost

Institutional Contacts:

Mr. Timothy Drueke, Assistant Vice President for Academic Affairs
drueket@winthrop.edu
803.323.2220 (telephone)
803.323.4036 (fax)

Dr. David Wohl, Dean, College of Visual and Performing Arts
wohld@winthrop.edu
803.323.2323 (telephone)
803.323.2333 (fax)

2. Classification

a & b) Program Title & Option	Master of Arts in Teaching, Dance (one-year option)
c) Academic Units	College of Visual and Performing Arts Richard W. Riley College of Education
d) Designation, Type, and Level	Master's, Graduate
e) Proposed Date of Implementation	August 2015
f) CIP Code	13.1324
g) Site	Winthrop University, Rock Hill, SC 29733
h) Qualified for Supplemental Scholarships	No
i) Delivery Mode	Traditional Lecture and Studio Instruction
j) Area of Certification	Dance, K-12

3. Institutional Approval

The timeline below outlines the institutional approvals for the one-year MAT option in dance.

Departmental Approval	9/30/2013
College Curriculum Committee	10/10/2013
College Assembly	11/06/2013
Teacher Education Committee	11/12/2013
Graduate Council Chair	12/06/2013
Graduate Faculty Assembly	03/11/2014
Vice President for Academic Affairs and Provost	9/1/2014
Acting President	9/15/2014

4. Purpose

The purpose of the proposed program is to provide an additional option for certification in dance. The MAT in Dance program will use the structure and faculty from the Richard W. Riley College of Education currently involved with the one-year Master of Arts in Teaching program. In addition to graduate-level courses in education, specific 500-level dance content courses have been created in order to provide students seeking the one-year MAT option with graduate-level pedagogy courses in the dance content area. Graduate students with appropriate content preparation in dance will have a clear path to achieve certification at the graduate level. Currently, certification in dance at the undergraduate level is available, but the sequencing of coursework requires students to make the commitment to Teacher Education in their freshman year. Providing an additional option for certification at the graduate level will enable students who decide to pursue an education degree after the freshman year to continue their studies in dance and achieve certification in dance at the graduate level with one additional year of study. Students who complete the one-year MAT program will have the benefit of a well-rounded artistic background to accompany their education credentials.

Goals for the one-year MAT option in Dance:

1. To prepare future professionals who are broadly knowledgeable about dance and have the ability to teach effectively in a variety of settings;
2. To prepare teachers who are responsive to evolving technologies relevant to dance and education;
3. To prepare teachers who can effectively communicate with learners of diverse backgrounds and cultures and adjust teaching styles to the needs of learners;
4. To prepare teachers who are knowledgeable of contemporary needs and developments in dance and dance education and can apply educational philosophies to their classroom teaching.

5. Justification

a) Program Need

Winthrop University has provided an option for teacher certification in several content areas (Art, Biology, Chemistry, English, French, Mathematics, Social Studies, and Spanish) at the graduate level for many years. The one-year MAT program offers another option to undergraduates who decide to pursue teacher certification after beginning a degree program in dance and/or recent graduates who decide to pursue certification after degree completion. Our most recent data indicates that 86% of all Winthrop's M.A.T. graduates are currently teaching.

The U.S. Bureau of Labor Statistics (BLS) doesn't provide job outlook information for dance teachers specifically; however, the bureau does report that from 2012-2022, job opportunities for elementary and middle school teachers are projected to rise by 12%, while those for high school teachers are expected to increase by 6%. They also cite the fact that, "a significant number of older teachers are expected to reach retirement age. These retirements will create job openings for new teachers." The average wage for dance teachers in South Carolina is currently \$50,408 (\$41,650 nationally).

The most recent CERRA (Center for Educator Recruitment, Retention, and Advancement) data indicates that the number of FTE's filled by newly hired dance teachers in South Carolina for the 2012-13 school year was 17.2. There were 88.65 allocated FTE slots for dance teachers in SC districts' budgets in 2012-13. The CERRA 2013 report concludes that,

"the significant increase in the number of teacher positions and newly hired teachers indicates that our public education system is beginning to recover from the budgetary constraints of the past few years. However, vacancies rose by 60% as compared to last year, and public school districts continue to experience difficulty filling vacancies in critical subject areas, certain geographic areas, and low-performing schools. An average of 5,200 public school teachers leave the classroom each year, with about 1,000 taking

teaching positions in other districts. According to the South Carolina Commission on Higher Education, about 2,000 students graduate from South Carolina teacher education programs each year. The need to recruit and retain effective teachers in our state is as critical as ever.”

The proposed program will also serve current undergraduate dance students who wish to obtain a graduate degree in education. (There were 25 students enrolled in Winthrop’s undergraduate dance program in the fall 2013 semester.) Anecdotal evidence collected by Winthrop’s dance faculty over several years has indicated that undergraduates in the program have expressed interest in pursuing certification after the freshman year, but the commitment to spend additional years working toward a bachelor’s degree generally discourages them from making this choice. Students are more interested in pursuing one additional year of study if a graduate degree was to be awarded at the completion of degree requirements. There has been a steady growth nationally of “4 + 1” programs because they (a) reduce the time to completion for a graduate degree and (b) reduce the total tuition costs for students seeking both an undergraduate and graduate degree plus certification.

b) Centrality of the Program to Institutional Mission

The mission of the MAT in Dance program is congruent with that of the University, the Richard W. Riley College of Education, and the College of Visual and Performing Arts. The University mission states, “Winthrop University provides personalized and challenging undergraduate, graduate, and continuing professional education programs of national caliber within a context dedicated to public service to the nation and to the State of South Carolina.” The College of Education mission statement asserts, “The Richard W. Riley College of Education is dedicated to the highest ideals of teaching, scholarship, and service for the purpose of preparing professionals who are committed to the betterment of society through a lifelong quest for excellence in leadership, stewardship, collaboration, and innovation.”

The mission of the College of Visual and Performing Arts states, “The College of Visual and Performing Arts at Winthrop University offers nationally accredited programs in art, design, theatre, dance, and music, and provides academically challenging instruction in an interdisciplinary environment that inspires and prepares the next generation of artists, educators, scholars, and audiences. We promote intellectual inquiry and collaborative opportunities that encourage each student to develop a uniquely creative vision cultivated through artistry, teaching, scholarship, public performance, and community engagement.”

The addition of the one-year MAT program in dance aligns with the institutional and college missions because it will provide students with high-quality academic training that will prepare them for public service within the education profession. Furthermore, by completing an undergraduate degree in dance, students who complete the one-year MAT program will have the benefit of a well-rounded artistic background to accompany their education credentials. Such preparation will provide school districts with access to certified individuals in dance who possess equal knowledge in the artistic and educational content of dance education.

c) Relationship of the Program to Other Programs at Winthrop

The addition of the one-year MAT in dance will utilize existing course work and faculty. Teacher candidates seeking certification in dance will be enrolled as graduate students with other one-year MAT candidates in core education courses, which are taught by faculty in the Richard W. Riley College of Education. The College of Education also ensures that the one-year MAT in dance will meet both South Carolina Department of Education and National Council for Accreditation of Teacher Education requirements discussed in sections III and IV of this proposal.

For dance education methods, a graduate-level dance education methods course (DCED 591: Principles of Teaching Dance) was created for students within the teacher certification concentration in dance. Students enrolled in the graduate-level methods course will be required to complete additional assignments and fulfill course goals consistent with expectations of graduate –level coursework.

Supervision and management of Field Experience and Internship experiences for teacher candidates in the dance education option will become part of the responsibility of the existing faculty in dance education. The dance educator will place dance candidates in appropriate K-12 dance classrooms in collaboration with the Field Placement Coordinator in the College of Education. The College of Education also supervises the observation and evaluation of all teacher education candidates by providing all education faculty with assessments that align with ADEPT standards.

d) Similar Programs in the State

Institution	Degree
College of Charleston	MAT in Performing Arts with a concentration in Dance
University of South Carolina	B.A. in Dance with Teaching Certification
Columbia College	B.A. in Dance with Teaching Certification

e) Similarities and Differences between Proposed Programs and Those at Other Institutions:

Currently in South Carolina, there are no schools that provide the opportunity for a one-year MAT degree in Dance. Listed above are the current institutions that offer initial certification in dance in the state. The program that most closely resembles the one-year MAT option proposed is the MAT in Performing Arts with a concentration in dance offered at the College of

Charleston. The difference between the proposed one-year MAT and a standard MAT degree are the number of credit hours. The one-year MAT degree requires a minimum of 33 credits to graduate, and the MAT in Performing Arts with an emphasis in dance at the College of Charleston requires a minimum of 39 credits to graduate.

The other institutions in the state that offer initial certification programs in dance on the undergraduate level are USC-Columbia and Columbia College.

Although there are other universities in the region and the nation that offer MAT programs in dance, none provide initial South Carolina K12 state certification.

6. Admissions Criteria

A. Applicants to the MAT, One-Year Option program must hold a baccalaureate degree from an accredited college or university and must have completed that degree within one year of beginning the program. Additional admission requirements include:

1. Undergraduate major in dance (or equivalent coursework);
2. Minimum 2.75 undergraduate GPA;
3. Satisfactory completion of a writing sample as prescribed by the MAT program director;
4. Submit official undergraduate transcript(s) for review to confirm all content requirements have been completed; and
5. Meet all additional requirements based on the content area. (Note: There is no Praxis II dance area exam.) Therefore, competency in the content area will be determined by the program area admissions requirements in “B” below.

B. Additional Admissions requirements for the dance content area include completion of appropriate undergraduate course work that clearly demonstrates the following competencies¹:

1. The ability to identify and work conceptually with the elements of dance.
2. An understanding of choreographic processes, aesthetic properties of style, and the ways these shape and are shaped by artistic and cultural ideas and contexts.
3. An acquaintance with a wide selection of dance repertory, the principal eras, genres, and cultural sources.
4. The ability to develop and defend critical evaluations.
5. Fundamental knowledge of the body and of kinesiology as applicable to work in dance.

Winthrop dance faculty will review academic transcripts to determine if these competencies have been met through completion of the applicant’s undergraduate dance program and make a recommendation to the College of Education.

¹ These are the basic dance competencies for a B.A. degree in dance as outlined by the National Association of Schools of Dance (NASD).

7. Enrollment

a. Table for Projected Enrollment for the First Five Years

PROJECTED 5 YR ENROLLMENT						
YEAR	FALL		SPRING		SUMMER	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2015-16	3	36	3	36	3	36
2016-17	3	36	3	36	4	48
2017-18	4	48	4	48	4	48
2018-19	4	48	4	48	5	60
2019-20	5	60	5	60	5	60

Note: This is a one-year program; all headcount estimates are “new” students.

b. Discussion of the Process by which Estimates were Made

We believe that the program will initially attract 3 students; approximately 2 would come from the existing pool of dance education BA majors (students who were specifically interested in a 5-year BA/MAT option) and 1 would be a student with a degree from another institution.

We think that the program could attract even more students than this – faculty and chairs from the College of Visual and Performing Arts who have been out recruiting report that prospective students (and parents) regularly ask if Winthrop offers a 4+1 option in dance or theatre. The Admissions Office also confirms this interest and believes that prospective students are quite interested in this option. Additionally, department faculty report interest in and encounters with students who have expressed an interest in the MAT at various college and recruitment fairs. These encounters have included the following:

- Annual fine arts college fair—October—Atlanta, GA
- Bi-annual college fair—October—Greenville Fine Arts Center
- Annual college fair—October—Greenville Governor’s School
- Central Kentucky auditions—October—Lexington, KY
- Youth Performing Arts School auditions—October—Louisville, KY

- Annual auditions in Olney MD—October
- Annual National High School Dance Festival – held in various locations year to year.
- Annual South Carolina Alliance for Health, Physical Education, Recreation, and Dance Conference (SCAHPERD)—November
- Biennial South Carolina Dance Association Festival—March

c. New Students and Current Students

Since this is a one-year program designed for students who have taken undergraduate courses in dance, all students who are officially admitted into the MAT-dance program would be considered new students. We do not expect other graduate students in other graduate programs to transfer into the dance MAT.

8. Curriculum

MAT (One-Year Option) Program Requirements	Semester Hours
Summer (12 hours)	
READ 645 Teaching Content Area Literacy	3
EDUC 601 Psychology Applied to Teaching	3
EDUC 600 Teaching in a Democracy	3
EDUC 660 Effective Teaching and Management Strategies	3
Fall (12 hours)	
EDUC 605 Educational Assessment	3
EDUC 602 Technology for the 21st Century Classroom	2
EDUC 610 Effective Teaching Practices for Exceptional and Diverse Learners	3
DCED 591 Principles of Teaching Dance	3
DCED 592 Field Experience in Teaching Dance	1
Spring (9 hours)	
EDUC 690 School Internship	8
EDUC 695 Capstone	1
Total Semester Hours	33

a. New Courses

All education courses required for the proposed one-year MAT in Dance program currently exist in the College of Education for the other existing one-year MAT programs. Two new dance

education courses were created to provide graduate-level dance education teaching methods and field experience. These courses will be taken by students in the fall semester of the program. Their catalog descriptions are below:

DCED 591 Principles of Teaching Dance

Focus on curriculum design, implementation, and evaluation including instructional methods for diverse learners, advocacy and grant writing.

DCED 592 Field Experience in Teaching Dance

Apply principles of planning, instruction, management, assessment, and professionalism in directed field-based experiences in preparation for the final internship semester.

9. Assessment

a. Assessment of student learning outcomes

All students in Winthrop's education and dance programs are assessed in a variety of ways to ensure that the program provides a developmentally-sequenced curriculum of courses that exposes prospective teachers to a breadth of skills, knowledge, and critical thinking.

b. Discussion of the plan for programmatic assessment & Description of Program Learning Outcomes

Students in the MAT Dance program will demonstrate:

- The ability to teach dance at various levels to different age groups and in a variety of classroom, studio, and ensemble settings in ways that develop knowledge of how dance works syntactically as a communication medium and developmentally as an agent of civilization. This set of abilities includes effective classroom, studio, and rehearsal management.
- An understanding of child growth and development and an understanding of principles of learning as they relate to dance.
- The ability to assess aptitudes, experiential backgrounds, orientations of individuals and groups of students, and the nature of subject matter, and to plan educational programs to meet assessed needs.
- Knowledge of current methods, materials, and repertoires available in various fields and levels of dance education appropriate to the teaching specialization.
- The ability to accept, amend, or reject methods and materials based on personal assessment of specific teaching situations.

- Basic understanding of the principles and methods of developing curricula and the short- and long-term units that comprise them.
- An understanding of evaluative techniques and ability to apply them in assessing both the progress of dance students and the objectives and procedures of the curriculum.

Specific examples of the direct assessment instruments utilized to measure these outcomes and the kinds of data that are collected can be found in Part IV-B (List of Assessments) on page 33 of this document.

Program faculty and administrators also use indirect assessment strategies to assess respondents' perceptions, attitudes, and habits of mind including senior surveys, follow-up surveys to recent graduates, and surveys of employers. Winthrop also utilizes the Strategic National Arts Alumni Project (SNAAP) instrument administered by Indiana University to measure alumni perceptions such as:

- satisfaction with curricular and extracurricular experiences
- current and past education and employment
- relevance of arts training to work and further education
- types of art practiced and how often
- support and resource needs following graduation
- experiences as teachers
- income and support, student debt and other financial issues

c. How Assessment Data is used to Initiate Changes to the Program

The dance area faculty review program assessment each year to determine changes that need to be made to content-area coursework and accompanying field experiences. In addition, the College of Education assesses candidate performance and provides that data to content-area faculty. The table in Part IV-D (Planned Evidence for Meeting Standards) on page 35 describes how candidate performance will be assessed in an effort to make changes to improve candidate performance.

10. Faculty

a) Table B - Rank and Qualifications of Faculty

Faculty	Highest Degree Earned	Field of Study	Teaching in Field (Yes/No)
Assistant Professor #1 DCED 591, DCED 592	M.F.A.	Dance Performance and Choreography	Yes
Assistant Professor #2 DCED 591, DCED 592	M.F.A	Dance: Choreography	Yes
Assistant Professor #3 DCED 591, DCED 592	M.F.A.	Dance: Choreography	Yes
Associate Professor #1 EDUC 602, 695	Ph.D.	Educational Psychology	Yes
Associate Professor #2 EDUC 660	Ph.D.	Curriculum and Instruction	Yes
Associate Professor #3 READ 645	Ed.D.	Exceptional Student Education	Yes
Professor #1 EDUC 600	Ed.D	Learning and Teaching	Yes
Professor #2 EDUC 610	Ed.D.	Special Education	Yes
Professor #3 EDUC 601	Ph.D.	Education: Educational Psychology	Yes

There are three possible dance faculty listed to teach DCED 591 and DCED 592. Most likely, these faculty will rotate depending upon their other duties in the semesters when these courses are offered.

b) Enumeration and Discussion of Qualifications of New Faculty

N/A. There will be no new faculty teaching in the proposed degree program.

c) Changes in Assignments of Existing Faculty

N/A. There are no anticipated changes in assignments of existing faculty.

d) Institutional Plan for Faculty Development

The College of Education provides faculty with ongoing opportunities for faculty development. Programs in previous years have included:

- ADEPT Training, which is required for all faculty supervising student teachers;
- Teaching Teachers to Work with English Language Learners (TTWELL);
- EdTPA Professional Development Workshops;
- Internship Work Sample Inter-rater reliability meetings;
- Co-teaching seminars;
- EEDA planning sessions;
- Diversity workshops;
- University supervisor meetings regarding observation and evaluation of student teachers;
and
- Seminar on Crucial Conversations with Student Teachers.

e) Institutional Definition of Full-time Equivalents

Faculty FTE is figured over a 12 month period and is calculated as total credit hour production divided by 24, which aligns with the provided by the National Center for Education Statistics. One faculty FTE is defined as a single faculty member teaching more than six hours in the program in a given semester. Otherwise, one faculty FTE is defined as the accumulation of 24 semester hours of teaching in an academic year.

f) Unit Administration, Faculty, and Staff Support Table (Table C)

UNIT ADMINISTRATION, FACULTY, AND STAFF SUPPORT						
YEAR	NEW		EXISTING		TOTAL	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
Administration						
2015-16	0	0	2	0.1875	2	0.1875
2016-17	0	0	2	0.1875	2	0.1875
2017 – 18	0	0	2	0.1875	2	0.1875
2018 – 19	0	0	2	0.1875	2	0.1875
2019 – 20	0	0	2	0.1875	2	0.1875
Faculty						
2015-16	0	0	9	1.125	8	1
2016-17	0	0	9	1.125	8	1
2017 – 18	0	0	9	1.125	8	1
2018 – 19	0	0	9	1.125	8	1
2019 – 20	0	0	9	1.125	8	1
Staff						
2015-16	0	0	2	0.1875	2	0.1875
2016-17	0	0	2	0.1875	2	0.1875
2017 – 18	0	0	2	0.1875	2	0.1875
2018 – 19	0	0	2	0.1875	2	0.1875
2019 – 20	0	0	2	0.1875	2	0.1875

11. Physical Plant

The programs will be housed in existing facilities at Winthrop University. No additional needs are expected with the addition of the one-year MAT in Dance.

12. Equipment

The programs will use existing equipment at Winthrop University. No additional needs are expected in relation to this program.

13. Library Resources

Library resource requests are made each year by the Theatre and Dance department, and acquisitions are made according to need and the budget allocated for resources. The library also orders discipline-specific resources outside of each department's requests. Currently, the library resources for Dance include the following:

- 22 dance-related journals
- 2479 dance-related materials (books, e-books, videos, etc.)
- 559 ballet-related materials (books, e-books, videos, etc.)
- 191 choreography-related materials (books, e-books, videos, etc.)
- 271 dance-education related materials (books, e-books, videos, etc.)
- 4 databases for dance research
- 4 databases for research in multiple subject areas including dance
- 4 scholarly reference databases with information pertaining to dance
- 4 education databases that contain content related to dance education

Library resources specifically devoted to Education include the following:

Current journals:

Starting page: http://www2.winthrop.edu/dacus/ER/journals_by_subject.htm
Education periodicals (includes in-house print and e-journals): 171

Education materials by LC call# (books, videos, etc.)

- L – Education (general): 151
- LA – History of education: 1,361
- LB – Theory and practice of education (includes pedagogy, curriculum, instruction, knowledge acquisition, school psychology): 10,559
- LC – Special aspects of education (includes special education but also non-traditional deliveries such as online or correspondence, education in specific aspects): 4,097
- LD – Individual institutions – United States: 435
- LE – Individual institutions – America (except United States): 4

- LF – individual institutions – Europe: 47
- LG – individual institutions – Asia, Africa, Indian Ocean Islands, Australia, New Zealand, Pacific Islands: 6
- LH – college and school magazines and papers: 4
- LJ – student fraternities and societies, United States: 19
- LT – textbooks (this is about schoolbooks, rather than the actual textbooks which are organized in library schemes according to the topics covered): 7

Education materials by major area (books, ebooks, videos, etc)

- Encompassing education, pedagogy, curriculum, instruction: over 32,000 (most relevant items = 12,753)
- Encompassing study and teaching: 9940
- Education policy: 1,976

Databases

In addition to the databases listed above for Education (ERIC, Education Full Text, Educators Reference Complete, Professional Development Collection), PsychInfo provides students material on the cognitive processes of knowledge acquisition – an area of interest to psychologists and neuroscientists (for example, brain-based education writings would creep into this database as well).

14. Accreditation, Approval, Licensure, or Certification

a) Accreditation Approval Process

The one-year MAT option in dance will be included in the reports submitted to the National Association of Schools of Dance as part of the periodic review process. Under the current accreditation process, the university does not need to pursue accreditation for the one-year MAT option in dance because it does not require substantial changes within the dance program. Therefore, only notification of this addition is necessary.

Winthrop is accredited by the Southern Association of Colleges and Schools, and the one-year MAT is currently accredited by the National Council for the Accreditation of Teacher Education (NCATE), now known as CAEP.

b). Description of Certification Process

The proposed program attempts to ensure that certification is achieved by requiring students to successfully complete the specific benchmarks listed below

in addition to all evaluations of student learning completed in coursework in the degree program.

Benchmark	Requirements
Application for formal admission into Teacher Education	Pass first competency review at the end of summer C session; complete 25 hours youth experience by the end of June; submit a complete application to the Teacher Education Program by July 1 (admission to Teacher Education occurs immediately after Summer Session); maintain 3.0 GPA; and complete an application for Field Experience and Internship in Summer D session.
Application for admission to Internship	<p>For formal admission, the graduate candidate must: achieve a minimum 3.0 grade-point average in graduate coursework; complete a successful competency review at end of fall semester.</p> <p>Before beginning full-time internship in the state of South Carolina, a teacher education candidate must obtain a clear fingerprint/FBI check.</p>
Eligibility for initial certification	At the end of the internship semester, a program area committee completes a competency review of each intern's performance and recommends exit from the program. Exit criteria include the following: (a) passing scores on midterm and final internship evaluations and rubrics for internship work sample; (b) satisfactory review of any Professional Dispositions and Skills Forms; and (c) a minimum grade-point average of 3.0.

c) Professional Teaching Standards

There are no national SPA standards in Dance. A discussion of how the program will meet standards by the national accrediting agency in dance (National Association of Schools of Dance) appears below in section IV.

The K-12 Academic Standards for Dance are covered in the graduate-level Dance Education Pedagogy courses, DCED 591: Principles of Teaching Dance and DCED 592: Field Experience in Teaching Dance. The courses and accompanying key assessments that ensure students possess adequate knowledge of the South Carolina K-12 standards for Dance are included in the table below.

Course	Academic Standards for Dance	Key Assessments
DCED 591: Principles of Teaching Dance	All K-12 Academic Standards for Dance.	<ol style="list-style-type: none"> 1. Written lesson plans that include specific K-12 standards for dance which align with the focus of the lesson and assessments. 2. A year-long block plan outlining well-rounded units of study for an entire year that allow for breadth of the discipline to be covered in an elementary, middle, or high school Dance Education program. 3. Completion of a resource portfolio that includes the South Carolina and National Standards for Dance.
DCED 592: Field Experience in Teaching Dance	All K-12 Academic Standards for Dance.	<ol style="list-style-type: none"> 1. Written lesson plans that include specific K-12 standards for dance which align with the focus of the lesson and assessments and are implemented in a K-12 setting.

How advanced programs address core propositions of NBPTS does not apply to the one-year MAT option because it is an initial licensure program.

15. Articulation

- a) Associate-level programs – N/A**
- b) Baccalaureate-level programs – N/A**
- c) Terminal Degree**

The proposed program does not lead to a terminal degree.

- d) Collaborations with Other Institutions**

Although there are no current articulation agreements in place, Winthrop faculty and administrators will be contacting coordinators of undergraduate dance programs in South Carolina to explore possible future articulation agreements. We believe the program would be a viable choice for qualified dance majors from other institutions to work on the MAT degree at Winthrop the summer following graduation.

The proposed one-year MAT option in dance will allow students from a variety of backgrounds an opportunity to pursue teacher certification. The one-year MAT option is specifically designed as an option for students who decide after freshman year and/or individuals transferring to Winthrop from two-year institutions who decide they would like to pursue certification in dance. In addition, individuals who transfer into Winthrop with an undergraduate degree in dance can pursue certification by completing the coursework in the one-year MAT program in dance (assuming they've completed the undergraduate dance coursework required for admission).

16. Estimated Costs and Sources of Financing
a. Table D - Estimated Expenses and Revenues

ESTIMATED COSTS BY YEAR*						
CATEGORY	1st	2nd	3rd	4th	5th	TOTALS
Program Administration	\$ 4,664.13	\$ 4,780.74	\$ 6,533.67	\$ 6,697.02	\$ 8,580.55	\$ 31,256.11
Faculty Salaries	\$ 22,398.43	\$ 22,505.25	\$ 29,783.87	\$ 29,933.50	\$ 37,164.53	\$141,785.58
Graduate Assistants						\$ -
Clerical/Support Personnel	\$ 1,794.82	\$ 1,839.69	\$ 2,514.24	\$ 2,577.10	\$ 3,301.91	\$ 12,027.76
Supplies and Materials						
Library Resources						
Equipment						
Facilities						
Other (Identify) - Accreditation Expenses						
TOTALS	\$ 28,857.39	\$ 29,125.68	\$ 38,831.79	\$ 39,207.62	\$ 49,046.99	\$185,069.46

* All expenses have been pro-rated based on student enrollment (MAT enrollment / Total Students Served by Identified Personnel)

SOURCES OF FINANCING BY YEAR

Tuition Funding	\$ 55,224	\$60,264	\$73,632	\$78,672	\$92,040	\$359,832
Program-Specific Fees						
State Funding						
Reallocation of Existing Funds*						
Federal Funding						
Other Funding (Specify)						
TOTALS	\$55,224	\$60,264	\$73,632	\$78,672	\$92,040	\$359,832

Assumptions for Table D

Amounts are based upon pro-rated costs of staffing and other annual expenses based on estimated program enrollment (3 students in years one and two; 4 students in years three and four; and 5 students in year 5. At this point, we are only projecting that in-state students would enroll in the program. Current full-time graduate tuition for in-state students at Winthrop is \$557 per credit hour (\$420 in summer).

17. Programs for Teachers and Other School Professionals

See next section (South Carolina Department of Education requirements for new programs)

SOUTH CAROLINA DEPARTMENT OF EDUCATION NEW PROGRAM PROPOSAL

South Carolina Department of Education Requirements

(The items in Sections I-II are covered in the CHE portion of this proposal)

III. Description of how and when 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

State Standard	State Indicators	Evidence
2.1. ADEPT	The unit's assessment system for initial educator preparation effectively incorporates the ADEPT system.	Infusion of ADEPT competencies occurs throughout coursework in all initial licensure programs (See Appendix A). All assessments listed for MAT programs are part of the Professional Education Unit assessment system.
2.3. ADEPT	The unit is effectively implementing the ADEPT system in field and clinical experiences.	ADEPT Standards are integrated in the field experience for all initial programs through the Midterm and Final Evaluations. ADEPT Standards are integrated into the clinical experience (internship) for all initial programs through the use of the following assessments: <ul style="list-style-type: none"> • Internship Midterm and Final Evaluations and Rubrics for Each Program (See Appendices B and C). • Internship Midterm and Final Intern Self-Assessments and Rubrics for Each Program (See

State Standard	State Indicators	Evidence
		Appendices B and C) <ul style="list-style-type: none"> • Internship Work Sample (IWS) Description (See Appendix D) • Internship Work Sample (IWS) Rubric (See Appendix E) • Long Range Plan Template (See Appendix F) • Long Range Plan Rubric (See Appendix G) • APS 10 Fulfilling Professional Responsibilities Form (See Appendix H) • APS 10 Fulfilling Professional Responsibilities Rubric (See Appendix I)

B. PADEPP

Not applicable

C. Education and Economic Development Act

In the Dance Education coursework, the Education and Economic Development Act will be introduced in DCED 591: Principles of Teaching Dance: Curriculum and Pedagogy following the tradition of introducing this information in the undergraduate companion dance education course (DCED 391) for many years. Particular attention will focus on the purpose and history of EEDA and how EEDA is implemented in K-12 educational settings. Resources students will be required to review in order to develop their knowledge of EEDA are the [EEDA Executive Summary](#) and the [Personal Pathways to Success](#). Students are also introduced to various career-planning resources appropriate for a variety of age/grade levels that could be incorporated into K-12 dance education

lessons. Students must compile these resources and include them in a professional portfolio at the conclusion of the semester.

State Standard	State Indicators	Evidence
4.2. EEDA	Candidates in teacher educator preparation programs have the knowledge, skills, and dispositions to achieve the EEDA performance standards for teacher education programs.	EEDA competencies are assessed across core courses in initial preparation programs. The one-year MAT Program matrix and rubrics show the coverage of EEDA standards and assessments related to this content across core courses. (See Appendix J)

D. South Carolina Standards of Conduct

State Standard	Indicator	Evidence
5. Standards of Conduct	Candidates are informed in writing of the state Standards of Conduct (59-25-160; 59-25-530; 63-17-1060) required for initial certification.	All initial licensure candidates attend a mandatory information session on admission to the professional education unit. PowerPoint slide 10 of the admissions presentation provides evidence that the SC Code of Conduct is addressed. The Code of Conduct Handout is given to candidates in the information session. All students must complete a Student Contract Acknowledging Receipt of Code of Conduct. (See Appendix K)

E. South Carolina Safe School Climate Act

State Standard	Indicator	Evidence
6. Safe Schools Climate Act	Candidates in all certification programs, initial and advanced, have the knowledge, skills and dispositions to identify and prevent bullying, harassment, and intimidation in schools.	All candidates in initial programs demonstrate competence in the Safe Schools Climate Act through completion of the Personal Management Plan (PMP) (See Appendix L).

F. K-12 Academic Standards

State Standard	Indicator	Evidence
7. PK-12 Academic Standards	Candidates in all certification programs know, understand, and can apply SC PK-12 academic standards in the area in which they seek certification.	<p>Candidates in all programs align their lessons with the SC PK-12 Academic Standards for their certification area. The Dance Education Lesson Plan Template and rubric demonstrate this alignment (See Appendix M).</p> <p>In addition, all interns are required to include SC Standards in their IWS instructional plan and lesson plans. See IWS Dimension 2 Description (See Appendix D).</p>

The K-12 Academic Standards for Dance are covered in the graduate-level Dance Education Pedagogy course, DCED 591: Principles of Teaching Dance and in student teaching practicums DCED 392: Field Experience in Teaching Dance and EDUC 690: School Internship. Below are the courses and accompanying key assessments that ensure students possess adequate knowledge of the South Carolina K-12 standards for Dance.

Course	Academic Standards	Key Assessments
DCED 591: Principles of Teaching Dance	All K-12 Academic Standards for Dance.	<p>4. Written lesson plans that include specific K-12 standards for dance that align with the focus of the lesson and assessments (See Appendix M).</p> <p>5. A year-long block plan that outlines well-rounded units of study for an entire year that allow for breadth of the discipline to be covered in an elementary, middle, or high school Dance Education program. At least one unit has to be complete with at least consisting of at least five lessons that that include specific K-12 standards for dance that align with the focus of the lesson and assessments (See Appendix M).</p> <p>6. Completion of a resource portfolio that includes the South Carolina and National Standards for Dance.</p>
DCED 592: Field Experience in Teaching Dance	All K-12 Academic Standards for Dance.	<p>2. Written lesson plans that include specific K-12 standards for dance that align with the focus of the lesson and assessments, which are implemented in a K-12 setting (See Appendix M).</p>

Course	Academic Standards	Key Assessments
EDUC 690: School Internship	All K-12 Academic Standards for Dance.	<ol style="list-style-type: none"> 1. Written lesson plans that include specific K-12 standards for dance that align with the focus of the lesson and assessments, which are implemented in a K-12 setting (See Appendix M). 2. Completion of a unit of study that includes a series of lessons that include specific K-12 standards for dance that align with the focus of the lessons and assessments, which are implemented in a K-12 setting that align with long-term goals established by the mentor teacher for the year (See Appendices D and M).

G. Admission Requirements

Admissions requirements are listed on page 6 of this document.

Admission to Teacher Education

For formal admission to teacher education, the graduate candidate must:

1. Pass first competency review at the end of summer C session;
2. Complete 25 hours youth experience by the end of June;
3. Submit a complete application to the Teacher Education Program by July 1;
4. Maintain 3.0 GPA; admission to Teacher Education occurs immediately after Summer Session; and
5. Complete application for Field Experience and Internship in Summer D session

Admission to Internship

For formal admission, the graduate candidate must:

1. Achieve a minimum 3.0 grade-point average in graduate coursework;
2. Complete a successful competency review at end of fall semester.

Before beginning full-time internship in the state of South Carolina, a teacher education candidate must obtain a clear fingerprint/FBI check.

H. Eligibility for Initial Certification

At the end of the internship semester, a program area committee completes a competency review of each intern's performance and recommends exit from the program. Exit criteria include the following: (a) passing scores on midterm and final internship evaluations and rubrics for internship work sample; (b) satisfactory review of any Professional Dispositions and Skills Forms; and (c) a minimum grade-point average of 3.0.

All candidates seeking initial certification should demonstrate satisfactory completion of the appropriate Praxis II content-area examination, which must be completed prior to being certified by the South Carolina Department of Education. There is no content area examination for Dance in South Carolina. Therefore, students completing the MAT, one-year option must successfully complete the PLT in order to seek initial certification. In addition, at least half of the total semester hours submitted for the advanced degree must be 600-level courses.

I. Field and Clinical Experience Requirements

Students enrolled in the MAT, one-year option participate in the following field experiences:

Course/Requirement	Number of Hours	Description
Youth experience requirement	25	This experience is one of the requirements students must fulfill prior to submitting their application for admission to teacher education. Students must complete 25 supervised hours working with the age/grade level(s) for which licensure is sought.
DCED 591: Principles of Teaching Dance: Curriculum and Pedagogy	Variable	To accompany course content, students teach lessons designed to fulfill course requirements in the field.
DCED 592: Field Experience in Teaching Dance	200	In this experience, candidates are placed in a K-12 Dance Education classroom one day per week. Teacher candidates plan, teach, and reflect on lessons implemented in a classroom. Candidates are observed by the mentor

Course/Requirement	Number of Hours	Description
		<p>teacher, an additional teacher and/or administrator, and the university supervisor. Candidates' performance is evaluated twice per semester. The transition plan into teaching in the classroom includes observation and non-instructional tasks and co-teaching with the mentor teacher during the early stages of the experience prior to solo teaching.</p>
<p>EDUC 690: Internship in Reflective Practice</p>	<p>600</p>	<p>In this experience, candidates are placed in a K-12 Dance Education classroom five days per week. Teacher candidates plan, teach, and reflect on lessons implemented in a classroom. Candidates are observed by the mentor teacher, an additional teacher and/or administrator, and the university supervisor. Candidates' performance is evaluated twice per semester. Candidates complete an internship work sample that requires them to develop a unit of study in alignment with the mentor teacher's long-range plans, implement it, assess student learning, and reflect upon their implementation. In this experience, candidates experience the full range of responsibilities of the classroom teacher and assume full-time planning and teaching for a minimum of eight weeks.</p>

J. Annual Reports

State Standard	State Indicators	Evidence
11.1. Annual Reports	The unit has a diversity plan and submits annual updates to the State Department of Education.	The letter from Dr. Don Stowe provides the evidence on Winthrop Annual Report submissions (See Appendix N). Also, see the Diversity Plan (See Appendix O).
11.2. Annual Reports	The unit has an assessment plan and submits annual updates to the State Department of Education.	The letter from Dr. Don Stowe provides the evidence on Winthrop Annual Report submissions. The Unit Assessment Website provides an overview of the unit assessment system.
11.3. Annual Reports	The unit is implementing its assessment plan and findings are consistent with the plan and annual updates.	The letter from Dr. Don Stowe provides the evidence on Winthrop Annual Report submissions. The Unit Assessment Documents on the LiveText site provides evidence of on-going assessment plan implementation.
11.4. Annual Reports	The unit submits a copy of its AACTE/NCATE report to the State Department of Education annually.	The letter from Dr. Don Stowe provides the evidence on Winthrop Annual Report submissions.
11.5. Annual Reports	The unit submits a Title II report to the State Department of Education annually.	The letter from Dr. Don Stowe provides the evidence on Winthrop Annual Report submissions.

K. Commitment to Diversity Assurance

State Standard	State Indicator	Evidence
12.1. Diversity	The unit is implementing its Diversity Plan and findings are consistent with the plan and annual updates.	The most recent Diversity Committee Annual Report provides evidence of implementation of the Diversity Plan (See Appendix P).

State Standard	State Indicator	Evidence
12.2. Diversity	The unit recruits teachers from culturally diverse backgrounds.	As the Table on Candidate Diversity shows, in 2009-2010, 27% of the candidates in advanced degree programs were diverse. The percentage has been consistent over time (Appendix Q).
12.3. Diversity	Candidates possess a strong knowledge of cultural diversity issues that includes global and multicultural perspectives.	The MAT Program Diversity Proficiency Assessment Matrix, provides comprehensive evidence that PEU candidates in all programs possess a strong knowledge of cultural diversity and multicultural issues.
12.4. Diversity	Candidates can teach all students, regardless of exceptionalities or backgrounds.	The Internship Work Sample (IWS) is the primary measurement of candidate ability to teach all students, regardless of exceptionalities or backgrounds. See IWS Description, Rubric (See Appendix D), and Data (See Appendix S).

L. Professional Development Courses

State Standard	State Indicator	Evidence
13.1. Professional Development Courses	The unit aligns professional development courses and related activities for teachers and other school personnel, to the extent appropriate, with the National Staff Development Council's Standards for staff development.	Winthrop Professional Development courses (WPDC) are in compliance with the National Staff Development Council's Standards for Staff Development. The WPDC website provides information on our standards for course syllabi and instructors, the documentation we require,

State Standard	State Indicator	Evidence
		and our review process. Syllabi and instructor information will be made available during the visit.
13.2. Professional Development Courses	The unit aligns professional development courses at the graduate level with the ten SACS criteria: knowledge base, dynamic interaction, research base, faculty qualifications, faculty contributions to the discipline, duration of activity, collective participation, content focus, active learning, and coherence Guidelines for Graduate Courses	Winthrop Professional Development courses (WPDC) are in compliance with SACS criteria. The University Policy on Winthrop Professional Development Courses (See Appendix T) provides information on requirements for alignment with SACS standards. The WPDC website provides information on our standards for course syllabi and instructors, the documentation we require, and our review process.

M. Advanced Programs for the Preparation of Teachers

N/A

N. Experimental or Innovative Programs Policy

N/A

O. ISTE National Educational Technology for Teachers Standards Alignment

State Standard	State Indicator	Evidence
16. ISTE Standards	The unit aligns degree programs, professional development courses, and related activities for teachers and other school personnel with the most recent National Educational Technology Standards (NETS-T) developed by the International Society for Technology in Education	The professional education unit initial and advanced preparation programs are aligned with the ISTE National Educational Technology Standards. Coverage is insured by addressing these standards in core courses that all students take. See the Technology Integration in

State Standard	State Indicator	Evidence
	(ISTE) as a strategy for significantly enhancing the capacity of preservice as well as in-service teachers to incorporate technology into their teaching and their students' learning.	<p>the MAT Initial Preparation Program matrix (See Appendix U).</p> <p>The ISTE NETS-T standards are posted for professional development course instructors on the Winthrop Professional Development Course (WPDC) website, and instructors are encouraged to integrate these standards in their syllabi when they are appropriate for the course content. As the WPDC Course Approval Process indicates, all syllabi are reviewed by faculty before course approval. Technology-intensive courses are required to integrate ISTE NETS-T standards.</p>

IV. Other Specialized Professional Association Standards

A. Context

State Policies

The State of South Carolina requires that educator preparation units meet the standards of the National Council for Accreditation of Teacher Education (NCATE) with public institutions achieving NCATE accreditation. The Department of Education requires that educator preparation units, including those providing initial licensure, to adhere to the following requirements: 1) develop and implement a plan to integrate ADEPT performance standards throughout coursework, field experiences, and clinical practice; 2) demonstrate that teacher candidates possess the knowledge, skills, and dispositions to integrate specified elements related to the Education and Economic Development Act into K-12 curriculum; 3) provide candidates with specific written information regarding the state Standards of Conduct; 4) provide evidence that candidates possess the knowledge, skills, and dispositions to identify and prevent harassment, bullying, and intimidation in schools; and 6) provide evidence that candidates know, understand, and can apply South Carolina K-12 standards in the area in

which they seek to be certified. The tables above demonstrate how the teacher education preparation unit meets these standards.

State policies also require that initial education preparation programs at the graduate level require that students possess academic proficiency as defined by the graduate school of the institution; and provide a statement of disclosure concerning all prior convictions to include felonies and misdemeanors. Before beginning full-time internship in the state of South Carolina, a teacher education candidate must obtain a clear fingerprint/FBI check.

The South Carolina Department of Education requires that educator preparation units must provide a candidate with field experiences that provide candidates with progressive experiences in multiple and diverse settings. At the graduate level, all candidates must complete 75 hours of field experiences prior to clinical practice, which must be an intensive, continuous, clinical experience in which candidates teach the equivalent of twelve weeks (60 full days) and a minimum of ten days in one setting. Candidates should be observed by one or more clinical faculty and one or more school-based faculty trained in the ADEPT system. Candidates should receive written and oral feedback to document their progress in relationship to ADEPT standards and receive at least one summative evaluation prepared by the clinical faculty and cooperating teacher. Discussion of how candidates' performance is assessed appears above in section III I.

Candidates in the one-year MAT program in Dance will participate in the following field experiences:

DCED 592: Field Experience in Teaching Dance requires a minimum of 200 hours in the school setting. In this experience, candidates are placed in a K-12 Dance Education classroom one day per week. Teacher candidates plan, teach, and reflect on lessons implemented in a classroom. Candidates are observed by the mentor teacher, an additional teacher and/or administrator, and the university supervisor. Candidates' performance is evaluated twice per semester. The transition plan into teaching in the classroom includes observation and non-instructional tasks and co-teaching with the mentor teacher during the early stages of the experience prior to solo teaching.

EDUC 690: Internship in Reflective Practice requires 600 hours in the school setting. Candidates are placed in a K-12 Dance Education classroom five days per week. Teacher candidates plan, teach, and reflect on lessons implemented in a classroom. Candidates are observed by the mentor teacher, an additional teacher and/or administrator, and the university supervisor. Candidates' performance is evaluated twice per semester. Candidates complete an internship work sample that requires them to develop a unit of study in alignment with the mentor teacher's long-range plans, implement it, assess student learning, and reflect upon their implementation. In this experience, candidates experience the full range of responsibilities of the classroom teacher and assume full-time planning and teaching for a minimum of eight weeks.

Selection of mentor teachers (cooperating teachers) for Dance

In order to serve as a mentor, a teacher must meet the minimum qualifications listed below.

- Have a minimum of one year's teaching experience in South Carolina beyond completion of the state's formal evaluation process
- Be approved by the principal and the district office
- Receive two positive recommendations- one from the principal and one by a peer
- Model excellence in teaching and exhibit high expectations for students
- Demonstrate strong skills in planning, oral/written communications, collaborative decision making, judgment, and human relations
- Possess strong instructional skills and current content knowledge
- Display strong skills in collaborating with other teachers and parents
- Have received an outstanding performance evaluation for the last two years of teaching

Responsibilities of the mentor teacher include: 1) become familiar with the background of the intern; 2) help the intern become acquainted with school and classroom procedures and policies; 3) be available for consultation outside of the school day; 4) be willing to meet with the university supervisor during the semester; 5) implement the instructional pacing guide provided by the Richard W. Riley College of Education; 6) observe and provide the student teacher with continuous formative feedback; and 7) follow all additional guidelines supplied by the Richard W. Riley College of Education.

Criteria for Selecting Sites for Placement of Student Teachers

The clinical faculty in the Department of Theatre and Dance work cooperatively with the James and Susan Rex Institute for Educational Renewal and Partnership to choose appropriate sites for student placement during the Field Experience and Internship semesters. A number of factors are considered in the placement of students at respective sites such as 1) a mentor teacher's experience and excellence in teaching record; 2) the age/grade levels represented within the school and the candidate's career interests; 3) the specific school setting including geographic location, diversity of students, and the role of dance within the school in relation to areas in which the candidate might possess strength and/or require improvement; and 4) an established record of excellence in mentoring student teachers. The Competency Review Committee, which consists of the clinical faculty in the Department of Theatre and Dance and the Department Chair, determines if candidates are ready to enter the field experience and/or internship semesters and placement options for the particular student.

University Supervisor Qualifications

A university supervisor is considered to be a master teacher in his/her area of expertise and demonstrates the professional dispositions required by Winthrop University. Whenever possible, interns are placed under the supervision of a full-time faculty member who meets the following requirements:

- Former teacher and/or instructional administrator (i.e., principal, assistant principal, supervisor, coordinator) in a public school; and
- Hold current or former state teacher’s license in the area of supervision.

If a person is not a full-time instructor at Winthrop University, then the following qualifications must be met for adjunct university supervision:

- Former teacher and/or instructional administrator (i.e., principal, assistant principal, supervisor, coordinator) in a public school division;
- Successful record of full-time teaching within the content area of supervision;
- Written and/or verbal recommendations of former supervisors or administrative colleagues;
- Current or former state teacher’s license in the area of instruction; and
- Master’s degree.

The responsibilities of the University Supervisor include: 1) serving as the primary contact with the student teacher, principal, mentor teacher, and intern; 2) assist the student teacher and the mentor teacher develop a positive working relationship; 3) assist in following an appropriate pacing based upon the transition guide provided by the Richard W. Riley College of Education in relationship to the student teacher’s performance in the classroom; 4) serve as the primary evaluator of the intern and submit all relevant paperwork to the Office of Field and Clinical Experiences; and 5) assign a grade for the field experience and internship semesters.

B. List of Assessments

Name of Assessment	Type of Assessment	When Assessment is Administered
Principles of Learning and Teaching (PLT)	South Carolina licensure test	Prior to Internship II (full-time student teaching)
Assessment of content knowledge	Lesson plans and other assignments in content-area methods course(s)	Fall and spring semester (second and third semester) of study
Planning and instruction	Internship Work Sample	Last semester of study (Internship II)
Planning, instruction, classroom management, content knowledge in relation to teaching, and professionalism	Observations and evaluations of student teaching	Fall and spring semester (second and third semester) of study

C. Relationship of Assessments to Standards

National Association of Schools of Dance Standard	Corresponding Assessment
<p>NASD Standard 3a. Ability to teach dance at various levels to different age groups and in a variety of classroom, studio, and ensemble settings in ways that develop knowledge of how dance works syntactically as a communication medium and developmentally as an agent of civilization. This set of abilities includes effective classroom, studio, and rehearsal management.</p>	<p>Content-area methods course(s) Observations and evaluations of student teaching</p>
<p>NASD Standard 3b. An understanding of child growth and development and an understanding of principles of learning as they relate to dance.</p>	<p>Content-area methods course(s)</p>
<p>NASD Standard 3c. The ability to assess aptitudes, experiential backgrounds, orientations of individuals and groups of students, and the nature of subject matter, and to plan educational programs to meet assessed needs.</p>	<p>Content-area methods course(s)</p>
<p>NASD Standard 3d. Knowledge of current methods, materials, and repertoires available in various fields and levels of dance education appropriate to the teaching specialization.</p>	<p>Content-area methods course(s)</p>
<p>NASD Standard 3e. The ability to accept, amend, or reject methods and materials based on personal assessment of specific teaching situations.</p>	<p>Observations and evaluations of student teaching Internship work Sample</p>
<p>NASD Standard 3f. Basic understanding of the principles and methods of developing curricula and the short- and long-term units that comprise them.</p>	<p>Content-area methods course(s) Internship work Sample</p>
<p>NASD Standard 3g. An understanding of evaluative techniques and ability to apply them in assessing both the progress of dance students and the objectives and procedures of the curriculum.</p>	<p>Content-area methods course(s) Observations and evaluations of student teaching Internship work sample</p>
<p>NASD Standard 5a. Students should engage in observation and discussion of field-based teaching/learning experiences in diverse settings.</p>	<p>Observations and evaluations of student teaching Content-area methods course(s) Internship work sample</p>

National Association of Schools of Dance Standard	Corresponding Assessment
NASD Standard 5b. Students should be provided opportunities for various types of teaching and directed observation throughout the degree program.	Observations and evaluations of student teaching
NASD Standard 5c. Teaching opportunities should be provided in actual pre-kindergarten, kindergarten, elementary, middle, and secondary settings, as appropriate for the student’s certification level.	Content-area method(s) courses Observations and evaluations of student teaching
NASD Standard 5d. The choice of practice teaching sites must enable students to develop competencies consistent with standards outlined above, and must be approved by qualified dance personnel from the degree-granting institution.	Observations and evaluations of student teaching Internship work sample
NASD Standard 5e. Sites and situations for student teaching and students must be supervised by qualified dance personnel from the degree-granting institution and, when possible, the cooperating schools.	Observations and evaluations of student teaching Internship work sample
NASD Standard 5f. Those seeking certification ideally would have teaching opportunities at a variety of pre-K–12 levels and assume substantial responsibility for the full range of teaching and classroom management as required of a full-time teacher.	Observations and evaluations of student teaching Internship work sample

D. Planned Evidence for Meeting Standards

Assessment	Description	Evidence to be Collected
Principles of Learning and Teaching (PLT)	State licensure exam	The Richard W. Riley College of Education collects data on the pass rate for state licensure exams each year and distributes to program areas. This practice would continue for the one-year MAT option in Dance.
Assessment of content knowledge	Lesson plans in content-area methods course(s)	Currently, rubrics are used to assess lesson plans. Data are used each year to revise course content based on

Assessment	Description	Evidence to be Collected
		student performance in the specific areas addressed in planning. This practice would continue for the one-year MAT option in Dance.
Planning and instruction	Internship work sample (IWS)	Each year, the Richard W. Riley College of Education hosts IWS Inter-rater Reliability workshops. Education faculty from across the university assemble to review scores on Internship Work Samples of candidates seeking initial licensure and compare grading.
Planning, instruction, classroom management, content knowledge in relation to teaching, and professionalism	Observations and evaluations of student teaching Internship work sample	Data are reviewed each year by the program area faculty in order to make changes to ensure teacher candidates are prepared for clinical experience prior to student teaching. This practice would continue for the one-year MAT option in dance.

E. A Plan for Assessment Results to Improve Candidate and Program Performance

The dance area faculty review program assessment each year to determine changes that need to be made to content-area coursework and accompanying field experiences. In addition, the College of Education assesses candidate performance and provides that data to content-area faculty. The table above describes how candidate performance will be assessed in an effort to make changes to improve candidate performance.

Appendix A

Infusion of ADEPT Competencies into the MAT Program

**Winthrop University
Professional Education Unit
Infusion of ADEPT Competencies: MAT Program**

ADEPT Performance Dimensions	Course Where Addressed	Assignment/Task Addressing the APS
Introduction to ADEPT Evaluation	EDUC 610 Effective Teaching Practices for Exceptional and Diverse Learners	ADEPT Overview provided
APS 1: Long-Range Planning	EDUC 660 Effective Teaching Strategies EDUC 690 School Internship	Introduction to APS 1 Internship Long-Range Planning Rubric
APS 2: Short-Range Planning of Instruction	EDUC 660 Effective Teaching Strategies EDUC 610 Effective Teaching Practices for Exceptional and Diverse Learners AREA 592 Field Experience EDUC 690 School Internship EDUC 695 Capstone	Introduction to APS 2 LEARNS strategy Field Experience Midterm and Final Evaluations Internship Midterm and Final Evaluations Internship Work Sample
APS 3: Planning Assessments and Using Data	EDUC 660 Effective Teaching Strategies EDUC 605 Educational Assessment EDUC 690 School Internship EDUC 695 Capstone	Introduction to APS 3 Constructing an Assessment Work Sample Internship Midterm and Final Evaluations Internship Work Sample
APS 4: Establishing and Maintaining High Expectations for Learners	EDUC 660 Effective Teaching Strategies EDUC 690 School Internship EDUC 695 Capstone	Introduction to APS 4 Internship Midterm and Final Evaluations Internship Work Sample
APS 5: Using Instructional Strategies to Facilitate Learning	EDUC 660 Effective Teaching Strategies AREA 592 Field Experience EDUC 690 School Internship EDUC 695 Capstone	Introduction to APS 5 Field Experience Midterm and Final Evaluation Internship Midterm and Final Evaluations Internship Work Sample
APS 6: Providing Content for Learners	EDUC 660 Effective Teaching Strategies AREA 592 Field Experience EDUC 690 School Internship EDUC 695 Capstone	Introduction to APS 6 Field Experience Midterm and Final Evaluations Internship Midterm and Final Evaluations Internship Work Sample
APS 7: Monitoring, Assessing, and Enhancing Learning	EDUC 660 Effective Teaching Strategies AREA 592 Field Experience EDUC 690 School Internship EDUC 695 Capstone	Introduction to APS 7 Field Experience Midterm and Final Evaluations Internship Midterm and Final Evaluations Internship Work Sample
APS 8: Maintaining an Environment that Promotes	EDUC 660 Effective Teaching Strategies EDUC 660 Effective Teaching Strategies	Introduction to APS 8 Personal Management Plan

Learning	AREA 592 Field Experience EDUC 690 School Internship	Field Experience Midterm and Final Evaluations Internship Midterm and Final Evaluations
APS 9: Managing the Classroom	EDUC 660 Effective Teaching Strategies EDUC 660 Effective Teaching Strategies AREA 592 Field Experience EDUC 690 School Internship	Introduction to APS 9 Personal Management Plan Field Experience Midterm and Final Evaluations Internship Midterm and Final Evaluations
APS 10: Fulfilling Professional Responsibilities	EDUC 690 School Internship EDUC 690 School Internship	Internship Midterm and Final Evaluations Fulfilling Professional Responsibilities Rubric

June 21, 2007

Appendix B

Midterm and Final Evaluation of Dance Education Internship I

Richard W. Riley College of Education, Winthrop University
DANCE EDUCATION INTERNSHIP I MIDTERM/FINAL EVALUATION REPORT

Teacher Candidate Name:	WU ID#:	Date:
School:	Grade:	
Mentor Teacher Name:	University Supervisor Name:	

OBSERVATIONS	Lesson Content/Topic	Date
University Supervisor		
Mentor Teacher		
Site-Based Observer		

EVALUATION OUTCOMES – <i>place a check in the appropriate box for each domain</i>	Exceeds Expectations	Meets Expectations	Below Expectations
Short Range Planning			
Instruction			
Environment			
Professionalism			
Dance Education			

A teacher candidate must score a “Meets Expectations” rating or above in each performance domain to be scored as **Satisfactory**.

The teacher candidate is **Unsatisfactory** **Satisfactory**

With my signature below, I attest to attending an introductory meeting, participating in the midterm/final [circle one] evaluation conference, and agreeing with the data/ratings presented in the report.

Teacher Candidate

Mentor Teacher

University Supervisor

Directions: Please refer to the **Dance Education Internship I Evaluation Scoring Rubric** when completing this form. The rubric provides detailed descriptions for teacher candidates at each of the following levels: **EE**= “Exceeds Expectations,” **ME**= “Meets Expectations,” and **BE**= “Below Expectations.” If a candidate has not yet experienced or attempted a competency, **NA**= “No Attempt” or **NO**=”No Opportunity” may be used.

Domain 1: SHORT-RANGE PLANNING		EE	ME	BE	NA	NO	SUPPORTING DOCUMENTATION and EVIDENCE (required only if EE, ME, or BE is checked)
1	TC plans developmentally appropriate standards-based lessons in accordance with the requirements of the discipline.						
2	TC designs, selects, or modifies meaningful assessments that are aligned with lesson objectives.						
3	TC uses student performance data to guide instructional planning.						

Overall rating for **short-range planning** [circle one]: **Exceeds Expectations, Meets Expectations, or Below Expectations.**

Describe at least one **short-range planning** strength:

List at least one **short-range planning** goal:

Domain 2: INSTRUCTION		EE	ME	BE	NA	NO	SUPPORTING DOCUMENTATION and EVIDENCE (required only if EE, ME, or BE is checked)
4	TC communicates to the students (a) what they are expected to learn (i.e., to know and be able to do) and (b) the overall purpose and relevance (i.e., why they are expected to know and/or be able to do it).						
5	TC demonstrates a command of the content taught.						
6	TC assesses student learning during instruction by using a variety of formative assessment strategies.						
7	TC uses current and emerging digital tools to enhance student learning.						
8	TC provides specific and timely instructional feedback to students pertaining to stated outcomes.						
9	TC uses informal and formal assessments to guide instruction and provide feedback to students.						
10	TC employs literacy strategies that assist learners in accessing content in their discipline.						
11	TC uses appropriate voice tone, inflection, and nonverbal communication to manage instruction effectively.						
12	TC implements strategies that address the needs of students from diverse cultural and/or linguistic backgrounds.						

Overall rating for **instruction** [circle one]: **Exceeds Expectations, Meets Expectations, or Below Expectations.**

Describe at least one **instruction** strength:

List at least one **instruction** goal:

Domain 3: ENVIRONMENT		EE	ME	BE	NA	NO	SUPPORTING DOCUMENTATION and EVIDENCE (required only if EE, ME, or BE is checked)
13	TC maintains a physically safe classroom that is conducive to learning.						
14	TC maintains a caring, fair, and equitable classroom environment.						
15	TC uses proactive classroom management strategies that promote positive behaviors and active engagement.						
16	TC manages instructional routines and transitions between activities or classes in an efficient and orderly manner.						

Overall rating for **environment** [circle one]: **Exceeds Expectations, Meets Expectations, or Below Expectations.**

Describe at least one **environment** strength:

List at least one **environment** goal:

Domain 4: PROFESSIONALISM		EE	ME	BE	NA	NO	SUPPORTING DOCUMENTATION and EVIDENCE (required only if EE, ME, or BE is checked)
17	TC effectively co-teaches with the mentor teacher.						
18	TC establishes professional relationships with school personnel and students.						
19	TC demonstrates effective verbal communication that is appropriate for the intended audiences and uses standard English.						
20	TC demonstrates effective external written communication that is appropriate for the intended audience and uses standard English.						
21	TC adheres to the university and school/district rules, <i>Standards of Conduct for South Carolina Educators</i> , and FERPA requirements and acts appropriately when faced with legal issues with children. **						
22	TC is receptive to constructive criticism from mentor teacher, university supervisor, and administrators and incorporates feedback.						
23	TC uses self-reflection to evaluate and improve professional practice.						
24	TC is a member of a state or national professional educator organization.						
25	TC demonstrates professional responsibility (e.g. preparedness, responsibility, initiative, time management).						

** A *Below Expectations* rating on this item may result in failure for the internship.

Overall rating for **professionalism** [circle one]: **Exceeds Expectations, Meets Expectations, or Below Expectations.**

Describe at least one **professionalism** strength:

List at least one **professionalism** goal:

Domain 5: Dance Education		EE	ME	BE	NA	NO	SUPPORTING DOCUMENTATION and EVIDENCE (required only if EE, ME, or BE is checked)
26	TC provides opportunities for students to identify and demonstrate movement elements and skills and apply them while performing dance.						
27	TC provides opportunities for students to implement choreographic principles, processes, and structures.						
28	TC provides students with opportunities to use dance as a medium to communicate meaning and/or artistic intent.						
29	TC provides students with opportunities to demonstrate and apply critical, creative, and analytical thinking in response to dance.						
30	TC creates lessons that enable students to demonstrate an understanding of dance in various cultures and historical periods.						
31	TC creates lessons that enable students to identify and apply healthful practices related to dance.						
32	TC provides students with opportunities to make connections between dance and other arts disciplines, other content areas (arts integration) and the world.						
33	TC creates lessons that allow students to explore dance content through multiple cornerstones of educational dance.						
34	TC creates lessons that provide opportunities for developing dance literacy skills by exploring dance content through various media, dance notation, and multiple modalities.						

Overall rating for **dance education** [circle one]: **Exceeds Expectations, Meets Expectations, or Below Expectations.**

Describe at least one **dance education** strength:

List at least one **dance** goal:

DANCE EDUCATION INTERNSHIP I EVALUATION SCORING RUBRIC

Domain – Planning	Exceeds Expectations	Meets Expectations	Below Expectations
Short-Range Planning			
1. TC plans developmentally appropriate standards-based lessons in accordance with the requirements of the discipline.	Lesson plans are directly aligned with long-range goals and include measurable objectives, developmentally appropriate learning experiences aligned with the objectives, procedures for ensuring student engagement, and differentiation for individual learners . Lesson plans meet expectations of the discipline.	Lesson plans are aligned with long-range goals and include measurable objectives, developmentally appropriate learning experiences aligned with the objectives, and procedures for ensuring student engagement. Lesson plans meet expectations of the discipline.	Lesson plans do not align with unit goals. Some learning experiences included in the lessons do not meet any identified objectives or are developmentally inappropriate. Learning experiences are passive and do not ensure student engagement. Lesson plans do not meet expectations of the discipline.
2. TC designs, selects, or modifies meaningful assessments that are aligned with lesson objectives.	Lesson assessments are meaningful, align with lesson objectives, and occur at various points during the lesson and/or are differentiated to meet individual needs of learners . Informal or formal assessments are used.	Lesson assessments are meaningful and align with lesson objectives and occur at least once during the lesson. Informal or formal assessments are used.	Assessments do not align with lesson objectives, or no assessments are identified.
3. TC uses student performance data to guide instructional planning.	The TC uses a relevant and thorough analysis of student performance data (from previous assessments or pre-assessment) to determine lesson objectives and instructional strategies.	The TC uses student performance data (from previous assessments or pre-assessment) to determine lesson objectives or instructional strategies.	The TC does not gather or examine student performance data or does not use data appropriately in the planning process.
Domain 2: Instruction	Exceeds Expectations	Meets Expectations	Below Expectations
4. TC communicates to the students (a) what they are expected to learn (i.e., to know and be able to do) and (b) the overall purpose and relevance (i.e., why they are expected to	TC makes connections to prior knowledge and sets expectations for what students will know and be able to do by the end of the lesson while explaining the purpose and relevance of the lesson content.	TC sets expectations for what students will know and be able to do by the end of the lesson while explaining the purpose and relevance of the lesson content.	TC does not set expectations for what students will know and be able to by the end of the lesson and/or does not explain the purpose and relevance of the lesson content.

know and/or be able to do it)			
5. TC demonstrates a command of the content taught.	TC presentation of content is clear, precise, and accurate. The TC uses content knowledge to accurately field student questions and address misconceptions.	TC presentation of content is clear, precise, and accurate.	TC presentation of content has misinformation and lacks clarity.
6. TC assesses student learning during instruction by using a variety of formative assessment strategies.	TC uses a variety of formative assessments (e.g. checks for understanding, quizzes, probing questions) with established performance criteria throughout the instructional episode.	TC uses formative assessments (e.g. checks for understanding, quizzes, probing questions) with established performance criteria throughout the instructional episode.	TC does not establish performance criteria for formative assessment and/or does not assess during the instructional episode.
7. TC uses current and emerging digital tools to enhance student learning.	TC uses digital tools to support content presentation, engage students in learning activities, and facilitate content mastery. TC and students use technology to enhance the learning experience.	TC uses digital tools to support content presentation, engage students in learning activities, and facilitate content mastery. TC or students use technology to enhance the learning experience.	TC uses digital tools, but the use of the digital tools does not enhance content presentation, engagement of students or facilitate content mastery. Only TC uses the technology.
8. TC provides specific and timely instructional feedback to students pertaining to stated outcomes.	TC provides specific, corrective, and timely instructional feedback to students related to lesson objectives. Feedback is based on both class-wide and individual responses.	TC provides specific, corrective, and timely instructional feedback to students related to lesson objectives. Feedback is based on class-wide or individual responses.	TC provides general and motivational feedback unrelated to lesson objectives. For example, student is told that it was better without TC identifying why it was better.
9. TC uses informal and formal assessments to guide instruction and provide feedback to students.	TC effectively modifies instruction and/or learning tasks based on student responses, informal, or formal assessments. Modifications may include things such as choosing alternative instructional strategies, re-teaching, modifying instructional sequence, restating the questions, providing additional explanation, etc.	TC attempts to modify instruction and/or learning tasks based on student responses, informal, or formal assessments. Modifications may include things such as choosing alternative instructional strategies, re-teaching, modifying instructional sequence, restating the questions, providing additional explanation, etc.	TC does not attempt to modify instruction and/or learning tasks based on student responses, informal, or formal assessments.
10. TC employs literacy strategies that assist learners in accessing	TC models appropriate and varied content-specific literacy strategies	TC models appropriate content-specific literacy strategies	TC use of content-specific literacy strategies is limited or inappropriate.

content in their discipline	involving print (reading, writing) and non-print (speaking, listening, viewing, visually representing) to assist learners in accessing content in their discipline.	involving print (reading, writing) and non-print (speaking, listening, viewing, visually representing) to assist learners in accessing content in their discipline.	
11. TC uses appropriate voice tone, inflection, and nonverbal communication to manage instruction effectively.	TC demonstrates effective and strategic teaching and communication skills by varying voice inflection and tone, changing the pacing of the presentation, and using body language that encourages student engagement. In addition, TC moves throughout the space to maintain eye contact with students.	TC demonstrates effective teaching and communication skills by varying voice inflection and tone, changing the pacing of the presentation, and using body language that encourages student engagement.	TC exhibits one or more of the following: (a) a monotone with no changes in inflection or tone, (b) flat presentation with no changes in pacing, (c) body language that does not encourage student engagement, (d) limited eye contact with students, and/or (e) limited movement (rooted in one place).
12. TC implements strategies that address the needs of students from diverse cultural and/or linguistic backgrounds.	TC individualizes the use of a variety of strategies specific to each lesson that address the needs of students from diverse cultural and/or linguistic backgrounds including such strategies as providing examples from different cultures or using multiple methods for presenting content.	TC uses strategies that address the needs of students from diverse cultural and/or linguistic backgrounds including such strategies as providing examples from different cultures or using multiple methods for presenting content.	TC exhibits a “one size fits all” approach to content presentation and learning experiences, ignoring cultural and linguistic backgrounds.
Domain 3: Environment	Exceeds Expectations	Meets Expectations	Below Expectations
13. TC maintains a physically safe classroom that is conducive to learning.	TC follows safety procedures and makes appropriate adjustments to the physical environment to promote learning, avoid distractions, and ensure safe use of materials.	TC follows the mentor teacher’s safety procedures to physically arrange the classroom to promote learning, avoid distractions, and ensure safe use of materials	TC does not follow safety procedures, which results or could result in lack of learning and/or student harm.
14. TC maintains a caring, fair, and equitable classroom environment.	TC responds positively to student difficulties, concerns, and questions without bias towards gender, ethnicity, exceptionality, sexual orientation, or social economic status. The TC considers proactive measures to foster classroom	TC responds positively to student difficulties, concerns, and questions without bias towards gender, ethnicity, exceptionality, sexual orientation, or social economic status.	Responds with bias toward students who differ by gender, ethnicity, exceptionality, sexual orientation, or social economic status.

	community and respect for diversity.		
15. TC uses proactive classroom management strategies that promote positive behaviors and active engagement.	TC follows and makes appropriate adjustments to the mentor teacher's proactive procedures for setting behavioral, social, and academic expectations for active engagement, positively reinforcing students who meet those expectations and positively redirecting student behavior as needed.	TC follows the mentor teacher's proactive procedures for setting behavioral, social, and academic expectations for active engagement, positively reinforcing students who meet those expectations, and positively redirecting student behavior as needed.	TC implements ineffective, reactive classroom management strategies resulting in persistent problem behavior.
16. TC manages instructional routines and transitions between activities or classes in an efficient and orderly manner.	TC follows and makes appropriate adjustments to the mentor teacher's procedures for managing instructional and non-instructional routines (e.g., bathroom breaks, sharpening pencils, turning in work), and transitions.	TC follows the mentor teacher's procedures for managing instructional and non-instructional routines (e.g., bathroom breaks, sharpening pencils, turning in work), and transitions.	TC implements ineffective procedures for managing routines and transitions resulting in reduced active engagement in instructional activities and increased problem behavior.
Domain 4: Professional	Exceeds Expectations	Meets Expectations	Below Expectations
17. TC effectively co-teaches with the mentor teacher.	TC collaborates with the mentor teacher to plan and implement co-taught lessons.	TC follows the guidance of the mentor teacher to plan and implement co-taught lessons.	TC does not engage in co-teaching with the mentor teacher.
18. TC establishes professional relationships with school personnel and students.	TC not only conducts self in a professional manner, but, also, takes initiative to establish positive relationships with school personnel (e.g. colleagues, administrators, mentor teachers, other school staff members, and university supervisor) and students.	TC conducts self in a professional manner when interacting with school personnel (e.g. colleagues, administrators, mentor teachers, other school staff members, and university supervisor) and students.	TC exhibits unprofessional behaviors that damage relationships with school personnel (e.g. colleagues, administrators, mentor teachers, other school staff members, and university supervisor) or students.
19. TC demonstrates effective verbal communication that is appropriate for the intended audiences and uses standard English.	TC's verbal communication integrates professional vocabulary which is appropriate for students and professionals and reflects standard English conventions.	TC's verbal communication is appropriate for students and professionals and reflects standard English conventions.	TC's verbal communication is not appropriate for students and/or professionals and/or does not reflect standard English conventions.

<p>20. TC demonstrates effective external written communication that is appropriate for the intended audience and uses standard English.</p>	<p>TC's external written communication is clear, appropriate for varied audiences, and reflects standard English conventions (i.e., with no errors in writing mechanics and sentence structure).</p>	<p>TC's external written communication is appropriate for students and professionals and reflects standard English conventions (i.e., very few errors in writing mechanics and sentence structure).</p>	<p>TC's external written communication is not appropriate for students and/or professionals and/or does not reflect standard English conventions (i.e., frequent or substantive errors in writing mechanics and/or sentence structure).</p>
<p>21. TC adheres to the university and school/district rules, <i>Standards of Conduct for South Carolina Educators</i>, and FERPA requirements and acts appropriately when faced with legal issues with children. **</p>	<p>TC meets all requirements at the acceptable level and acts as an advocate, when appropriate, when faced with legal issues with children the TC serves.</p>	<p>TC's conduct conforms to school/district rules as well as the <i>Standards of Conduct for South Carolina Educators</i>. The TC observes confidentiality of student information (FERPA). The TC acts appropriately when faced with legal issues facing the children he/she serves.</p>	<p>TC violates the school/district rules, <i>Standards of Conduct for South Carolina Educators</i>, or FERPA requirements, and/or the TC's lack of actions on legal issues involves harm to the children served.</p>
<p>22. TC is receptive to constructive criticism from mentor teacher, university supervisor, and administrators and incorporates feedback.</p>	<p>TC seeks feedback without prompting and receives constructive criticism in a mature manner. Changes in behavior demonstrate feedback has been incorporated.</p>	<p>TC is receptive to constructive criticism and often incorporates appropriate feedback from others (e.g., planning, instruction, assessment, management, communication, and/or dispositions).</p>	<p>TC is argumentative, oppositional, or defensive when receiving constructive feedback. TC makes no attempt to incorporate appropriate feedback from others (e.g., planning, instruction, assessment, management, communication, and/or dispositions).</p>
<p>23. TC uses self-reflection to evaluate and improve professional practice.</p>	<p>TC's reflections provide a detailed analysis of student learning supported by evidence (e.g., assessment data, observation, student behavior). Reflections include specific strategies for improving instruction and student learning.</p>	<p>TC's reflections include specific statements supported by evidence (e.g., assessment data, observation, student behavior) with suggestions to improve instruction and student learning.</p>	<p>TC's reflections include general statements not supported by specific examples and plans for change are not included.</p>
<p>24. TC is a member of a state or national professional educator organization</p>	<p>TC is active in state or national professional organizations. Examples include presentations at state or local conferences or leadership in a student chapter of the</p>	<p>TC is a member of a state or national professional educator organization.</p>	<p>TC is not a member of a state or national professional educator organization.</p>

	professional organization.		
25. TC demonstrates professional responsibility (e.g. preparedness, responsibility, initiative, time management)	TC is consistently prepared to teach each day and displays a high degree of planning, organization, creativity, and initiative . Plans are prepared in advance and discussed with mentor teacher.	TC comes to the classroom prepared for each day. TC prepares plans in advance and discusses them with the mentor teacher. TC is organizes materials and activities in advance.	TC is not prepared to teach each day. Lesson plans may be missing or incomplete; materials may not be organized in advance; others (assistants or colleagues) may not be informed of their instructional roles for the lesson. Lack of preparedness and initiative negatively impacts student learning opportunities.
Domain – Dance Education	Exceeds Expectations	Meets Expectations	Below Expectations
26. TC provides opportunities for students to identify and demonstrate movement elements and skills and apply them while performing dance.	Lessons and instruction contain consistent opportunities to comprehensively explore, perform, and refine performance of movement skills necessary for performing dance.	Lessons and instruction contain occasional opportunities to explore, perform, and refine performance of movement skills necessary for performing dance.	Lessons and instruction rarely contain adequate opportunities to explore, perform, and/or refine performance of movement skills necessary for performing dance.
27. TC provides opportunities for students to implement choreographic principles, processes, and structures.	Lessons and instruction provide extensive opportunities for students to explore and apply a wide range of choreographic processes and structures.	Lessons and instruction provide occasional opportunities for students to explore and/or apply choreographic processes and structures.	Lessons and instruction rarely provide opportunities for students to explore and/or apply choreographic processes and structures.
28. TC provides students with opportunities to use dance as a medium to communicate meaning and/or artistic intent.	Lessons and instruction consistently provide opportunities for students to communicate meaning and/or artistic intent nonverbally.	Lessons and instruction provide occasional opportunities for students to communicate meaning and/or artistic intent nonverbally.	Lessons and instruction rarely provide adequate opportunities for students to communicate meaning and/or artistic intent nonverbally.
29. TC provides students with opportunities to demonstrate and apply critical, creative, and analytical thinking in response to dance.	Lessons and instruction consistently provide students with opportunities to demonstrate and apply critical, creative, and analytical thinking in response to dance.	Lessons and instruction provide students with occasional opportunities to demonstrate and/or apply critical, creative, and analytical thinking in response to dance.	Lessons and instruction rarely provide students with adequate opportunities to demonstrate and/or apply critical, creative, and analytical thinking in response to dance.
30. TC creates lessons that enable students to demonstrate an	Lessons and instruction provide students with a framework for demonstrating an unbiased and	Lessons and instruction provide students with a framework for demonstrating an understanding of	Lessons and instruction rarely provide students with a framework for demonstrating an understanding

understanding of dance in various cultures and historical periods.	informed understanding of dance in various cultures and historical periods.	dance in various cultures and historical periods.	of dance in various cultures and historical periods.
31. TC creates lessons that enable students to identify and apply healthful practices related to dance.	Lessons and instruction provide extensive opportunities to identify and apply healthful living practices related to dance.	Lessons and instruction provide occasional opportunities to identify and/or apply healthful living practices related to dance.	Lessons and instruction rarely provide opportunities to identify and/or apply healthful living practices related to dance.
32. TC provides students with opportunities to make connections between dance and other arts disciplines, other content areas (arts integration), and the world.	Lessons and instruction provide extensive opportunities for students to make connections between dance and other arts disciplines, other content areas (arts integration), and the world.	Lessons and instruction provide occasional opportunities for students to make connections between dance and other arts disciplines, other content areas (arts integration), and the world.	Lessons and instruction rarely provide opportunities for students to make connections between dance and other arts disciplines, other content areas (arts integration), and the world.
33. TC creates lessons that allow students to explore dance content through multiple cornerstones of educational dance.	Lessons and instruction consistently provide a framework for learning dance content through multiple cornerstones.	Lessons and instruction occasionally provide a framework for learning dance content through multiple cornerstones.	Lessons and instruction rarely provide a framework for learning dance content through multiple cornerstones.
34. TC creates lessons that provide opportunities for developing dance literacy skills by exploring dance content through various media, dance notation, and multiple modalities.	Lessons and instruction consistently provide opportunities for students to develop dance literacy skills.	Lessons and instruction provide occasional opportunities for students to develop dance literacy skills.	Lessons and instruction rarely provide opportunities for students to develop dance literacy skills.

Appendix C

Midterm and Final Evaluation of Dance Education Internship II

Richard W. Riley College of Education, Winthrop University
DANCE EDUCATION INTERNSHIP II MIDTERM/FINAL EVALUATION REPORT

Teacher Candidate Name:	WU ID#:	Date:
School:	Grade:	
Mentor Teacher Name:	University Supervisor Name:	

OBSERVATIONS	Lesson Content/Topic	Date
University Supervisor		
Mentor Teacher		
Site-Based Observer		

EVALUATION OUTCOMES – place a check in the appropriate box for each domain	Exceeds Expectations	Meets Expectations	Below Expectations
Long Range Planning			
Short Range Planning			
Instruction			
Environment			
Professionalism			
Dance Education			

A teacher candidate must score a “Meets Expectations” rating or above in each performance domain to be scored as **Satisfactory**.

The teacher candidate is **Unsatisfactory** **Satisfactory**

With my signature below, I attest to attending an introductory meeting, participating in the midterm/final [circle one] evaluation conference, and agreeing with the data/ratings presented in the report.

Teacher Candidate

Mentor Teacher

University Supervisor

Directions: Please refer to the **Dance Education Internship II Evaluation Scoring Rubric** when completing this form. The rubric provides detailed descriptions for teacher candidates at each of the following levels: **EE**= “Exceeds Expectations,” **ME**= “Meets Expectations,” and **BE**= “Below Expectations.” If a candidate has not yet experienced or attempted a competency, **NA**= “No Attempt” or **NO**=”No Opportunity” may be used.

Domain 1: LONG-RANGE PLANNING		EE	ME	BE	NA	NO	SUPPORTING DOCUMENTATION and EVIDENCE (required only if EE, ME, or BE is checked)
1	TC uses contextual factors to develop long-range goals and to guide instructional planning.						
2	TC establishes appropriate standards-based long-range learning and developmental goals for internship.						
3	TC identifies and sequences instructional units that will lead to the meeting of learning and developmental long-range goals for internship.						
4	TC develops a plan for proactive classroom management that promotes positive behaviors and maximizes instructional time.						
5	TC plans strategies for tracking student progress and communicating results that reflect student achievement.						

Overall rating for **long-range planning** [circle one]: **Exceeds Expectations, Meets Expectations, or Below Expectations.**

Describe at least one **long-range planning** strength:

List at least one **long-range planning** goal:

Domain 1: SHORT-RANGE PLANNING		EE	ME	BE	NA	NO	SUPPORTING DOCUMENTATION and EVIDENCE (required only if EE, ME, or BE is checked)
6	TC plans standards-based lessons in accordance with the requirements of the discipline, including learning objectives that are measurable, appropriate, and align with the standards.						
7	TC designs, selects, or modifies meaningful assessments that are aligned with lesson objectives.						
8	TC uses data from a variety of formative, diagnostic, and summative assessments to guide instructional planning.						
9	TC plans for learner use of technology in a safe, legal and appropriate manner.						
10	TC plans for the learner use of current and emerging digital tools to support 21 st century learning.						
11	T plans developmentally appropriate and differentiated instruction to address diverse learning needs.						

Overall rating for **short-range planning** [circle one]: **Exceeds Expectations, Meets Expectations, or Below Expectations.**

Describe at least one **short-range planning** strength:

List at least one **short-range planning** goal:

Domain 2: INSTRUCTION		EE	ME	BE	NA	NO	SUPPORTING DOCUMENTATION and EVIDENCE (required only if EE, ME, or BE is checked)
12	TC effectively communicates appropriately challenging expectations to learners.						
13	TC helps learners assume responsibility for their own learning.						
14	TC differentiates instruction to meet the needs of diverse learners.						
15	TC demonstrates thorough command of the content taught and						

	appropriately addresses learner questions and misunderstandings related to the content.						
16	TC implements instruction that encourages learners to reflect on prior content knowledge and link new concepts to familiar concepts and experiences.						
17	TC assesses student learning during instruction by using a variety of formative assessment strategies with established performance criteria.						
18	TC effectively uses summative assessment strategies and communicates results.						
19	TC provides specific and timely feedback to students pertaining to stated outcomes.						
20	TC facilitates learner use of technology in a safe, legal and appropriate manner.						
21	TC facilitates learner use of current and emerging digital tools to support 21 st century learning.						
22	TC guides learners to use appropriate content-specific literacy strategies.						
23	T collaborates with school professionals to implement appropriate interventions for learners who struggle in one or more literacy areas.						
24	TC uses appropriate voice tone, inflection, and nonverbal communication to manage instruction effectively.						
25	TC implements strategies that address the needs of learners from diverse cultural and linguistic backgrounds.						

Overall rating for **instruction** [circle one]: **Exceeds Expectations, Meets Expectations, or Below Expectations.**

Describe at least one **instruction** strength:

List at least one **instruction** goal:

Domain 3: ENVIRONMENT		EE	ME	BE	NA	NO	SUPPORTING DOCUMENTATION and EVIDENCE (required only if EE, ME, or BE is checked)
26	TC arranges the environment to create or maintain a safe classroom that is conducive to learning.						
27	TC maintains a caring, fair, and equitable classroom environment.						
28	TC promotes positive social interaction and collaboration in the learning environment.						
29	TC implements proactive classroom management strategies that promote positive behaviors and active engagement.						
30	TC maximizes learner engagement during instructional periods, transitions, and activities.						

Overall rating for **environment** [circle one]: **Exceeds Expectations, Meets Expectations, or Below Expectations.**

Describe at least one **environment** strength:

List at least one **environment** goal:

Domain 4: PROFESSIONALISM		EE	ME	BE	NA	NO	SUPPORTING DOCUMENTATION and EVIDENCE (required only if EE, ME, or BE is checked)
31	TC communicates effectively with caregivers.						
32	TC collaborates with other professionals to enhance student learning.						
33	TC establishes and maintains professional relationships with school personnel and students.						
34	TC is a participant in school initiatives and supports school-related organizations and activities.						
35	TC demonstrates effective verbal communication that is appropriate for the intended audiences and uses standard English.						
36	TC demonstrates effective external written communication that is appropriate for the intended audiences and uses standard English.						
37	TC adheres to the university and school/district rules, <i>Standards of Conduct for South Carolina Educators</i> , and FERPA requirements and acts appropriately when faced with legal issues with children. **						
38	TC demonstrates professional responsibility (e.g. preparedness, responsibility, initiative, time management).						
39	TC is receptive to constructive criticism from mentor teacher, university supervisor, and administrators and incorporates feedback.						
40	TC uses self-reflection to evaluate and improve professional practice.						

** A *Below Expectations* rating on this item may result in failure for the internship.

Overall rating for **professionalism** [circle one]: **Exceeds Expectations, Meets Expectations, or Below Expectations.**

Describe at least one **professionalism** strength:

List at least one **professionalism** goal:

Domain 5: Dance Education		EE	ME	BE	NA	NO	SUPPORTING DOCUMENTATION and EVIDENCE (required only if EE, ME, or BE is checked)
41	TC provides opportunities for students to identify and demonstrate movement elements and skills and apply them while performing dance.						
42	TC provides opportunities for students to implement choreographic principles, processes, and structures.						
43	TC provides students with opportunities to use dance as a medium to communicate meaning and/or artistic intent.						
44	TC provides students with opportunities to demonstrate and apply critical, creative, and analytical thinking in response to dance.						
45	TC creates lessons that enable students to demonstrate an understanding of dance in various cultures and historical periods.						
46	TC creates lessons that enable students to identify and apply healthful practices related to dance.						
47	TC provides students with opportunities to make connections between dance and other arts disciplines, other content areas (arts integration) and the world.						
48	TC creates lessons that allow students to explore dance content through multiple cornerstones of educational dance.						
49	TC creates lessons that provide opportunities for developing dance literacy skills by exploring dance content through various media, dance notation, and multiple modalities.						

Overall rating for **dance education** [circle one]: **Exceeds Expectations, Meets Expectations, or Below Expectations.**

Describe at least one **dance education** strength:

List at least one **dance** goal:

DANCE EDUCATION INTERNSHIP II EVALUATION SCORING RUBRIC

Domain 1: Planning	Exceeds Expectations	Meets Expectations	Below Expectations
Long-Range Planning			
1. TC uses contextual factors to develop long-range goals and to guide instructional planning.	TC analyzes relevant contextual factors (e.g., informal and formal assessment data, prior achievement levels, learning styles and needs, interests, cultural or ethnic origins) to make direct connections to long-range goals and instructional plans.	TC references contextual factors (e.g., informal and formal assessment data, prior achievement levels, learning styles and needs, interests, cultural or ethnic origins, etc.) to develop long-range goals and guide instructional planning.	Long-range goals chosen are unrelated to contextual factors.
2. TC establishes appropriate standards-based long-range learning and developmental goals for internship.	Unit goal(s) is/are measurable, aligned with state and/or national standards, and reflect the appropriate level of difficulty for the range of students in the classroom.	Unit goal(s) is/are measurable and aligned with state and/or national standards.	Unit goal(s) is/are not measurable and fail to align with state and/or national standards.
3. TC identifies and sequences instructional units that will lead to the meeting of learning and developmental long-range goals for internship.	Instructional units are sequenced and aligned with developmental long-range goals. TC provides a progressive and logical set of integrated lessons (scope and sequence).	Instructional units are sequenced and aligned with developmental long-range goals. TC provides a progressive and logical set of lessons (scope and sequence).	Instructional units are tangentially aligned with developmental long-range goals. TC fails to provide a progressive and logical set of lessons (scope and sequence).
4. TC develops a plan for proactive classroom management that promotes positive behaviors and maximizes instructional time.	TC's plan includes a variety of specific proactive management techniques that promote positive classroom behaviors and includes plans for providing explicit instruction on transition procedures and routines and classroom rules.	TC's plan includes proactive management techniques that promote positive classroom behaviors, plans for transitions and routines that maximize instructional time, and positively stated classroom rules.	TC's plan includes general classroom management techniques that do not maximize instructional time and/or rules and/or routines are not identified in the plan.
5. TC plans strategies for tracking student progress and	Strategies for tracking student progress include well-organized plans for communicating	Strategies for tracking student progress include plans for communicating achievement	TC plans strategies for tracking student progress; however, communication to students is

communicating results that reflect student achievement.	achievement results on a regular basis to students in an appropriate manner.	results to students in an appropriate manner.	limited to the use of report cards.
Short-Range Planning			
6. TC plans standards-based lessons in accordance with the requirements of the discipline, including learning objectives that are measurable, appropriate, and align with the standards.	Lesson plans are consistently aligned with long-range goals. Learning experiences are designed to achieve stated objectives and to maximize student engagement. Lesson plans meet expectations of the discipline. Learning objectives are measurable, appropriate, and align with the standards.	Lesson plans are aligned with long-range goals and learning experiences are designed to achieve stated objectives, and ensure student engagement. Lesson plans meet expectations of the discipline. Learning objectives are appropriate and align with the standards.	Lesson plans or objectives do not meet expectations of the discipline in one of more of the following ways: Lesson plans or objectives do not align with unit goals or standards and/or learning experiences are out of alignment with objectives or do not ensure student engagement
7. TC designs, selects, or modifies meaningful assessments that are aligned with lesson objectives.	Informal and formal lesson assessments are meaningful, align with lesson objectives and cognitive task , and occur at various points during the lesson. Assessments include verbal and/or written directions, models, prompts, etc. that clearly define learner expectations. Plans appropriate accommodations to meet individual learner needs.	Informal or formal lesson assessments are meaningful, align with lesson objectives, and occur at various points during the lesson. Plans appropriate accommodations to meet individual learner needs.	Assessments do not align with lesson objectives, or no assessments are identified. Accommodations are not planned or are inappropriate.
8. TC uses data from a variety of formative, diagnostic, and summative assessments to guide instructional planning.	TC gathers and uses a variety of learner performance data to modify or determine lesson objectives and to modify instructional plans.	TC gathers and uses learner performance data to modify or determine lesson objectives or to modify instructional plans	TC does not gather learner performance data or does not use data appropriately.
9. TC plans for learner use of technology in a safe, legal and appropriate manner.	Lesson plans include learner use of technology to support learning in a safe, legal and appropriate manner matching the selection of tools to the needs of individual learners.	Lesson plans include learner use of technology to support learning in a safe, legal and appropriate manner.	Planned use of technology may pose safety/legal concerns or may not be appropriate for the learners.

10. TC plans for the learner use of current and emerging digital tools to support 21 st century learning.	TC plans for the learner use of current and emerging digital tools providing multiple opportunities for problem solving, conducting research, and creative expression.	TC plans for the learner use of current and emerging digital tools providing opportunities for problem solving, conducting research, or creative expression.	TC plans lessons without including the use of current and emerging digital tools to support student learning.
11. TC plans developmentally appropriate and differentiated instruction to address diverse learning needs.	Lesson plans are developmentally appropriate, and include differentiation of learning objectives , teaching procedures, and/or assessment methods to address individual learning needs. Differentiation is based on formal and informal assessment information , IEPs, and/or 504 plans.	Lesson plans are developmentally appropriate and include differentiation of teaching procedures to address diverse learning needs. Plans meet requirements identified in IEPs and/or 504 plans.	Lesson plans are developmentally appropriate but do not include strategies for differentiation or meet requirements identified in IEPs and/or 504 plans.
Domain 2 Instruction	Exceeds Expectations	Meets Expectations	Below Expectations
12. TC effectively communicates appropriately challenging expectations to learners.	TC makes connections to prior knowledge and articulates appropriately challenging expectations for what learners will know and be able to do by the end of the lesson, while explaining the purpose and relevance of the lesson content.	TC articulates appropriately challenging expectations for what learners will know and be able to do by the end of the lesson, while explaining the purpose and relevance of the lesson content.	TC does not set expectations for what learners will know and be able to by the end of the lesson and/or does not explain the purpose and relevance of the lesson content.
13. TC helps learners assume responsibility for their own learning.	TC facilitates learners' ability to problem-solve when difficulties arise , set goals, persist in independent task completion, and reflect on their learning.	TC facilitates learner self-management (goal setting, task persistence, and self-evaluation).	TC takes full responsibility for setting learner goals, keeping learners on task, and evaluating their performance <i>without</i> facilitating the development of learner self-management strategies.

14. TC differentiates instruction to meet the needs of diverse learners.	To meet the needs of diverse learners, the TC differentiates what students are learning (content), how students are learning (engagement), and/or how students demonstrate understanding (assessment).	To meet the needs of diverse learners, TC uses a variety of strategies for presenting content and engaging learners.	TC uses a “one size fits all” approach to delivering instruction and assessing student performance.
15. TC demonstrates thorough command of the content taught and appropriately addresses learner questions and misunderstandings related to the content.	TC’s presentation of content is clear, precise, accurate, and relevant to learners. TC uses content knowledge to field questions, address misconceptions, and provide relevant examples to clarify answers.	TC’s presentation of content is clear, precise, and accurate. The TC uses content knowledge to field questions and address misconceptions.	TC’s presentation of content has misinformation and lacks clarity, and/or TC is unable to effectively address learner questions or misunderstandings related to content.
16. TC implements instruction that encourages learners to reflect on prior content knowledge, and link new concepts to familiar concepts and experiences.	TC uses prior learning to scaffold the learning experiences, teaches for transfer by connecting familiar concepts to new instruction, and challenges learners to apply prior learning or experiences to new instruction.	TC uses prior learning to build on learner’s content knowledge and to scaffold the learning experience. TC teaches for transfer by connecting familiar concepts to new instruction.	TC implements instruction in isolation with no reference or acknowledgment of prior learning. No attempt to teach for transfer of concepts or knowledge previous learned or related to current instruction.
17. TC assesses student learning during instruction by using a variety of formative assessment strategies with established performance criteria.	TC uses a variety of appropriate formative assessments (e.g. checks for understanding, quizzes, probing questions) with established performance criteria throughout instruction. In addition, candidate provides opportunities for individual learners to self-check during the lesson.	TC uses appropriate formative assessments (e.g., checks for understanding, quizzes, probing questions) with established performance criteria throughout instruction.	TC does not establish performance criteria for formative assessment or does not assess during the instructional episode.
18. TC effectively uses summative assessment strategies and communicates	TC effectively uses summative assessment (culminating measurement) strategies to	TC effectively uses summative assessment (culminating measurement) strategies to	TC relies on formative assessments alone to monitor and report student progress.

results.	determine student mastery and communicate results to students including future steps for support or enrichment.	determine student mastery and communicate results to students.	
19. TC provides specific and timely instructional feedback to students pertaining to stated outcomes.	TC provides specific, corrective and timely instructional feedback to students related to lesson objectives. Feedback is based on both class wide and individual responses.	TC provides specific, corrective and timely instructional feedback to students related to lesson objectives. Feedback is based on either class-wide or individual responses.	TC provides general and motivational feedback unrelated to lesson objectives. For example, student is told that it was better without TC identifying why it was better.
20. TC facilitates learner use of technology in a safe, legal and appropriate manner.	TC facilitates learner use of technology in a safe, legal and appropriate manner, matching the selection of tools to the needs of individual learners.	TC facilitates learner use of technology in a safe, legal and appropriate ways.	Learner use of technology may pose safety/legal concerns or may not be appropriate for learner needs.
21. TC facilitates learner use of current and emerging digital tools to support 21 st century learning.	TC facilitates learner use of current and emerging digital tools providing opportunities for problem solving, conducting research, and creative expression.	TC facilitates learner use of current and emerging digital tools, providing opportunities for problem solving, conducting research, or creative expression.	Current and emerging digital tools are not used to support student learning.
22. TC guides learners to use appropriate content-specific literacy strategies.	TC provides multiple opportunities for learners to use appropriate content-specific literacy strategies involving print (reading, writing) and non-print (speaking, listening, viewing, visually representing).	TC guides learners to use appropriate content-specific literacy strategies involving print (reading, writing) and non-print (speaking, listening, viewing, visually representing).	TC provides limited or inappropriate guidance for learners to use content-specific literacy strategies effectively.
23. TC collaborates with school professionals to implement appropriate interventions for learners who struggle in one or more literacy areas.	TC recognizes students who struggle in one or more areas of literacy and collaborates with school professionals to establish and implement appropriate literacy interventions.	TC implements interventions established by school professionals (i.e. literacy coach, mentor teacher, special education teacher) for students who struggle in one or more areas of literacy.	TC exhibits a “one size fits all” approach to literacy and/or fails to collaborate with school professionals to meet individual learner needs.
24. TC uses appropriate voice	TC demonstrates effective and	TC demonstrates effective	TC exhibits one or more of the

tone, inflection and nonverbal communication to manage instruction effectively.	strategic teaching and communication skills by varying voice inflection and tone, changing the pacing of the presentation, and using body language that encourages student engagement. In addition, TC moves throughout the space to maintain eye contact with students.	teaching and communication skills by varying voice inflection and tone, changing the pacing of the presentation, and using body language that encourages student engagement.	following: (a) a monotone with no changes in inflection or tone, (b) flat presentation with no changes in pacing, (c) body language that does not encourage student engagement, (d) limited eye contact with students, and/or (e) limited movement (rooted in one place).
25. TC implements strategies that address the needs of learners from diverse cultural and linguistic backgrounds.	TC skillfully addresses cultural differences in creative and varied ways. If English Language Learners are in the classroom, a variety of individual accommodations and modifications are made in content, instruction, and assessment.	TC uses strategies that address the needs of learners from diverse cultural backgrounds including strategies such as providing examples that are relevant to specific culture. If English language learners are in the classroom, TC differentiates content and instruction appropriately.	TC exhibits a “one size fits all” approach to content presentation and learning experiences, ignoring cultural and linguistic backgrounds
Domain 3: Environment	Exceeds Expectations	Meets Expectations	Below Expectations
26. TC arranges the environment to create or maintain a safe classroom that is conducive to learning.	TC develops and implements safety procedures to promote learning, avoid distractions, and ensure safe use of materials.	TC follows safety procedures and makes adjustments to the physical environment to promote learning, avoid distractions, and ensure safe use of materials.	TC does not follow safety procedures, which results or could result in lack of learning and/or student harm.
27. TC maintains a caring, fair, and equitable classroom environment.	TC responds positively to learner difficulties, concerns, and questions without bias towards gender, ethnicity, exceptionality, sexual orientation, or social economic status. The TC considers proactive measures to hold students accountable for respecting peer diversity.	TC responds positively to learner difficulties, concerns, and questions without bias towards gender, ethnicity, exceptionality, sexual orientation, or social economic status.	Responds with bias toward learners who differ by gender, ethnicity, exceptionality, sexual orientation, or social economic status. TC tolerates bullying and/or disrespectful peer interactions.

28. TC promotes positive social interaction and collaboration in the learning environment.	TC structures instructional and non-instructional routines and activities to support positive social interactions, productive teamwork, and cooperative learning. TC deliberately structures group composition, assigns specific roles, and promotes group autonomy.	TC structures instructional and non-instructional routines and activities (partner and group work, procedures, project-based learning, etc.) to support positive social interactions, productive teamwork, and cooperative learning.	TC solely focuses on learners working independently of one another. Attempts to use cooperative learning are ineffective and lack structure.
29. TC implements proactive classroom management strategies that promote positive behaviors and active engagement.	In addition to meeting acceptable expectations, the TC is able to adjust classroom management strategies during instruction and/or address the needs of individual learners.	TC develops and implements strategies for setting behavioral, social, and academic expectations for active engagement, positively reinforcing learners who meet those expectations and positively redirecting learner behavior as needed.	TC implements ineffective, reactive classroom management strategies resulting in persistent problem behavior.
30. TC maximizes learner engagement during instructional periods, transitions, and activities.	TC develops and implements procedures for managing instructional and non-instructional routines (ex. bathroom breaks, sharpening pencils, turning in work), and transitions to maximize learner engagement.	TC follows and adjusts the mentor teacher's procedures for managing instructional and non-instructional routines (ex. bathroom breaks, sharpening pencils, turning in work), and transitions to maximize learner engagement.	TC implements ineffective procedures for managing routines and transitions resulting in reduced engagement in instructional activities and increased problem behavior.
Domain 4: Professionalism	Exceeds Expectations	Meets Expectations	Below Expectations
31. TC communicates effectively with caregivers.	TC's verbal and written communication integrates professional vocabulary which is appropriate for caregivers and reflects standard English conventions. Through such communications, opportunities for collaboration which enhance	TC's verbal and written communication is appropriate for caregivers and reflects standard English conventions.	TC's verbal and written communication is not appropriate for caregivers and/or does not reflect standard English conventions.

	student learning occur.		
32. TC collaborates with other professionals to enhance student learning.	TC collaborates with professionals within and outside of the school community to enhance student learning.	TC collaborates with other school professionals (i.e. colleagues, administrators, & other student-oriented professionals) to enhance student learning.	TC does not collaborate with other professionals (i.e. colleagues, administrators, & other student-oriented professionals) to enhance student learning.
33. TC establishes and maintains professional relationships with school personnel and students.	TC not only conducts self in a professional manner, but takes initiative to establish relationships with school personnel (e.g. colleagues, administrators, mentor teachers, other school staff members, and university supervisor) and students.	TC conducts self in a professional manner when interacting with school personnel (e.g. colleagues, administrators, mentor teachers, other school staff members, and university supervisor) and students.	TC exhibits unprofessional behaviors that damage relationships with school personnel (e.g. colleagues, administrators, mentor teachers, other school staff members, and university supervisor) or students.
34. TC is a participant in school initiatives and supports school-related organizations and activities.	TC actively contributes to departmental meetings, faculty meetings, strategic planning sessions, team meetings, and the like. TC actively supports school-related organizations, such as PTA and school improvement council. TC actively supports extracurricular activities that contribute to the overall learning and development of students (i.e. clubs, student council, athletics, and cultural/artistic events).	TC regularly attends and participates in departmental meetings, faculty meetings, strategic planning sessions, team meetings, and the like. TC actively supports school-related organizations, such as PTA and school improvement council.	TC does not regularly attend nor participate in departmental meetings, faculty meetings, strategic planning sessions, team meetings, and the like. TC does not actively support school-related organizations, such as PTA and school improvement council.
35. TC demonstrates effective verbal communication that is appropriate for the intended audiences and uses standard English.	TC's verbal communication integrates professional vocabulary which is appropriate for students, caregivers, and professionals and reflects standard English conventions.	TC's verbal communication is appropriate for students, caregivers, and professionals and reflects standard English conventions.	TC's verbal communication is not appropriate for students and/or professionals and/or does not reflect standard English conventions.
36. TC demonstrates effective	TC's external written communication	TC's external written	TC's external written

external written communication that is appropriate for the intended audience and uses standard English.	is clear and ongoing , appropriate for varied audiences, occurs through various platforms (website, email, notes, newsletters, etc.) and reflects standard English conventions (i.e., no errors in writing mechanics and sentence structure).	communication is appropriate for students, caregivers, and professionals and reflects standard English conventions (i.e., no errors in writing mechanics and sentence structure).	communication is not appropriate for students and/or professionals and/or does not reflect standard English conventions (i.e., errors in writing mechanics and/or sentence structure,).
37. TC adheres to the university and school/district rules, <i>Standards of Conduct for South Carolina Educators</i> , and FERPA requirements and acts appropriately when faced with legal issues with children. **	TC meets all requirements at the acceptable level and acts as an advocate , when appropriate, when faced with legal issues with children the TC serves.	TC's conduct conforms to school/district rules as well as the <i>Standards of Conduct for South Carolina Educators</i> . The TC observes confidentiality of student information (FERPA). The TC acts appropriately when faced with legal issues facing the children he/she serves.	TC violates one or more of the school/district rules, <i>Standards of Conduct for South Carolina Educators</i> , or FERPA requirements, and/or the TC's lack of actions on legal issues involves harm to the children served.
38. TC demonstrates professional responsibility (e.g. preparedness, responsibility, initiative, time management).	TC is consistently prepared to teach each day and displays a high degree of planning, organization, creativity, and initiative . Plans are discussed with the mentor teacher in advance.	TC comes to the classroom prepared for each day. TC organizes materials, lesson plans, and activities prior to implementation. Plans are discussed with the mentor teacher in advance.	TC is not prepared to teach each day. Lesson plans may be missing or incomplete; materials may not be organized in advance; others (assistants or colleagues) may not be informed of their instructional roles for the lesson. Lack of preparedness and initiative negatively impacts student learning opportunities.
39. TC is receptive to constructive criticism from mentor teacher, university supervisor, and administrators and incorporates feedback.	TC seeks feedback without prompting and receives constructive criticism in a mature manner. Changes in behavior demonstrate feedback has been incorporated.	TC is receptive to constructive criticism and often incorporates appropriate feedback from others (i.e., planning, instruction, assessment, management, communication, and/or dispositions).	TC is argumentative, oppositional, or defensive when receiving constructive feedback. TC makes no attempt to incorporate appropriate feedback from others (i.e., planning, instruction, assessment, management, communication, and/or dispositions).

40. TC uses self-reflection to evaluate and improve professional practice.	TC's reflections include specific statements supported by evidence (assessment data, observation, student behavior, artifacts, etc.). Reflections include detailed explanations of strategies that will be used to improve instruction and student learning.	TC's reflections include specific statements supported by evidence (assessment data, observation, student behavior, artifacts, etc.) to improve instruction and student learning.	TC's reflections include general statements not supported by specific examples and plans for change are not included.
Domain 5: – Dance Education	Exceeds Expectations	Meets Expectations	Below Expectations
41. TC provides opportunities for students to identify and demonstrate movement elements and skills and apply them while performing dance.	Lessons and instruction contain consistent opportunities to comprehensively explore, perform, and refine performance of movement skills necessary for performing dance.	Lessons and instruction contain occasional opportunities to explore, perform, and refine performance of movement skills necessary for performing dance.	Lessons and instruction rarely contain adequate opportunities to explore, perform, and/or refine performance of movement skills necessary for performing dance.
42. TC provides opportunities for students to implement choreographic principles, processes, and structures.	Lessons and instruction provide extensive opportunities for students to explore and apply a wide range of choreographic processes and structures.	Lessons and instruction provide occasional opportunities for students to explore and/or apply choreographic processes and structures.	Lessons and instruction rarely provide opportunities for students to explore and/or apply choreographic processes and structures.
43. TC provides students with opportunities to use dance as a medium to communicate meaning and/or artistic intent.	Lessons and instruction consistently provide opportunities for students to communicate meaning and/or artistic intent nonverbally.	Lessons and instruction provide occasional opportunities for students to communicate meaning and/or artistic intent nonverbally.	Lessons and instruction rarely provide adequate opportunities for students to communicate meaning and/or artistic intent nonverbally.
44. TC provides students with opportunities to demonstrate and apply critical, creative, and analytical thinking in response to dance.	Lessons and instruction consistently provide students with opportunities to demonstrate and apply critical, creative, and analytical thinking in response to dance.	Lessons and instruction provide students with occasional opportunities to demonstrate and/or apply critical, creative, and analytical thinking in response to dance.	Lessons and instruction rarely provide students with adequate opportunities to demonstrate and/or apply critical, creative, and analytical thinking in response to dance.

45. TC creates lessons that enable students to demonstrate an understanding of dance in various cultures and historical periods.	Lessons and instruction provide students with a framework for demonstrating an unbiased and informed understanding of dance in various cultures and historical periods.	Lessons and instruction provide students with a framework for demonstrating an understanding of dance in various cultures and historical periods.	Lessons and instruction rarely provide students with a framework for demonstrating an understanding of dance in various cultures and historical periods.
46. TC creates lessons that enable students to identify and apply healthful practices related to dance.	Lessons and instruction provide extensive opportunities to identify and apply healthful living practices related to dance.	Lessons and instruction provide occasional opportunities to identify and/or apply healthful living practices related to dance.	Lessons and instruction rarely provide opportunities to identify and/or apply healthful living practices related to dance.
47. TC provides students with opportunities to make connections between dance and other arts disciplines, other content areas (arts integration), and the world.	Lessons and instruction provide extensive opportunities for students to make connections between dance and other arts disciplines, other content areas (arts integration), and the world.	Lessons and instruction provide occasional opportunities for students to make connections between dance and other arts disciplines, other content areas (arts integration), and the world.	Lessons and instruction rarely provide opportunities for students to make connections between dance and other arts disciplines, other content areas (arts integration), and the world.
48. TC creates lessons that allow students to explore dance content through multiple cornerstones of educational dance.	Lessons and instruction consistently provide a framework for learning dance content through multiple cornerstones.	Lessons and instruction occasionally provide a framework for learning dance content through multiple cornerstones.	Lessons and instruction rarely provide a framework for learning dance content through multiple cornerstones.
49. TC creates lessons that provide opportunities for developing dance literacy skills by exploring dance content through various media, dance notation, and multiple modalities.	Lessons and instruction consistently provide opportunities for students to develop dance literacy skills.	Lessons and instruction provide occasional opportunities for students to develop dance literacy skills.	Lessons and instruction rarely provide opportunities for students to develop dance literacy skills.

** A *Below Expectations* rating on this item may result in failure for the internship.

Appendix D

Description of Internship Work Sample

Description of Internship Work Sample

Richard W. Riley College of Education

8-13

Introduction

The Internship Work Sample (IWS) is designed to provide you with a structured experience in documenting the impact of your teaching on the P-12 learners in your classroom. Knowing how to effectively document your progress with students is critical for teacher accountability. In addition, the IWS provides evidence of your mastery of the Conceptual Framework Organizing Concepts: III-The Curriculum and IV-The Teacher. The IWS is designed to document the specific activities interns engage in to help students learn. These activities provide evidence that you can apply in the classroom what you have learned in your course of study in the college and your department.

Analysis of the strengths and weaknesses of the IWS will be used for instructional and research purposes. Each year, the data provide the college and your department important information that we use to improve our programs and to disseminate to other programs. For all instructional and research purposes, your confidentiality will be maintained. Candidates' work will not be identified by name in any samples or publications.

Your Assignment

The IWS contains five dimensions identified by research and best practice as fundamental to improving student learning. Each dimension contains a task, a description of requirements, and a rubric that defines various levels of performance. The rubrics will be used to evaluate your IWS.

You are required to teach a comprehensive unit. If you are teaching multiple classes, target just **one class** for this assignment; however, you should consider selecting a class with some diversity. If you are in a special education setting, you must use all students in the class. You will describe contextual factors, identify unit goals based on the state content standards, create an assessment plan designed to measure student performance before (pre-assessment), during (formative assessment), after (post-assessment), and plan for your instruction. **One lesson must include integration of technology.** After you teach the unit, you will analyze student assessment data and reflect upon and evaluate your teaching as related to student learning.

Format

- **Overview.** The IWS product should conform to the following outline:

- Title Page
- Table of Contents
- D.1 Contextual Factors
- D.2 Unit goals
- D.3 Assessment Plan and Pre-assessment Results
- D.4 Lesson Plans
- D.5 Post-assessment Plan and Results
- Summary Reference Page

- **IWS Product Length.** A **suggested** page length including narratives and tables is given at the beginning of each dimension. You have some flexibility for length across components due to class sizes or number of unit goals, but the total length of your product (**excluding lesson plans and assessments**) should not exceed **20 word-processed pages in MS Word**, double-spaced in **12-point font**, with 1-inch margins, and a header with name and page number. Narratives within lesson plans may be single-spaced.
- **Tables and assessment instruments.** Tables and assessment instruments are required as part of the IWS document. Each table should be consecutively labeled with a number and a short description (e.g. “Table 4: Assessment Plan Overview”). Tables may be completed in Word or Excel. However, the computational tables for Dimensions 3 and 5 **must** be completed in Excel so that student data may be sorted.
- **References and credits.** Be sure to cite any information or ideas you obtain from published material or the Internet. The American Psychological Association (APA) style is required. APA guidelines can be located at the following website: <http://www.apastyle.org> and in the manual entitled *Publication Manual of the American Psychological Association Sixth Edition (2009) Washington, DC: American Psychological Association*.
- **Anonymity.** In order to ensure the anonymity of students in your class, do not include actual student names or identification in any part of your IWS.
- **Mechanics.** Throughout the IWS, mastery of English language usage and writing skills and appropriate format are expected. Mechanics are a part of the rubric score for each dimension.
- **Submission.**
 - You will submit the final copy of the IWS to LiveText. Include a title page, Table of Contents, and summary reference page. All pages should be consecutively numbered from the Table of Contents to the summary reference page. ***Be sure that the LiveText submission is your final draft and includes all parts of the IWS clearly following the IWS Outline.***
 - Throughout the semester, individual dimensions of the IWS will be submitted in a variety of ways to either your EDUC 475/690 instructor or your EDUC 490/695 instructor. As the dimension is assigned, you will be given submission directions.

Instruction for and Grading of the IWS

The Internship Work Sample is a collaborative endeavor between the teacher candidate, the mentor teacher, the 490/695 instructor, and the 475/690 instructor.

EDUC 490/695 instructors will provide instruction for and will grade Dimensions 1, 2, 3 and 5. EDUC 475/690 instructors will provide content guidelines for and will grade Dimension 4. A common rubric for each dimension will be used to grade the IWS. There are a total of 5 dimensions and 5 rubrics. **To pass the IWS and to pass EDUC 490/695 you must score at least Acceptable on all 5 dimensions.** The final score on each dimension is the earned score based on the descriptors in the rubrics. There may be additional requirements within individual program areas that you must meet. Consult your EDUC 475/690 instructor.

Rewriting: You are permitted no more than one rewrite of each dimension. After you receive feedback on a dimension from the EDUC 490/695 or EDUC 475/690 instructor, you have the option of rewriting the dimension following the time frame established by the instructor. If the first submitted product is deemed not gradable by an instructor, the instructor will score that dimension as unacceptable. **If any component within each dimension is deemed unacceptable, regardless of your overall score on the dimension, the unacceptable component must be rewritten; or, if the unacceptable component is the writing mechanics’ component, the writing mechanics’**

deficiencies must be addressed in the rewrite. The next submitted version is considered the one rewrite. The final score on each dimension is the earned score based on the descriptors in the rubrics.

Each dimension in the IWS is weighted independently. The overall IWS will be given an Exemplary, Acceptable, or Unacceptable based on the following mathematical computations.

- D1 = 14pts x 1(weight) = 14 possible points
- D2 = 8pts x .5 (weight) = 4 possible points
- D3 = 16pts x 1 = 16 (weight) possible points
- D4 = 18pts x 3 = 54 (weight) possible points
- D5 = 24pts x 1 = 24 (weight) possible points

The total IWS is worth 112 points. The scale used to determine the E, A, or U is as follows:

- E = 112 – 101 pts
- A = 100 - 78 pts
- U = 77 pts and below

Material for the IWS was adapted from The Renaissance Partnership for Improving Teacher Quality, a Title II federally funded project with offices at Western Kentucky University.

Timeline for Internship Work Sample by Dimension

The IWS is a recursive process that requires time before, during, and after instruction; you cannot wait until you are finished teaching the unit to begin the IWS. This timeline is designed to guide you through the dimensions related to the planning, implementation and reflection for your unit. Your EDUC 490/695 instructor, EDUC 475/690 instructor, and mentor teacher will give guidance as needed.

Mentor teachers should always play a part in helping you develop appropriate lesson plans with appropriate assessments. In addition, mentor teachers are particularly valuable in giving you information on students in the classroom for input on the contextual factors’ dimension and helping you make sure that your IWS goal(s) fit into the overall instructional program of the classroom.

Suggested Timeframe Table

	Dimension	Sequence
1	Contextual factors	Before unit starts (your first task)
2	Unit goals	Before unit starts
3.1	Pre-assessment	Before unit starts and after unit goals developed: pre-assessment instrument designed, approved, and administered.
3.2	Pre-assessment results and analysis	Before unit starts, after pre-assessment administered: pre-assessment data analyzed to inform instruction.
3.3	Assessment plan	Before unit starts, after pre-assessment data analyzed: unit assessment plan developed. During unit: adjustments made.
4	Detailed lesson plans	Before unit starts and during unit
5	Post-assessment plan and results	After unit: post-assessment data analyzed and summarized.

Dimension 1. Contextual Factors

Suggested Page Length: 5 pages including “Contextual Factors Table”

Task

Discuss information about the learning-teaching context and how it will inform instruction.

- Briefly describe relevant and most current characteristics of the **school** (e.g. AYP status and goals relating to student performance, parent involvement).
- Next, describe resources available in the school and community relevant to your students and to your instruction (e.g. after school programs, sports programs, parks, libraries).
- Describe the physical **classroom** and the environmental demands (see glossary) that may affect student learning.
- Using a variety of documented sources, such as conversations with school personnel, surveys of students and the mentor teacher, and student/school records, complete the Contextual Factors Table.
- Using information from the Contextual Factors Table, summarize **specific relevant characteristics of students** in your class and their performance on critical assessments that may impact your decisions when designing instruction and assessment. Note needs of specific populations. For example, if you have students who are identified as special education or gifted/talented in your class, note the students’ exceptionalities and relevant Individual Education Plan (IEP) goals. If you have students who are native speakers of other languages, note the number of students and their approximate level of language proficiency [e.g.: Limited English Proficiency (LEP) vs. English Language Learners (ELL)] including all factors relevant to your classroom. **Keep in mind that this information is for the class for which you are teaching the unit.**
- In a narrative, provide general strategies for instruction and assessments for your unit based on information from the contextual factors (e.g. instructional, language, communication, social, behavior accommodations). This is the bridge between the contextual factors and the unit’s instruction.
- Reference the sources you used to obtain this information. (Note that sources such as school documents are more reliable sources than your personal observations.) Along with in-text citations, you should have a reference page at the end of this section. However, as you add Dimensions to your IWS, the reference page should move to the last page of the IWS document.
- Mastery of English language usage and writing skills and appropriate format are expected.

Dimension 2. Unit Goal(s)

Suggested Page Length: 2 pages including “Table of Standards and Unit Goals” and unit rationale

Task

Identify the South Carolina Academic Standard(s)/Common Core Standard and/or national standards that will direct your unit and develop the unit goal(s) that will guide the planning, delivery, and assessment of your unit.

- Consult your EDUC 475/690 and EDUC 490/695 instructors and mentor teacher to help you identify the Academic Standard(s) that will direct your unit.
- Use the identified standard(s) to create your unit goal(s). The unit goal(s) should be significant in that goals (see glossary) reflect all of the big ideas or concepts of the unit. The unit goal(s) should be measurable, challenging, varied, and appropriate. From your unit goal(s), you will later formulate lesson objectives, which are more narrow and specific, but aligned with the achievement of the unit goal(s).

Limit the number of unit goals to no more than 4. If you have more than one unit goal, number your unit goals so they may be easily referenced throughout the unit.

- Create a table (example below) where the standard(s) is/are listed with the related unit goal(s). Several content area examples are given for reference.

Table 2: Standards and Unit Goals

Standards(s)	Unit goal
<p><u>Example from Physical Education</u> NASPE-2004.1.2 Demonstrate competent motor skills performance in a variety of physical activities.</p>	UG 1: Students will demonstrate effective tactics and strategies in a three-on-three basketball game.
<p><u>Example from Secondary Biology</u> SC-SC-05.B.3.2 Summarize the basic aerobic and anaerobic processes of cellular respiration and interpret the chemical equation for cellular respiration.</p> <p>SC-SC-05.B.3.3 Recognize the overall structure of adenosine triphosphate (ATP)—namely, adenine, the sugar ribose, and three phosphate groups—and summarize its function (including the ATP-ADP [adenosine diphosphate] cycle).</p>	UG 1: Students will summarize the flow of energy in cellular respiration, including the role of ATP molecules.
<p><u>Example from Elementary Social Studies</u> SC-SS-5.1 Students will demonstrate an understanding of Reconstruction and its impact on racial relations in the United States.</p>	UG 1: Students will explain historical and contemporary effects of Reconstruction on different populations and institutions.
<p><u>Example for Elementary Math (5th Grade) –Common Core</u> Operations and Algebraic Thinking: Write and interpret numerical expressions.</p>	UG1:(5.OA1):Use parentheses, brackets, or braces in numerical expressions. UG2: :(5.OA1):Evaluate expressions with parentheses, brackets, or braces

- **Construct a unit rationale.** In a paragraph, explain why students should learn about the topic of the unit. Describe real-life application (see glossary) for the learning. Merely saying that the lesson is part of the standards is not sufficient. Why should students be required to learn this material—what, beyond the standards, warrants the inclusion of the material in the unit? Explain how this information will connect to your students’ lives.
- Mastery of English language usage and writing skills and appropriate format are expected.

Dimension 3. Assessment Plan and Pre-assessment Results

Suggested page length: 4 pages including “Table(s) of Pre-assessment Results (per unit goal)” and “Table of Unit Assessment Plan Overview”; but not a copy of pre-assessment and answer key

Task

Design a pre-assessment (see glossary) and analyze the resulting student data. Use this information to develop an assessment plan for monitoring student progress toward the unit goal(s).

D3.1 Designing a Pre-Assessment

Design a diagnostic pre-unit assessment that you will administer to your class BEFORE teaching the new unit you are planning. This brief assessment is a systematic way to gather information on what your students already know about the unit and what skills they already have related to the unit.

- Prioritize the content from your unit goal(s).
- Design a *brief* measure of the highest priority content central to mastering the unit goal(s). Your measure(s) should address both demonstration of *understanding/knowledge* **and** the performance of key *skills* addressing a range of understanding and skills from easy to difficult associated with the unit.
- An alternative design or administration of the pre-assessment may be necessary for some students (e.g. IEP, ELL, G/T students). Include any alternative pre-assessments or description of alternative administration procedures (e.g. oral administration).
- **Label** each item or element of the pre-assessment with the unit goal(s) it measures and the appropriate Bloom’s Taxonomy level. The assessment should contain directions for students to follow as well as point values for each question type.
- Design a simple, clear scoring method. For example, use 3, 4, or 5 items per task, so you can convert scores easily to percentage correct. Other hints: Be sure to include *difficult* knowledge and skills to avoid a ceiling effect (see glossary.) Also steer clear of time-consuming tasks such as essay questions or lengthy multiple choice tests on material you don’t expect students to know yet. This helps prevent wasting time and avoids pain or embarrassment for students.

Clearly explain how you will evaluate or score the pre-assessment (**including mastery levels as defined on mentor teacher’s grading scale**) to determine if the students’ performance meets the unit goal(s). **Include all scoring instruments such as rubrics, observation checklists, rating scales, item weights, and/or answer keys.**

- The pre-assessment should be reviewed by your mentor teacher prior to the submission to your 490/695 professor. The pre-assessment must be submitted to your 490/695 professor prior to the administration of the assessment and with ample time to make necessary corrections.

D3.2. Pre-Assessment Results and Analysis

Summarize the results of the pre-assessment and analyze the data to develop an assessment plan for monitoring student progress toward the unit goal(s).

- Create a table (example below) in Excel showing the pre-assessment results **for the unit goal(s)**. (Complete only columns 1, 2, and 3). Compute the averages and report classroom results for each unit goal. **You will need a separate table for each unit goal.**
- Analyze the data and link to contextual factors to find patterns of student performance. Describe the patterns you find and how this information will guide specific instructional decisions. **If necessary, revise the unit goal(s), pre-assessment and/or instructional decisions based on pre-assessment results.** Describe the reasoning behind the revision of the goal and instructional revisions. Using your pre-assessment data and the Contextual Factors Table, list individual students and ideas for differentiation (see glossary.) Be sure to include specific strategies for IEP, ELL, and advanced students and/or students with reading, math, or communication difficulties.

Table # : Pre-assessment Results for Unit Goal # (Excel Table)

Column 1 Student Number	Column 2 Differentiation Needs (ELL, IEP, G/T)	Column 3 Pre-unit assessment (% of total)	Column 4 Post-unit assessment (% of total)	Column 5 Change in Percentage Points	Column 6 Was unit goal met? (Yes or No)
<i># of 1st student</i>					
<i>(List each student # on a separate line; list ALL students)</i>					
From Col 1: Total number of students:		Column 3: Average pre-unit score (%):	Column 4: Average post-unit score (%):	Column 5: Total number of students making gains:	Column 6: Total number of students meeting this unit goal:

D3.3 Unit Assessment Plan. Provide an overview of your assessment plan in a table:

Table # : Assessment Plan Overview (for each unit goal)

Unit goal Addressed	Pre-Instruction Assessment Description(s)	During Instruction Assessment (Formative) Description(s)	Post-Instruction Assessment Description(s)
Unit goal 1			
Unit goal 2			

- List multiple assessments that are **aligned with the unit goal(s)** to assess student learning **before (pre-), during, and after (post-)** instruction. (Assessments should **not** be assignments, but assessment of the assignment; e.g. if Power Point is the assignment, add type of assessment [4-level rubric].) Your formative (see glossary) and post-assessments (see glossary) will depend on the size and scope of your unit and the results of your pre-instruction assessment. These assessments should authentically (see glossary) measure student learning and may include performance-based tasks, paper-and-pencil tasks, observation checklists, and/or others.
- Mastery of English language usage and writing skills and appropriate format are expected.

Dimension 4. Detailed Lesson Plans

Suggested page length: 2 pages including “Table of Lesson Plans’ Overview” and rationale for choice of representative lessons (if needed); additional pages include 5 representative lesson plans including lesson assessments (3-5 lesson plans in some K-12 content areas)

Task

Design detailed unit lesson plans with all components of sound lesson planning including analysis of student data and reflection.

- Include at least 5 representative lesson plans (3-5 lesson plans in some K-12 content areas) for your unit. Each unit goal should be represented in at least one lesson plan. **In addition, at least one lesson plan will demonstrate use of technology** by teacher candidate and/or students.

If you have a unit of 5 lesson plans, (3-5 lesson plans in some K-12 content areas), the 5 plans will comprise all of Dimension 4.

- **If your unit is longer than 5 lessons**, make a table (example below) that shows where, within the unit, these 5 lessons fall. Include all lessons taught during the unit in the table highlighting those included in the IWS. Along with your table, in a brief paragraph, explain why you chose these 5 lessons as representative lessons.

Table # : Lesson Plans’ Overview

Lesson #	Unit Goal Addressed	Brief Description

Each lesson plan must include *at least*:

- **State/Common Core and/or national standards and/or specific objectives relevant to the unit goal(s)** of the lesson with aligned assessment(s) (formative and summative; formal or informal). All assessments attached.
- **Rationale/relevance** to the unit goal(s).
- **Materials** needed for the lesson (for teacher and students).
- **Procedures/steps of instruction including content** written in detail so anyone could teach your lesson.
- **Interventions (accommodations/modifications/extensions) related to ALL student needs across lesson plans.** Information on student needs and previous assessment results from Dimension 1 (Contextual Factors) will inform your interventions (accommodations/modifications/extensions). **Interventions should be a reflection of the three levels of Universal Design for Learning (UDL)—(1) Multiple Representation; (2) Multiple means of Expression; and (3) Multiple Means of Engagement.**

List interventions by student number within each lesson plan. As much as possible, the interventions should be specific to each plan. Students with IEPs or who are ELL or GT should have specific accommodations/modifications/extensions. **It may be appropriate to consult with other school personnel (special education teacher, ELL teacher) in creating interventions for special populations.**

- **Description of technology use (in at least one lesson). ***
- **Reflection** on each lesson that includes:
 1. **Use of data to summarize student performance and analyze** whether students learned what was intended.
 2. Explanation of what you will do to **increase student learning in future instruction** through interventions (e.g. accommodations/modifications, extensions with accommodations/modifications).

*** Remember that at least one lesson plan should showcase the use of technology. Examples of appropriate technology use and integration are detailed below:**

Examples of instructional technology might include computer hardware and software, the Internet, “smart” board, digital cameras, digital camcorders, digital audio players, heart-rate monitors, midi keyboards, digital microscopes, handheld computers, and data collection probes.

Examples of technology integration might include P-12 students using multimedia software to create presentations; P-12 students using spreadsheet/graphing software analyze data; P-12 students using digital video to tell a story; P-12 students with special needs/ELL using assistive technology to meet curricular objectives.

Using a word processor to type lesson plans, showing a video or using the overhead projector, or candidate e-mail communication are **not** considered instructional technology for this assignment.

- Mastery of English language usage and writing skills and appropriate format are expected

Your program area will determine time frames for lesson plan submission. Program areas may have additional requirements for lesson plans including the number of lesson plans and lesson plan format. Be sure to consult with your EDUC 475/690 instructor to determine your required format and submission requirements.

Dimension 5. Post-Assessment Plan and Results

Suggested Page length: 7 pages including “Table(s) of Results of Unit Goal(s)Pre- and Post-Assessment (per unit goal)” and “Table(s) of Sorted Data”; plus copy of post-assessment and answer key

Task

Analyze your assessment data, including pre-/post-assessments and formative assessments, to determine students’ progress toward meeting the unit goal(s). You will also describe instructional decision making related to unit activities, modification, and technology.

- Design and attach a post-assessment for your unit topic. Make sure that you **align** and **label** each item of the post-assessment with the unit goal(s) and state the point value. Include prompts and/or student directions. Clearly explain how you evaluated or scored the post-assessment. Review the **mastery level** established in D3 to determine if the students’ performance met the unit goal(s). Include all scoring instruments such as rubrics, observation checklists, rating scales, item weights, tests, and/or **answer key(s)**.
- Describe the post-assessment and how it is aligned with your unit goal(s). If the post-assessment is different than the pre-assessment, explain the differences and the rationale for modifying. If the post-assessment is the same, justify this decision.
- For each unit goal, copy and insert the Excel table from Dimension 3. The completed table (example below) should include the following information for all students in the class: student number (Column 1), differentiation needs (Column 2), pre-unit assessment (Column 3), post-unit assessment (Column 4), gains (Column 5), and whether the unit goal was met for each student (Column 6). Use percent of total correct for Columns 3 and 4. The purpose of this table is to provide an overview of the impact of your instruction on students’ attainment of **each** unit goal.

Table # : Results for Unit Goal # [Sample] [Excel]

Column 1 Student Number	Column 2 Differentiation Needs (IEP, ELL, G/T)	Column 3 Pre-unit assessment (% of total)	Column 4 Post-unit assessment (% of total)	Column 5 Change in percentage points	Column 6 Was mastery of the unit goal met?
Student #1	IEP	25%	70%	45%pts	No
Student #2	GT	80%	100%	20% pts	Yes
Student #3	IEP	50%	80%	30%pts	No
Student #4	GT	60%	65%	5%pts	No
Student #5	NONE	70%	85%	15%pts	Yes
Student #6	NONE	77%	80%	3%pts	No
Student #7	ELL	45%	60%	15%pts	No
Student #8	ELL	70%	88%	18%pts	Yes
Student #9	GT	100%	90%	-10%pts	Yes
Student #10	NONE	85%	88%	3%pts	Yes
Column 1 Total number of students:		Column 3 Average pre-unit score (%): 66.2%	Column 4 Average post-unit score(%): 80.6%	Column 5 Total number of students making gains: 9	Column 6 Total number of students meeting this unit goal: 5

- Write a **summary of the class progress** to address the following prompts:
 1. Use the overall pre- and post-assessment data to describe the impact your planning and instruction had on student learning of the entire unit. Reference the data to support your conclusions.
 2. On which unit goal or lesson objective did students do well? Why do you think this happened?
 3. On which unit goal or lesson objective did students do poorly? Why do you think this happened?
 4. On the unit goal or lesson objective on which students did poorly, what would you change instructionally and why to ensure mastery by all students?
 5. Using your Excel data table, choose one learning goal and **sort the data by mastery and/or gains**. For further analysis of the mastery or gain, sort by any other population variable in your contextual factors table. Include sorted table(s) and discuss individual students who met mastery or did not meet mastery and/or who made significant or minimal gains.

Table # : Results for Unit Goal # Sorted by Mastery [Sample]

Student Number	ELL, IEP, GT	Pre-unit assessment (% of total)	Post-unit assessment (% of total)	Change in percentage points	Was Mastery of the Unit Goal Met?
Student #6	NONE	77%	80%	03%pts	no
Student #4	GT	60%	65%	05%pts	no
Student #7	ELL	45%	60%	15%pts	no
Student #3	IEP	50%	80%	30%pts	no
Student #1	IEP	25%	70%	45%pts	no
Student #9	GT	100%	90%	-10%pts	yes
Student #10	NONE	85%	88%	03%pts	yes
Student #5	NONE	70%	85%	15%pts	yes
Student #8	ELL	70%	88%	18%pts	yes
Student #2	GT	80%	100%	20% pts	yes

6. Discuss interventions (accommodations/modifications/extensions) you used for students including those described in Dimension 1 and in lesson plans. Explain which were most effective, which were least effective, and why do you think this was the case.
7. Instructional Technology:
 - a. Looking over your entire unit, using a chart format list all of the ways you and/or your students used instructional technology, including any Assistive Technology.

Teacher Use of Technology	Student Use of Technology
Flip Charts/Smart Notebook	Digital Cameras to document natural/unnatural resources
Showing web-based video	Webquest

- b. Reflect on the benefits and drawbacks of the technology you chose to use.
- Mastery of English language usage and writing skills and appropriate format are expected.

Glossary

Accommodations – Support provided to diverse learners needed to successfully demonstrate learning. Accommodations should not change expectations or standards and/or assessment.

Align – Showing direct connection between two ideas.

Asset perspective - An asset perspective recognizes that all people have experiences and knowledge that are worthwhile and important. Having an asset perspective of your students means that you build off the experiences and knowledge that your students **do** have rather than focusing on experiences and knowledge that they may not have. An asset perspective also recognizes that some students have an advantage in the classroom simply because their experiences and knowledge are valued by those in power. By acknowledging that other experiences are worthwhile, you attempt to rebalance this power differential, form positive connections with your students, and learn ways that you can include all students in your classroom.

Authentic – Activities and assessments that resemble real world tasks.

Ceiling effect - Occurs when a student attains the maximum score or attains the maximum score or “ceiling” on an assessment and thus prevents the appraisal of the full extent of the student’s knowledge.

Contextual Factors – Description of pertinent community/school/classroom characteristics that may influence teaching and learning.

Differentiate – Recognizing students varying background knowledge, readiness, language, preferences in learning, interests, and reacting responsively in designing instruction. Differentiated instruction is a process to approach teaching and learning for students of differing abilities in the same class. The intent of differentiating instruction is to maximize each student’s growth and individual success by meeting each student where he or she is, and assisting in the learning process (http://www.cast.org/publications/ncac/ncac_diffinstruc.html).

Environmental Demands - The environment demands that can or may interfere with learning. One such demand can be the climate of the classroom, including temperature, noise, uncomfortable seating arrangements, and/or students in groups that place their back to the teacher and/or board. For example, in a PE class the size of the gym and activities of students may prevent some students from hearing the teacher. In addition, students working in small groups can present an environmental demand that is difficult for some group members who may have difficulty concentrating on their group's discussion since they are distracted by conversations of other groups.

Formative Assessment – Measurement of student learning taken during unit instruction in order to make necessary changes to teaching to ensure mastery of unit goals. Feedback from formative assessment should also be provided to students with opportunity for improvement.

Interventions – Accommodations or modifications made to instruction and assessment to meet the needs of diverse learners.

Unit goals – Big ideas or concepts of the unit; driven by state or national academic standards.

Lesson Objective – Measureable statement of student achievement within a specific lesson that leads to achieving unit goal. Includes a behavior, condition, and criterion for mastery.

Modifications – Changes made to standards and/or assessment in order to meet the needs of diverse learners that alter typical expectations or standards for the class. Modifications are made when expectations go beyond ability level of student.

National Standards – Often used in K-12 content areas because of the complexity in teaching multiple grade levels.

Pre-Assessment – Administered prior to teaching in order to measure students’ prior knowledge of content. Data should be used to plan instruction and measure individual needs.

Post-Assessment – Often referred to as “summative assessment.” Provides information regarding students’ understanding of unit goals after unit is taught.

Rationale – Reason behind decisions made; should be convincing and related to contextual factors, application to real life, and/or educational research.

Real-life Application – How the content can be related to everyday life for students.

State Content Standards – Although based upon national standards, state standards are specific to each state. These are used in the core academic areas of English Language Arts, Mathematics, Science, and Social Studies in grades kindergarten through 12. In some cases Common Core or National standards may be used in place of State Content Standards.

Appendix E

Internship Work Sample Rubric

Intern Work Sample Rubric

D1 Rubric: Teacher Candidate's Name _____

Instructor _____

Dimensions	Exemplary	Acceptable	Unacceptable
	2 points per element	1 per element	0 points per element
<p>1. Contextual Factors</p> <p>Grades are figured using the following point scale:</p> <p>E=14-12pts A= 11-7pts U=6-0pts</p> <p><i>Aligned with:</i> APS 1.A APS 2.A NCTE 2.1, 3.7.1</p>	Comprehensive description of the relevant and current characteristics of the school .	General comprehensive description of the relevant and current characteristics of the school .	Minimal description of the relevant and current characteristics of the school .
	Comprehensive description of resources available in the school and community relevant to students in instruction.	General comprehensive description of resources available in the school and community relevant to students in instruction.	Minimal or no description of resources available in the school and community relevant to students in instruction.
	Contextual Factors Table with all required elements.	Contextual Factors Table with most required elements.	Incomplete or no Contextual Factors Table.
	Comprehensive description of environmental and physical demands of the classroom that may affect learning.	General description of environmental and physical demands of the classroom that may affect learning.	Minimal description of environmental and/or physical demands of the classroom that may affect learning.
	Comprehensive description of specific relevant student characteristics based on contextual factors' data.	General description of specific relevant student characteristics based on contextual factors' data.	Minimal or no description of specific and relevant student characteristics is provided.
	Comprehensive description of general strategies for unit instruction and assessment based on contextual factors.	General description of general strategies for unit instruction and assessment based on contextual factors.	Minimal description of general and strategies for instruction and assessment based on contextual factors.
	Demonstrates mastery of English language usage and writing skills with no mechanical errors. All sources cited in the narrative are referenced. References are correctly cited using APA.	Demonstrates mastery of English language usage and writing skills with few mechanical errors. Most sources cited in the narrative are referenced. References are correctly cited using APA.	Errors in English language usage and writing skills interfere with readability. Few or no sources cited in the narrative are referenced. References are not cited using APA.

D2 Rubric: Teacher Candidate's Name _____

Instructor _____

Dimension	Exemplary	Acceptable	Unacceptable
	2 points per element	1 point per element	0 points per element
2. Unit goals Grades are figured using the following point scale: E= 8-7pts A= 6-4pts U= 3-0pts <i>Aligned with:</i> APS 2.A	Unit goal(s) is/are aligned with state and/or national standards and reflect all of the big ideas of the unit.	Unit goal(s) is/are aligned with state and/or national standards and reflects some of the big ideas of the unit.	Unit goal(s) is/are unclear and is/are not properly aligned with appropriate state and/or national standards.
	Unit goal(s) is/are measurable, challenging, and appropriate.	Unit goal(s) is/are measurable. Unit goal(s) is/are somewhat challenging and appropriate.	Unit goal(s) is/are not measurable, challenging and/or appropriate.
	Compelling rationale for unit content beyond inclusion in standards.	Adequate rationale for unit content beyond inclusion in standards.	Vague rationale for unit content.
	Demonstrates mastery of English language usage and writing skills with no mechanical errors.	Demonstrates mastery of English language usage and writing skills with few mechanical errors.	Errors in English language usage and writing skills interfere with readability.

D3 Rubric: Teacher Candidate's Name _____

Instructor _____

Dimension	Exemplary	Acceptable	Unacceptable
	2 points per element	1 point per element	0 points per element
3. Assessment plan and results Grades are figured using the following point scale: E=16-13 pts A= 12-8pts U= 7-0pts <i>Aligned with:</i> APS 2.C APS 3.A APS 3.B NCTE 2.3, 3.7.2, 4.10	Content of pre-assessment targets highest priority elements of the unit goal(s). If appropriate, alternative pre-assessment and/or administration is addressed. Each item/element is labeled by unit goal, Bloom's, and point value.	Minor changes to the pre-assessment needed to address high priority content. If appropriate, alternative pre-assessment and/or administration is addressed. Most items/elements are labeled by unit goal, Bloom's and point value.	Significant changes to the pre-assessment needed to address content. If appropriate, alternative pre-assessment and/or administration is needed, but not addressed. Items/elements are not labeled by unit goal, Bloom's, and/or point value.
	Items (or elements) for unit goal(s) in pre-assessment are brief; they address excellent range of knowledge and skills from basic to challenging.	Items (or elements) for unit goal(s) in pre-assessment need minor modifications; or range of knowledge and skills needs expanding.	Items (or elements) for unit goal(s) in pre-assessment need significant modifications and range of knowledge and skills need significant expansion.
	Scoring method for pre-assessment is quick, easy, and yields organized, meaningful information. Mastery level specified. Directions included. Scoring instrument(s) is/are included.	Scoring method for pre-assessment is too time-consuming or yields confusing information. Mastery level vague. Directions included. Scoring instrument(s) is/are included.	Scoring method for pre-assessment is too time-consuming and yields confusing information. No mastery level included. No directions included. Scoring instrument(s) is/are not included.
	Appropriately labeled table includes all required elements for this dimension. Correct computation of averages.	Appropriately labeled table includes all required elements for this dimension. Minor problems with computation of averages.	Inappropriately labeled table with some required elements missing. Incorrect computation of averages.
	Significant patterns accurately analyzed and described based upon both pre-assessment data and contextual factors.	Patterns generally analyzed and described based upon pre-assessment data or contextual factors.	Patterns vaguely described but are not based upon pre-assessment data or contextual factors.
	Specific instructional decisions linked to analysis.	Instructional decisions linked to analysis, but lack specificity.	Instructional decisions are generic.
	Overview of assessment plan contains unit goal(s) that is/are assessed before, during, and after instruction with multiple types of assessment.	Overview of assessment plan contains unit goal(s) that is/are assessed before, during, and after instruction.	Overview of assessment plan does not assess unit goal(s) before, during, and after instruction.
	Demonstrates mastery of English language usage and writing skills with no mechanical errors.	Demonstrates mastery of English language usage and writing skills with few mechanical errors.	Errors in English language usage and writing skills interfere with readability.

D4 Rubric: Teacher Candidate's Name _____

Instructor _____

Dimensions	Exemplary	Acceptable	Unacceptable
	2 points per element	1-1.5 points per element	0 points per element
4. Detailed lesson plans and reflections	Well developed table of lessons, with all components, and compelling rationale for selecting the lessons (if applicable).	Table of lessons, with all components, and rationale for selecting the lessons (if applicable). (1point)	Missing components in the table of lessons and/or missing rationale for selecting the lessons (if applicable).
Grades are figured using the following point scale:	All state standards and/or specific learning objectives aligned with assessments. All assessments listed and attached.	State standards and/or specific learning objectives generally aligned with assessments. All assessments listed and are attached. (1.5 points)	State standards and/or specific learning objectives are not aligned with assessments. Assessments not listed and/or not attached.
E=18-16 pts A= 15-12pts U=11.5-0pts	Lessons show excellent rationale/relevance to the unit goal(s).	Lessons show general rationale/relevance to the unit goal(s). (1point)	Lessons show little or no rationale/relevance to the unit goal(s).
Aligned with: APS 2.B APS 5.A APS 5.B APS 7.A APS 7.B NCTE 2.1, 2.3, 3.1.1, 4.1, 4.10	All needed materials listed. Procedures logical, in detail, and clearly written.	Most needed materials are listed. Most procedures logical, in some detail, and adequately written. (1.5 points)	Few or no needed materials are listed. Procedures are illogical, lack detail, and/or vaguely written.
	Interventions related closely to individual student needs as outlined in Contextual Factors and specific to the individual lesson plans. At least one level of UDL identified.	Most interventions related to individual student needs as outlined in Contextual Factors and most are specific to the individual lesson plans. UDL connections attempted. (1.5 points)	Little or no interventions related to individual student needs as outlined in Contextual Factors and few or none are specific to the individual lesson plans. UDL connections not identified.
	Complete description of the use of technology in at least one lesson.	General description of the use of technology in at least one lesson. (1.5 points)	Vague or missing description of the use of technology in at least one lesson.
	Reflections accurately use student assessment data to summarize and analyze student performance.	Most reflections accurately use student data to summarize and analyze student performance. (1.5 points)	Reflections vaguely and/or inaccurately and/or do not use student data to summarize and analyze student performance.
	Reflections suggest specific changes to increase student learning through accommodations/modifications/ extensions.	Reflections suggest general changes to increase student learning through accommodations/modifications/extensions. (1.5 points)	Reflections vaguely suggest or do not address changes to increase learning through accommodations/modifications /extensions.
	Demonstrates mastery of English language usage and writing skills with no mechanical errors.	Demonstrates mastery of English language usage and writing skills with few mechanical errors. (1point)	Errors in English language usage and writing skills interfere with readability.

D5 Rubric: Teacher Candidate's Name _____

Instructor _____

Dimension	Exemplary	Acceptable	Unacceptable
	2 points per element	1 point per element	0 points per element
5. Post-assessment plans and results Grades are figured using the following point scale: E=24-19 pts A=18-12 pts U=11-0pts <i>Aligned with:</i> APS 3.C NCTE 2.1, 2.3, 4.10, 3.6.3	Post- assessment is attached and all items aligned with unit goal (s).	Post-assessment is attached and most items aligned with unit goal(s).	Post-assessment not attached or some post-assessment items lack alignment.
	Scoring and criteria for mastery clearly explained. All scoring instruments included.	Scoring and criteria for mastery lack specificity. All scoring instruments included.	Scoring and explanation of criteria for mastery are not identified or are inappropriate. Some scoring instruments included.
	Logical and complete rationale for relationship to pre-assessment.	Vague but plausible rationale for relationship to pre-assessment.	Rationale for relationship to pre-assessment is missing.
	Appropriately labeled table includes all required elements for this dimension. Correct computation of data.	Table includes most required elements for this dimension. Computation of data with minor errors.	Inappropriately labeled tables with some required elements missing. Incorrect computation of data.
	Prompt 1: Specific analysis of overall student learning of the entire unit which thoroughly references data to support conclusions.	Prompt 1: General analysis of student learning of the entire unit which references some data to support conclusions.	Prompt 1: Superficial analysis of overall student learning of the entire unit which thoroughly references data to support conclusions.
	Prompt 2: Detailed description of unit goal/ lesson objective on which students did well. Thoughtful analysis of why these results occurred.	Prompt 2: General description of unit goal/lesson objective on which students did well. Some analysis of why these results occurred.	Prompt 2: Superficial description of unit goal/lesson objective on which students did well. Little or no analysis of why these results occurred.
	Prompt 3: Detailed description of unit goal/lesson objective on which students did poorly. Thoughtful analysis of why these results occurred.	Prompt 3: General description of unit goal/lesson objective on which students did poorly. Some analysis of why these results occurred.	Prompt 3: Superficial description of unit goal/lesson objective on which students did poorly. Little or no analysis of why these results occurred.

	<p>Prompt 4: Detailed description of instructional changes needed to ensure mastery by all students on the most difficult goal/lesson objective.</p>	<p>Prompt 4: General description of instructional changes needed to ensure mastery by all students on the most difficult goal/lesson objective.</p>	<p>Prompt 4: Superficial description of instructional changes needed to ensure mastery by all students on the most difficult goal/lesson objective.</p>
	<p>Prompt 5: Excel data table sorted by either mastery or gains and displayed correctly. Detailed discussion of individual students who did not meet mastery or who made significant or minimal gains.</p>	<p>Prompt 5: Excel data table sorted by either mastery or gains and displayed correctly. Some discussion of individual students who did not meet mastery or who made significant or minimal gains.</p>	<p>Prompt 5: Excel data table not sorted by either mastery and/or gains or displayed incorrectly. Little or no discussion of individual students who did not meet mastery or who made significant or minimal gains.</p>
	<p>Prompt 6: Detailed description of interventions (accommodations /modifications/extensions) including those described in D.1. Specific explanations of which were most effective and least effective on individual student learning.</p>	<p>Prompt 6: General description of interventions (accommodations/ modifications/extensions) including those described in D.1. Some explanation of which were most effective and least effective on individual student learning.</p>	<p>Prompt 6: Superficial description of interventions (accommodations/ modifications/extensions) including those described in D.1. Little or no explanation of which were most effective and least effective on individual student learning.</p>
	<p>Prompt 7 Complete lists of use of multiple types of instructional technology by both teacher and students. Thoughtful reflection on benefits and/or drawbacks of technology chosen.</p>	<p>Prompt 7: General lists of use of instructional technology by teacher and/or students. Some reflection on benefits and/or drawbacks of technology chosen.</p>	<p>Prompt 7: Incomplete lists or limited use of instructional technology by teacher and/or students. Little or no reflection noted on benefits and/or drawbacks of technology chosen.</p>
	<p>Demonstrates mastery of English language usage and writing skills with no mechanical errors.</p>	<p>Demonstrates mastery of English language usage and writing skills with few mechanical errors.</p>	<p>Errors in English language usage and writing skills interfere with readability.</p>

Appendix F

ADEPT Long-Range
Plan Template

Long-range Plan

ADEPT Performance Standard 1	
An effective teacher facilitates student achievement by establishing appropriate long-range learning goals and by identifying the instructional assessment and management strategies necessary to help all students progress toward meeting these goals.	
Key Elements	1.A The teacher obtains student information , analyzes this information to determine the learning needs of all students, and uses this information to guide instructional planning .
	1.B The teacher establishes appropriate standards-based long-range learning and developmental goals for all students.
	1.C The teacher identifies and sequences instructional units in a manner that facilitates the accomplishment of the long-range goals.
	1.D The teacher develops appropriate processes for evaluating and recording students' progress and achievement.
	1.E The teacher plans appropriate procedures for managing the classroom.

Candidate:	Semester:	Year:	Subject:
School/District:	Mentor:	Supervisor:	Grade Level(s):

Instructions to intern: Complete a long-range plan for the course/content area(s) that your unit for the Internship Work Sample will address. Your long-range plan should cover the entire semester of your internship, and the entire scope of the course/content area(s) in which your Internship Work Sample is completed. This plan is to be submitted to your supervisor according to the timeframe she/he has set for you.

Section I: Student Information	(Key Element 1.A)
---------------------------------------	-------------------

Insert the Contextual Factors assignment you created in EDUC 490.

Section II: Learning and Developmental Goals	(Key Element 1.B)
---	-------------------

List the major goals from the course/content area(s) that you are outlining.

Goals

Section III: Instructional Units and Assessments (Key Elements 1.C)

List the units in chronological order as they will occur in this course/content area(s). Indicate in **bold** the Unit Topic or Title that is your Internship Work Sample.

Unit Topic or Title	Correlated Standards	Length (# days or weeks)	Assessment(s) (e.g., projects, quizzes, chapter/unit tests, homework assignments. Include weightings, if applicable.)

Section IV: Assessment Data (Key Element 1.D)

Describe your methods in this course/content area(s) for analyzing, evaluating, recording, and reporting student progress and achievement.

--

Section V: Classroom Management (Key Element 1.E)

Insert your classroom management plan or rules, which should include your expectations regarding student behavior during **instructional and noninstructional** procedures and routines. Highlight the specific management demands of the course/content area(s) for this long-range plan.

Supervisor name:		Circle one	Unsatisfactory
Supervisor signature:	Date:		Satisfactory

Adapted from SAFE-T, March 2008, SCDOE on 8.19.08

Appendix G

ADEPT Long-Range Planning Rubric

APS 1: Long-range Planning Rubric

Using the expectation of a second-year teacher as the definition of the *Exemplary* designation, use your best judgment to rate the candidate's performance on each element. (The elements correspond in order to the sections of the *Long-range Plan* template.)

Key Element		Unacceptable (1pt)	Acceptable (2pts)	Exemplary (ADEPT expectation of 2 nd yr teachers) (3pts)
1.A	The teacher obtains student information , analyzes this information to determine the learning needs of all students, and uses this information to guide instructional planning.			The candidate: <ul style="list-style-type: none"> • identifies appropriate student information; • gives a sound explanation of the relevance of the student information to student learning; and • shows insight into the use of the student information to guide planning.
1.B	The teacher establishes appropriate standards-based long-range learning and developmental goals for all students.			The candidate: <ul style="list-style-type: none"> • identifies long-range goals that are accurate and appropriate; and • provides a sound explanation to support conclusions regarding the most important goals for all students to achieve.
1.C	The teacher identifies and sequences instructional units in a manner that facilitates the accomplishment of the long-range goals.			The candidate: <ul style="list-style-type: none"> • identifies units that are appropriate to the context; and • presents a sound explanation for the unit sequence and timeline.
1.D	The teacher develops appropriate processes for evaluating and recording students' progress and achievement.			The candidate: <ul style="list-style-type: none"> • describes appropriate procedures for assessing, scoring, and weighting assignments; • presents solid evidence for determining the appropriateness of the assessments in terms of measuring student progress and achievement; and • presents a sound explanation of the methods for communicating the assessment information to students and their parents.
1.E	The teacher plans appropriate procedures for managing the classroom.			The candidate: <ul style="list-style-type: none"> • presents an appropriate description of the expectations for student behavior during instruction and during noninstructional routines; and • presents a sound explanation of the most important considerations for maximizing instructional time.

_____ **Total Points**
 _____ **Satisfactory** _____ **Unsatisfactory**

Appendix H

ADEPT Fulfilling Professional Responsibilities

ADEPT Domain IV: Professionalism

APS 10: Fulfilling Professional Responsibilities

ADEPT Performance Standard 10		
An effective teacher is an ethical, responsible, contributing, and ever-learning member of the profession.		
Key Elements	10.A	The teacher is an advocate for the students.
	10.B	The teacher works to achieve organizational goals in order to make the entire school a positive and productive learning environment for the students.
	10.C	The teacher is an effective communicator .
	10.D	The teacher exhibits professional demeanor and behavior.
	10.E	The teacher is an active learner .

Candidate:	Semester:	Year:	Subject:
School/District:	Mentor:	Supervisor:	Grade Level(s):

Instructions to the teacher candidate: *Please reflect on your professional performance (APS 10.A, B, C, E). Responses to each of the following questions should be limited to 100 words or less.*

1. In what ways do you work with faculty in the school to help determine and meet individual student needs? (APS 10.A)
2. Describe two ways in which you demonstrate that all students can learn. (APS 10.A)
3. Describe the extent to which you are an active participant in your school’s professional learning community. Your response should include the ways your participation helps make the school a positive and productive learning environment for all students. (APS 10.B)
4. Each teacher candidate should be an effective communicator with faculty, staff, students, and parents. Elaborate on the variety of ways that you have communicated with the students’ parents and attach a copy of a recent written communication to those parents. (APS 10.C)
5. In terms of the *ADEPT Performance Standards*, what are your professional strengths? How have you built on these strengths so far, and how do you plan to do so in the future? (APS 10.E)
6. In terms of the *ADEPT Performance Standards*, what are your professional challenges? How do you plan to address these challenges? (APS 10.E)
7. Based on your professional self-assessment, what do you think would be an important professional goal for you to establish and address, and why? (APS 10.E)

Appendix I

ADEPT Fulfilling Professional Responsibilities Rubric

APS 10: Fulfilling Professional Responsibilities

Using the expectation of a second-year teacher as the definition of the *Exemplary* designation, use your best judgement with the rubric below to rate the candidate's performance on each element.

Key Element		Data Source	Unacceptable (1pt)	Acceptable (2pts)	<i>Exemplary</i> (ADEPT expectation of 2 nd yr teachers) (3pts)
10.A	The candidate is an advocate for the students.	APS 10 Items 1, 2	The candidate: <ul style="list-style-type: none"> does not work with colleagues to determine and meet individual student needs. 	The candidate: <ul style="list-style-type: none"> attempts to work with colleagues to determine and meet individual student needs. 	<i>The candidate:</i> <ul style="list-style-type: none"> works effectively with colleagues to help determine and meet individual student needs; and establishes appropriate professional relationships with others outside the school to support the well-being of students.
10.B	The candidate works to achieve organizational goals in order to make the entire school a more positive and productive learning environment for the students.	APS 10 Item 3	The candidate: <ul style="list-style-type: none"> does not contribute to school initiatives, organizations, or activities. 	The candidate: <ul style="list-style-type: none"> attempts to contribute to school initiatives, organizations, and/or activities as appropriate given the placement. 	<i>The candidate:</i> <ul style="list-style-type: none"> is an active contributor to school initiatives; and supports school-related organizations and activities.
10.C	The candidate is an effective communicator.	<i>Observations & Evaluations</i> Item 4	The candidate: <ul style="list-style-type: none"> does not consistently use clear and correct oral and written language. 	The candidate: <ul style="list-style-type: none"> uses clear and correct oral and written language; and attempts to communicate with parents. 	<i>The candidate:</i> <ul style="list-style-type: none"> uses clear and correct oral and written language; and communicates effectively and regularly with parents.
10.D	The candidate exhibits professional demeanor and behavior.	<i>Observations & Evaluations</i>	The candidate: <ul style="list-style-type: none"> adheres to all <i>Standards of Conduct for South Carolina Educators</i> and maintains ethical standards; but does not demonstrate self-management skills or a high quality of work. 	The candidate: <ul style="list-style-type: none"> adheres to all <i>Standards of Conduct for South Carolina Educators</i> and maintains ethical standards; and demonstrates some self-management skills and a high quality of work. 	<i>The candidate:</i> <ul style="list-style-type: none"> maintains all required professional credentials; adheres to all <i>Standards of Conduct for South Carolina Educators</i> and maintains ethical standards; and demonstrates self-management skills (e.g., responsibility, initiative, time management, appearance) and a high quality of work (e.g., completing required tasks in an accurate, timely and effective manner). <p>***Documented on Domain 4 of the Intern Evaluation Report</p>
10.E	The teacher is an active learner.	APS 10 Items 5, 6,7	The candidate: <ul style="list-style-type: none"> is not able to identify his or her own professional strengths and challenges; and does not attempt to set professional development goals. 	The candidate: <ul style="list-style-type: none"> is able to identify professional strengths and challenges; and sees some appropriate professional development goals. 	<i>The candidate:</i> <ul style="list-style-type: none"> accurately identifies his or her own professional strengths and challenges; sets appropriate professional development goals; and regularly seeks out, participates in, and contributes to activities that promote professional collaboration and that support his or her continued professional growth and development.

Appendix J

EEDA Assessment for the MAT Program

EEEDA Unit Assessment for the MAT Teacher Education Program

EEEDA Standard	EDUC 600 Teaching in a Democracy	EDUC 601 Psychology Applied to Teaching	EDUC 602 Technology for the 21st Century Classroom	EDUC 610 Effective Teaching Practices for Exceptional and Diverse Learners	EDUC 695 Capstone	EDUC 690 Internship
Standard 1	EDUC 610 WebQuest					EDUC 690 Pre-Post Test Internship Institute
Standard 2	EDUC 610 WebQuest					EDUC 690 Pre-Post Test in Internship Institute
Standard 3	EDUC 610 WebQuest					EDUC 690 Pre-Post Test in Internship Institute
Standard 4		EDUC 601 Moral Reasoning Scenario Analysis				
Standard 5			EDUC 602		EDUC 695	

			Digital Age Work, Learning, and Professional Growth Activity			Internship Work Sample (IWS)	
Standard 6	EDUC 602	Digital Age Work, Learning, and/or Mini Teach				EDUC 695	Internship Work Sample (IWS)
Standard 7	EDUC 602	Process Paper			EDUC 610	LEARNS strategy	

Rubric for EDUC 601 Moral Reasoning Analysis Scenario		
Target (4 pts)	Acceptable (3 pts)	Unacceptable (2 pts)
Addresses both Kohlberg's and Gilligan's theory accurately and comprehensively.	Sufficiently and accurately addresses either Kohlberg's or Gilligan's theory but not both.	Treatment of both theories is inaccurate and/or shallow.
Uses accurate examples to illustrate both Kohlberg's and Gilligan's theories.	Uses accurate examples for one theory but not both.	Examples for both theories are either inaccurate or missing.
Compares and contrasts the two theories in a comprehensive way.	Compares and contrasts the two theories adequately.	Comparison and contrast of the two theories is either inadequate or missing.
Clearly identifies strategies to promote moral reasoning at higher levels.	Strategies to promote moral reasoning are vague.	No strategies to promote moral reasoning are identified.
Writing is almost error-free.	Writing contains a few minor errors that do not detract from meaning.	Writing contains major errors that interfere with the clarity and meaning of the essay.

EDUC 602 Digital Age Work and Learning Rubric 2009-10

Digital Age Work and Learning Rubric

	Relational (4 pts)	Multistructural (3 pts)	Unistructural (2 pts)	Prestructural (1 pt)
Fluency in Technology (1, 20%) NETS-T-2008.3.a	The final product manifests superior potential to be transferred to new technologies and new settings.	The final product manifests strong potential to be transferred to new technologies and new settings.	The final product manifests some potential to be transferred to new technologies and new settings.	The final product demonstrates little or no potential to be transferred to new technologies and new settings.
Collaboration and Communication (1, 20%) NETS-T-2008.3.b NETS-T-2008.3.c SC-EEDA-2008.TEP.5.PS SC-EEDA-2008.TEP.6.PS	The learners demonstrated superior ability to collaborate with team members and strong potential to communicate effectively with the necessary stakeholders.	The learners demonstrated strong ability to collaborate with team members and some potential to communicate effectively with the necessary stakeholders.	The learners demonstrated some ability to collaborate with team members and some potential to communicate effectively with the necessary stakeholders.	The learners demonstrated little or no ability to collaborate with team members and little or no potential to communicate effectively with the necessary stakeholders.
Model Technology Use (1, 20%) NETS-T-2008.3.d NETS-T-2008.5.a SC-EEDA-2008.TEP.7.PS	The application of the technology demonstrates a superior potential to be creative, effective, and potentially useful to the students' areas of teaching.	The application of the technology demonstrates strong potential to be creative, effective, and potentially useful to the students' areas of teaching.	The application of the technology demonstrates some potential to be creative, effective, and potentially useful to the students' areas of teaching.	The application of the technology demonstrates little or no potential to be creative, effective, and potentially useful to the students' areas of teaching.
Technology Integration Leadership (1, 20%) NETS-T-2008.5.b NETS-T-2008.5.d	The application and or the final product demonstrates a superior vision for the use of the technology and a superior possible contribution to the teaching profession.	The application and or the final product demonstrates a strong vision for the use of the technology and a superior possible contribution to the teaching profession.	The application and or the final product demonstrates limited vision for the use of the technology and a superior possible contribution to the teaching profession.	The application and or the final product demonstrates little or no vision for the use of the technology and a superior possible contribution to the teaching profession.
Evaluation and Reflection (1, 20%) NETS-T-2008.5.c	The student demonstrates a superior	The student demonstrates a strong ability to	The student demonstrates a limited ability	The student demonstrates little or no

Digital Age Work and Learning Rubric

	Relational (4 pts)	Multistructural (3 pts)	Unistructural (2 pts)	Prestructural (1 pt)
	ability to relate the technology or the final product to relevant research and or best practices.	relate the technology or the final product to relevant research and or best practices.	to relate the technology or the final product to relevant research and or best practices.	ability to relate the technology or the final product to relevant research and or best practices.

Standards

NETS-T-2008.3

Model Digital-Age Work and Learning: Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:

NETS-T-2008.3.a

demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.

NETS-T-2008.3.b

collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation.

NETS-T-2008.3.c

communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats.

NETS-T-2008.3.d

model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.

NETS-T-2008.5

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. Teachers:

NETS-T-2008.5.a

participate in local and global learning communities to explore creative applications of technology to improve student learning.

NETS-T-2008.5.b

exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others.

NETS-T-2008.5.c

evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.

NETS-T-2008.5.d

contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community.

SC-EEDA-2008.TEP.5.PS

Performance Standard: Teacher candidates will use concrete, hands-on instruction and content presentation with an emphasis on real-world application and problem solving.

SC-EEDA-2008.TEP.6.PS

Performance Standard: Teacher candidates will implement learning strategies that promote cooperation.

SC-EEDA-2008.TEP.7.PS

Performance Standard: Teacher candidates will implement strategies to accommodate the needs of diverse learners.

EDUC 602 Process Paper Rubric

Process Paper Rubric

	Excellent (Extended Abstract) (4 pts)	Good (Relational) (3 pts)	Average (Multi- Structural) (2 pts)	Poor (Uni- Structural)
Rationale/Potential Issues NETS-T.1 NETS-T.3 NETS-T.4 NETS-T.6 SC-EEDA-2008.TEP.6 SC-WIN-CF-MAT.1.1.2 SC-WIN-CF-MAT.1.1.5 SC-WIN-CF-MAT.1.1.7 SC-WIN-CF-MAT.1.2.2 SC-WIN-CF-MAT.1.3.1 SC-WIN-CF-MAT.1.3.2 SC-WIN-CF-MAT.1.3.3 SC-WIN-CF-MAT.1.6.2 SC-WIN-CF-MAT.1.7.1 SC-WIN-CF-MAT.3.2.2 SC-WIN-CF-MAT.3.4.3 SC-WIN-CF-MAT.4.5.5 SC-WIN-CF-MAT.5.2.2 SC-WIN-CF-MAT.6.1.4 SC-WIN-CF-MAT.6.2.4	The questions and prompts are addressed completely and exhibit an advanced understanding of the area covered.	The questions and prompts are addressed completely and exhibit a firm understanding of the area covered.	The questions and prompts are addressed completely and exhibit an average understanding of the area covered.	The questions and prompts are not addressed completely and / or exhibit little understanding of the area covered.
Uses at least 5 important concepts/ ideas covered in the course material. SC-EEDA-2008.TEP.6.PS SC-WIN-CF-MAT.1.2.2 SC-WIN-CF-MAT.1.3.2 SC-WIN-CF-MAT.3.2.2 SC-WIN-CF-MAT.5.2.2 SC-WIN-CF-MAT.6.1.4 SC-WIN-CF-MAT.6.2.4	Your answer integrates terms and concepts covered in class in a manner that illustrates complete and superior understanding of the course materials.	Your answer integrates terms and concepts covered in class in a manner that illustrates a complete understanding of the course materials.	Your answer integrates terms and concepts covered in class in a manner that illustrates some understanding of the course materials.	Your answer integrates terms and concepts covered in class in a manner that shows little or an incomplete understanding of the course materials.
Application of the tools to education in your area SC-WIN-CF-MAT.1.1.2 SC-WIN-CF-MAT.1.1.5 SC-WIN-CF-MAT.1.3.1 SC-WIN-CF-MAT.3.4.3 SC-WIN-CF-MAT.5.2.2	The application is appropriate, original and shows exceptional advancement in thought.	The application is appropriate, original and shows advancement in thought.	The application is appropriate, but does not show new ideas.	The application is completely unusable or is inappropriate.
Format & Writing	<p>Exceptionally well-organized writing and 0 (zero) common grammatical errors.</p> <p>Details are relevant and appropriately interpreted.</p> <p>Organization is correct and appropriate with some weaknesses in strategy or its execution.</p> <p>Documentation is correct & appropriate.</p>	<p>Writing is well organized and contains fewer than 2 common grammatical errors.</p> <p>Details are not thoroughly interpreted or not clearly related to thesis.</p> <p>Organization is present but unevenly developed and lacking transitions.</p> <p>Documentation</p>	<p>Writing needs improvement in organization and / or contains fewer than 3 common grammatical errors.</p> <p>Details are too general, not interpreted, irrelevant to thesis, or inappropriately repetitive.</p> <p>Organization is inappropriate and/or inconsistent.</p> <p>Documentation is</p>	<p>Writing needs much improvement in organization and / or contains 3 or more common grammatical errors.</p> <p>Details are inappropriate and/or off-topic generalizations, faulty assumptions, and errors of fact.</p> <p>Organizational inconsistent and/or absent.</p> <p>Documentation is inappropriate</p>

Process Paper Rubric

	Excellent (Extended Abstract) (4 pts)	Good (Relational) (3 pts)	Average (Multi- Structural) (2 pts)	Poor (Uni- Structural)
	Tone and Voice is usually appropriate	is appropriate. May have minor errors. Tone/voice may have some inconsistencies in tense and person.	inappropriate and/or absent. Tone/voice inconsistencies are numerous	or absent. Tone/Voice is superficial and stereotypical language. Oral rather than written language patterns predominate.
Technology Integration and NETS Application NETS-T.1 NETS-T.3 NETS-T.4 NETS-T.6 SC-WIN-CF-MAT.1.1.2 SC-WIN-CF-MAT.1.1.5 SC-WIN-CF-MAT.1.1.7 SC-WIN-CF-MAT.1.2.2 SC-WIN-CF-MAT.1.3.1 SC-WIN-CF-MAT.1.3.2 SC-WIN-CF-MAT.1.3.3 SC-WIN-CF-MAT.1.6.2 SC-WIN-CF-MAT.1.7.1 SC-WIN-CF-MAT.3.2.2 SC-WIN-CF-MAT.3.4.3 SC-WIN-CF-MAT.4.5.5 SC-WIN-CF-MAT.5.2.2 SC-WIN-CF-MAT.6.1.4 SC-WIN-CF-MAT.6.2.4	Paper demonstrates exceptional knowledge of integration issues as applied to the technology.	Paper demonstrates strong knowledge of integration issues as applied to the technology.	Paper demonstrates basic understanding of integration issues as applied to the technology.	Paper demonstrates no or unacceptable understanding of integration issues as applied to the technology.

Edit

Standards

NETS-T.1

STANDARD: Technology Operations and Concepts. Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:

NETS-T.3

STANDARD: Teaching, Learning, and the Curriculum. Teachers implement curriculum plans, that include methods and strategies that apply technology to maximize student learning. Teachers:

NETS-T.4

STANDARD: Assessment and Evaluation. Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. Teachers:

NETS-T.6

STANDARD: Social, Ethical, Legal, and Human Issues. Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PreK-12 schools and apply those principles in practice. Teachers:

SC-EEDA-2008.TEP.6

DEFINITION: Cooperative learning is an instructional technique where students interact collaboratively to complete a task.

SC-EEDA-2008.TEP.6.PS

Performance Standard: Teacher candidates will implement learning strategies that promote cooperation.

SC-WIN-CF-MAT.1.1.2

Uses technology to plan, deliver, and assess instruction.

SC-WIN-CF-MAT.1.1.5

Values flexibility and uses a variety of appropriate instructional strategies to meet students' needs, including modalities, intelligences, and learning styles.

SC-WIN-CF-MAT.1.1.7

Applies and evaluates appropriate strategies for individual, small-group, and large-group instruction.

SC-WIN-CF-MAT.1.2.2

Recognizes how technology can assist in classroom management.

SC-WIN-CF-MAT.1.3.1

Uses technology as an effective instructional tool in the classroom in ways involvement in the educational process appropriate to the subject area and to diverse learners.

SC-WIN-CF-MAT.1.3.2

Integrates technology with traditional and experiential practices and materials.

SC-WIN-CF-MAT.1.3.3

Uses technology to enhance communication with students, parents, colleagues, and the community.

SC-WIN-CF-MAT.1.6.2

Understands how to collaborate with others in planning and implementing interdisciplinary lessons.

SC-WIN-CF-MAT.1.7.1

Identifies areas of personal strengths and weaknesses as a beginning teacher.

SC-WIN-CF-MAT.3.2.2

Uses theories of human motivation to create effective learning environments for diverse populations including reluctant learners.

SC-WIN-CF-MAT.3.4.3

Understands and uses technology and other innovations to meet the needs of students with disabilities.

SC-WIN-CF-MAT.4.5.5

Applies technology to professional roles and functions.

SC-WIN-CF-MAT.5.2.2

Integrates and evaluates professional and pedagogical content knowledge to create meaningful learning experiences for all students.

SC-WIN-CF-MAT.6.1.4

Uses appropriate technology as a means to assess student learning.

SC-WIN-CF-MAT.6.2.4

Recognizes how technology and other innovations assist in analyzing, synthesizing, and interpreting research.

Assessment Information

Relational (100% - 90%) Highly commendable work; complete and meets all expectations

Multistructural (89%-80%) Commendable work; complete and meets most expectations.

Unistructural (79%-70%) Inadequate work that lacks completeness and is not acceptable. Lesson plan **MUST** be rewritten.

Prestructural (69%-60%) Inadequate work that lacks completeness and is not acceptable. You **MUST** schedule a meeting with your instructor.

Edit

EDUC 610 Lesson Plan Assignment Rubric

EDUC 610 Lesson Plan Assignment Rubric

	Relational (4 pts)	Multistructural (3 pts)	Unistructural (2 pts)	Prestructural (1 pt)
Step 1: Learning Goal(s) (2, 4%) SC-WIN-CF-UG.OCIII.C.OCIII	Learning Goals are aligned with state standards.	LG and state standards are given.	Missing either LG or state standards	Both LG and state standards are missing.
STEP 2: Note teaching methods, materials, assessments, and activities to be completed by students. (5, 10%) SC-WIN-CF-UG.OCI.HD.OCI SC-WIN-CF-UG.OCIII.C.OCIII	All teaching methods, materials, assessments, and activities to be completed by students noted in the lesson plan.	Most teaching methods, materials, assessments, and activities to be completed by students. 1-2 expectations are not identified.	Some teaching methods, materials, assessments, and activities to be completed by students. 3 or more expectations are not identified.	Many teaching methods, materials, assessments, and activities to be completed by students are missing. 5 or more expectations are not identified.
STEP 3: Note the student's characteristics &/or challenges. (8, 16%) SC-WIN-CF-UG.OCI.HD.OCI SC-WIN-CF-UG.OCI.HSD.OCI	All major strengths and lacking skills are noted on the barriers worksheet.	Most major strengths and lacking skills are noted on the barriers worksheet. 1-2 strengths/skills are missing.	Some major strengths and lacking skills are noted or are incorrectly stated on the barriers worksheet. 3 or more strengths/skills were missed or misstated.	Many major strengths/skills are missing or incorrectly stated on the barriers worksheet; 5 or more strengths/skills were missed or misstated.
STEP 4: Comparison of Step 2 & 3; then note potential barriers or missed opportunities. (15, 30%) SC-WIN-CF-UG.OCI.HSD.OCI SC-WIN-CF-UG.OCIII.C.OCIII	All potential barriers or missed opportunities. correctly noted on the barriers worksheet.	Most potential barriers or missed opportunities. correctly noted on the barriers worksheet. 1-2 mismatches are missing.	Some potential barriers or missed opportunities. are correctly noted on the barriers worksheet; 3 or more mismatches are missing.	Many potential barriers or missed opportunities. are missing on the barriers worksheet. 5 or more mismatches are missing.
STEP 5: Indicate how you will use UDL, strategies, technology and accommodations to meet student learning needs. (15, 30%) SC-EEDA-2008.TEP.7 SC-WIN-CF-UG.OCI.HSD.OCI SC-WIN-CF-UG.OCIV.A.OCIV	UDL, strategies, technology and accommodations reflect use of most effective intervention or teaching technique.	Most UDL, strategies, technology and accommodations reflect use of effective intervention or teaching	Some UDL, strategies, technology and accommodations reflect use of most effective intervention or teaching	UDL, strategies, technology and accommodations do not reflect effective intervention or teaching technique.

EDUC 610 Lesson Plan Assignment Rubric

	Relational (4 pts)	Multistructural (3 pts)	Unistructural (2 pts)	Prestructural (1 pt)
		technique.	technique.	
STEP 6: Specify accommodations for students who still have unmet needs. (5, 10%) SC-WIN-CF-UG.OCI.HSD.OCI SC-WIN-CF-UG.OCIV.A.OCIV	All accommodations are research-based & appropriate for the student's needs.	Most accommodations are research-based & appropriate for the student's needs.	Some accommodations are research-based or are appropriate for the student's needs.	Few/ no accommodations are research-based or few/none are appropriate for the student's needs.

Standards

SC-EEDA-2008.TEP.7

DEFINITION: Learning styles is a concept that refers to methodologies intended to accommodate diversity in student learning.

SC-WIN-CF-UG.OCI.HD.OCI

Human Development -The educational leader understands human development (physical, social, emotional, moral, intellectual) and uses this knowledge to create an effective learning environment.

SC-WIN-CF-UG.OCI.HSD.OCI

Human Similarities & Differences -The educational leader recognizes that human learners share many similarities and appreciates the rich diversity* among learners and cultures.

SC-WIN-CF-UG.OCIII.C.OCIII

Curriculum - Develops, implements, and evaluates curriculum to prepare students to be productive citizens in a global society.

SC-WIN-CF-UG.OCIV.A.OCIV

Assessment - The educational leader develops, uses, and evaluates appropriate tools of assessment.

The Education and Economic Development Act (EEDA)
January 11, 2010

1. The goal of EEDA is:
 - a. All South Carolina students will graduate from high school with a 3.0 average or better.
 - b. All South Carolina high school graduates will be prepared to enter the workforce.
 - c. All South Carolina students will complete high school fully prepared for successful employment, further training, or post-secondary study.
 - d. All South Carolina students who graduate from high school with a “B” average will be able to attend college in the state at a reduced tuition rate.
2. The components of EEDA:
 - a. Help students connect education to careers of their choice
 - b. Establish clusters of study and Individual Graduation Plans (IGPs) for students
 - c. Identify at-risk students and provide programs to increase graduation rate
 - d. All of the above
3. The curriculum framework for career clusters and the Individual Graduation Plan (IGP) is organized around ____ clusters of study.
 - a. 12
 - b. 7
 - c. 16
 - d. 10
4. For elementary students, the focus should be on career:
 - a. Exploration
 - b. Awareness
 - c. Preparation
 - d. Decision
5. For middle school students, the focus should be on career:
 - a. Exploration
 - b. Awareness
 - c. Preparation
 - d. Decision
6. For high school students, the focus should be on career:
 - a. Exploration
 - b. Awareness
 - c. Preparation
 - d. Decision
7. The lead person for implementing EEDA at your school should be the:
 - a. Principal
 - b. Curriculum Director
 - c. School Counselor
 - d. Career Development Facilitator (Career Specialist)
8. There are ____ EEDA performance standards that relate to teacher candidates.
 - a. 5
 - b. 12
 - c. 7
 - d. 6
9. EEDA requires that all South Carolina teachers be evaluated based on their classroom performance in career exploration and guidance.
 - a. True
 - b. False

Intern Work Sample Rubric

8-10

Teacher Candidate's Name _____ Instructor _____

TOTALS: E ___/5 A ___/5 UA ___/5 Must have 5 of 5 dimensions at A or E to pass: PASS ___ FAIL ___

Dimensions	Exemplary 40-33 points	Acceptable 32-22 points	Unacceptable 21-0 points
<p>1. Contextual Factors</p> <p>Check one: E ___ A ___ UA ___</p> <p><i>Aligned with:</i> APS 1.A APS 2.A</p>	<p>Comprehensive description of the relevant characteristics of the community and school. 7-6 points</p> <p>Comprehensive description of environmental and physical demands that may affect learning. 7-6 points</p> <p>Comprehensive description of specific relevant student characteristics is provided. Specific implications of these characteristics for instruction and assessment are provided. 20 points</p> <p>All sources cited in the narrative are referenced. References are correctly cited using APA. 3 points</p> <p>Demonstrates mastery of English language usage and writing skills with no mechanical errors. 3 points</p>	<p>General description of the relevant characteristics of the community and school. 5 points</p> <p>General description of environmental and physical demands that may affect learning. 5 points</p> <p>General description of relevant student characteristics is provided. General implications of these characteristics for instruction and assessment are provided. 18-12 points</p> <p>Most sources cited in the narrative are referenced. Most references are correctly cited using APA. 2 points</p> <p>Demonstrates mastery of English language usage and writing skills with few mechanical errors. 2 points</p>	<p>Minimal description of the characteristics of the community and school. Some may be irrelevant. 4-0 points</p> <p>Minimal description of environmental and/or physical demands that may affect learning. 4-0 points</p> <p>Minimal or no description of student characteristics is provided. Minimal or no implications for instruction and assessment. 11-0 points</p> <p>Few or no sources cited in the narrative are referenced. References are not cited using APA. 1-0 points</p> <p>Errors in English language usage and writing skills interfere with readability. 1-0 points</p>

Dimension	Exemplary 10-9 points	Acceptable 8-7 points	Unacceptable 6-0 points
<p>2. Unit goals</p> <p>Check one: E__ A__ UA__</p> <p><i>Aligned with:</i> APS 2.A</p>	<p>Unit goal(s) is/are challenging, appropriate and aligned with state and/or national standards reflect all of the big ideas of the unit. 4 points</p> <p>Compelling rationale for unit content beyond inclusion in standards. 4 points</p> <p>Demonstrates mastery of English language usage and writing skills with no mechanical errors. 2 points</p>	<p>Unit goal(s) is/are appropriate. Most are aligned with state and/or national standards. 3 points</p> <p>Adequate rationale for unit content beyond inclusion in standards. 3 points</p> <p>Demonstrates mastery of English language usage and writing skills with few mechanical errors. 1.5 point</p>	<p>Unit goal(s) is/are unclear and is/are not properly aligned with appropriate state and/or national standards. . 2-0 points</p> <p>Vague rationale for unit content. 2-0 points</p> <p>Errors in English language usage and writing skills interfere with readability. 1-0 point</p>

Dimension	Exemplary 40-37 points	Acceptable 36-29 points	Unacceptable 28-0 points
<p>3. Assessment plan and results</p> <p>Check one: E___ A___ UA___</p> <p><i>Aligned with:</i> APS 2.C APS 3.A APS 3.B</p>	<p>Content of pre-assessment targets highest priority elements of the unit goal(s). Each item/element is labeled by unit goal. 4 points</p> <p>Items (or elements) for unit goal(s) in pre-assessment are brief; they address excellent range of knowledge and skills from basic to challenging. 6 points</p> <p>Scoring method for pre-assessment is quick, easy, and yields organized, meaningful information. Mastery level specified. 6 points</p> <p>Significant patterns accurately analyzed and described based upon both pre-assessment data and contextual factors. Specific instructional decisions linked to analysis. 10.5 points</p> <p>Content of unit goal(s) is/are assessed before, during, and after instruction with multiple types of assessment. 6.5 points</p> <p>Appropriately labeled table includes all required elements for this dimension. Correct computation of averages. 5 points</p> <p>Demonstrates mastery of English language usage and writing skills with no mechanical errors. 2 points</p>	<p>Minor changes to the pre-assessment needed to address high priority content. Most items/elements are labeled by unit goal. 3.5 points</p> <p>Items (or elements) for unit goal(s) in pre-assessment need minor modifications; <u>or</u> range of knowledge and skills needs expanding. 5.5 points</p> <p>Scoring method for pre-assessment is too time-consuming <u>or</u> yields confusing information. Mastery level vague. 5.5 points</p> <p>Patterns generally analyzed and described based upon pre-assessment data or contextual factors. Instructional decisions linked to analysis, but lack specificity. 9.5 points</p> <p>Content of unit goal(s) is/are assessed before, during and after instruction. 5.5 points</p> <p>Appropriately labeled table includes all required elements for this dimension. Minor problems with computation of averages. 5 points</p> <p>Demonstrates mastery of English language usage and writing skills with few mechanical errors. 1.5 points</p>	<p>Significant changes to the pre-assessment needed to address content. Items/elements are not labeled. 2.5-0 points</p> <p>Items (or elements) for unit goal(s) in pre-assessment need significant modifications <u>and</u> range of knowledge and skills need significant expansion. 5-0 points</p> <p>Scoring method for pre-assessment is too time-consuming <u>and</u> yields confusing information. No mastery level included. 5-0 points</p> <p>Patterns vaguely described but are not based upon pre-assessment data or contextual factors. Instructional decisions are generic. 7-0 points</p> <p>Unit goal(s) is/are not assessed before, during, and after instruction. 4.5 points</p> <p>Inappropriately labeled table with some required elements missing. Incorrect computation of averages. 3 points</p> <p>Errors in English language usage and writing skills interfere with readability. 1 point</p>

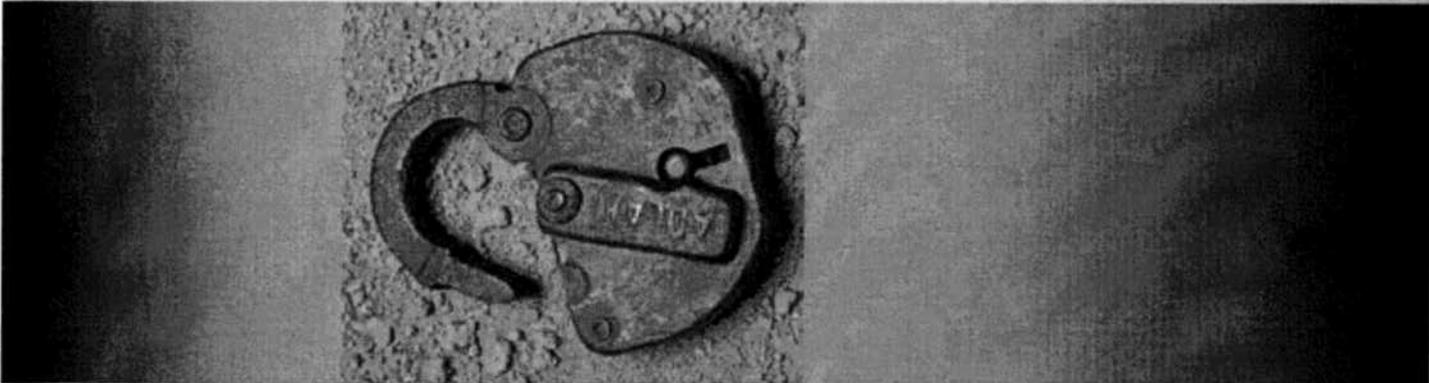
Dimensions	Exemplary 70-66 points	Acceptable 65-56 points	Unacceptable 55-0 points
<p>4. Detailed lesson plans and reflections</p> <p>Check one: E__ A__ UA__</p> <p><i>Aligned with:</i> APS 2.B APS 5.A APS 5.B APS 7.A APS 7.B</p>	<p>Lesson Planning: (35-32 points)</p> <ul style="list-style-type: none"> All state standards and/or specific learning objectives aligned with assessments Lessons show excellent rationale/relevance to the unit goal(s) Procedures clearly written All needed materials listed Accommodations related closely to individual student needs Assessments listed and attached Complete description of the use of technology in least one lesson Table of lessons and rationale for selecting the lessons (if applicable) <p>Lesson Reflections: (30 points)</p> <ul style="list-style-type: none"> Reflections accurately use student assessment data to summarize and analyze student performance. Reflections suggest specific changes to increase student learning through accommodations/modifications/extensions. <p>Writing Skills: (5 points) Demonstrates mastery of English language usage and writing skills with no mechanical errors.</p>	<p>Lesson Planning: (32-28 points)</p> <ul style="list-style-type: none"> State standards and/or specific learning objectives are generally aligned with assessments Lessons show general rationale/relevance to the unit goal(s) Procedures adequately written Some needed materials missing from the list Accommodations related to general student needs Most assessments listed and attached General description of the use of technology in at least one lesson <p>Lesson Reflections: (29-26 points)</p> <ul style="list-style-type: none"> Reflections accurately use student data to summarize and analyze student performance. Reflections suggest general changes to increase student learning <p>Writing Skills: (4 points) Demonstrates mastery of English language usage and writing skills with few mechanical errors.</p>	<p>Lesson Planning: (27-0 points)</p> <ul style="list-style-type: none"> State standards and/or specific learning objectives are rarely aligned with assessments Lessons show little or no rationale/relevance to the unit goal(s) Procedures vaguely written Materials list missing No accommodations described or they are not relevant to student needs Assessments missing Missing description of the use of technology <p>Lesson Reflections: (25-0 points)</p> <ul style="list-style-type: none"> Reflections vaguely or do not refer to student data when summarizing and analyzing student performance. Reflections vaguely suggest or do not address changes to increase learning <p>Writing Skills: (3-0 points) Errors in English language usage and writing skills interfere with readability.</p>

Dimension	Exemplary 40-38 points	Acceptable 37-31 points	Unacceptable 30-0 points
<p>5. Post-assessment plans and results</p> <p>Check one: E___ A___ UA___</p> <p><i>Aligned with:</i> APS 3.C</p>	<p>Post-assessment is attached and all items aligned with unit goal (s). Scoring and criteria for mastery clearly explained. All scoring instruments included. Logical and complete rationale for relationship to pre-assessment. 5 points</p> <p>Appropriately labeled table includes all required elements for this dimension. Correct computation of data. 3 points</p> <p>Prompt 1: Specific analysis of overall student learning of the entire unit which thoroughly references data to support conclusions. 5 points</p> <p>Prompt 2: Specific description of which unit goal/ lesson objective students did best on and which was most difficult. In depth explanation for causes. Reflect on causes if few gains were made 5 points</p> <p>Prompt 3: Detailed description of the most difficult goal or objective for students with thoughtful analysis of why these results occurred. Specific explanation of changes needed to ensure mastery by all students. 5 points</p>	<p>Post-assessment is attached and most items aligned with unit goal(s). Scoring and criteria for mastery lack specificity. All scoring instruments included. Vague but plausible rationale for relationship to pre-assessment. 4.5 points</p> <p>Table includes most required elements for this dimension. Computation of data with minor errors. 2.5 points</p> <p>Prompt 1: General analysis of student learning of the entire unit which references some data to support conclusions. 4.5 points</p> <p>Prompt 2: General comparison of student learning of various unit goals with analysis of why these results occurred. Limited reflection if few gains made. 4.5 points</p> <p>Prompt 3: General description of the most difficult goal or objective for students with some analysis of why these results occurred. General explanation of changes needed to ensure mastery by all students. 4.5 points</p>	<p>Post-assessment not attached or some post-assessment items lack alignment. Scoring and explanation of criteria for mastery are not identified or are inappropriate. Some scoring instruments included. Rationale for relationship to pre-assessment is missing. 4-0 points</p> <p>Inappropriately labeled tables with some required elements missing. Incorrect computation of data. 2-0 points</p> <p>Prompt 1: Superficial analysis of overall student learning of the entire unit which thoroughly references data to support conclusions. 4-0 points</p> <p>Prompt 2: Superficial comparison of student learning of various unit goals with little to no analysis of why these results occurred. 4-0 points</p> <p>Prompt 3: Superficial description of instructional changes to ensure mastery by all students for the most difficult unit goal. 4-0 points</p>

	<p>Prompt 4: Specific description of interventions (accommodations/modifications/extensions) used from D.1 and complete explanation of their effect on student learning. 5 points</p> <p>Prompt 5: Detailed discussion of particular strong or weak students and thoughtful reflection on how this will help inform future instruction. 5 points</p> <p>Prompt 6: Complete lists of use of all types of instructional technology by both teacher and students. Thoughtful reflection on benefits and/or drawbacks of technology chosen. 5 points</p> <p>Demonstrates mastery of English language usage and writing skills with no mechanical errors. 2 points</p>	<p>Prompt 4: General description of interventions (accommodations/modifications/extensions) used from D.1 and some explanation of their effect on student learning. 4.5 points</p> <p>Prompt 5: General discussion of particular strong or weak students and reflection on how this will help inform future instruction. 4.5 points</p> <p>Prompt 6: Either general or incomplete lists of use of instructional technology by both teacher and students. General reflection on benefits and/or drawbacks of technology chosen. 4.5 points</p> <p>Demonstrates mastery of English language usage and writing skills with few mechanical errors. 1 point</p>	<p>Prompt 4: Superficial description of interventions (accommodations/modifications/extensions) used from D.1 and little or no explanation of their effect on student learning 4-0 points</p> <p>Prompt 5: Superficial discussion of students' results and little or no reflection on how this will help inform future instruction. 4-0 points</p> <p>Prompt 6: Incomplete lists of use of instructional technology by either teacher or students. No reflection noted. 4-0 points</p> <p>Errors in English language usage and writing skills interfere with readability. .5-0 points</p>
--	--	---	--

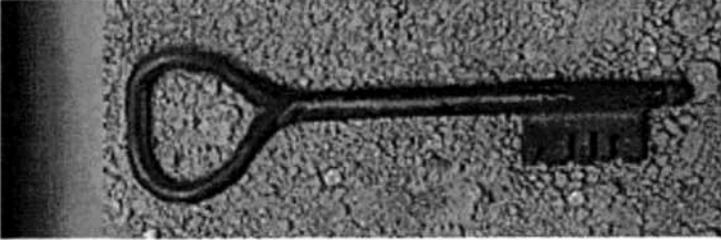
Appendix K

South Carolina Standards of Conduct



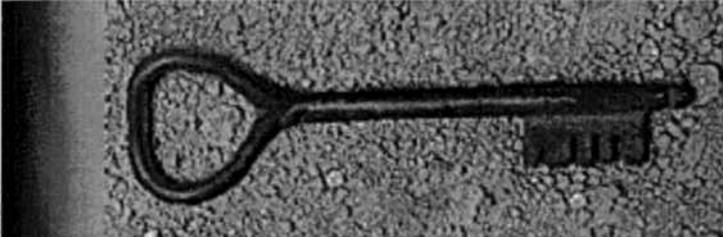
The Path to Admission

**Important information for
students seeking admission
to the Teacher Education
Program**



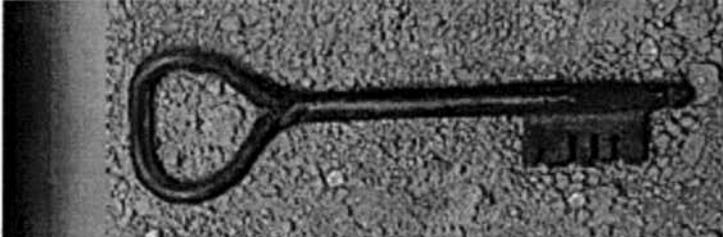
Purpose of this Meeting

- **To discuss the Conceptual Framework, Dispositions and Assessment for teacher candidates**
- **To explain the process for applying for admission to the Teacher Education Program**
- **To review important topics from the Undergraduate Student Handbook**



Our Mission Statement

- ◆ **The Richard W. Riley College of Education's Student Academic Services serves as an information and service center for matters concerning degree programs in the College. It has primary responsibility for coordination of academic advising, assignment of all field placements and internships in public schools, and all matters pertaining to certification. Student Academic Services coordinates admission to the Teacher Education Program, scholarships, special events sponsored by the College, and helps to ensure that academic requirements and regulations of the University are met.**

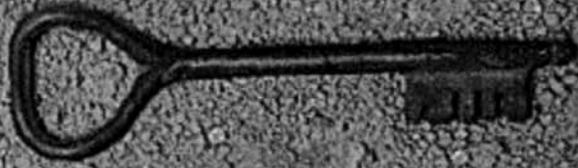


Laying the Foundation

- ◆ **Developing and Demonstrating the:**
 - **Knowledge - Content**
 - **Skills - Pedagogical**
 - **Dispositions -Values and Behaviors**
- ◆ **These areas are assessed through your academics, by your professors, and field experiences**

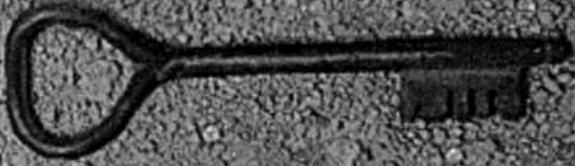
When do we assess? What do we ask?

- ◆ **Admission:** Does this person show promise as a future teacher?
- ◆ **Admission to the Internship:** Is this teacher candidate ready to work full-time (under supervision) with P-12 students?
- ◆ **During the Internship:** Is this teacher candidate developing into an effective teacher through work with youth and other members of the profession?
- ◆ **Exit from the Program:** Can this teacher candidate demonstrate competence in all of the objectives of our conceptual framework? Is he/she ready to take full responsibility for a classroom?



Dispositions We Assess

- ◆ **Fairness** - Assumes responsibility for all students in the classroom
- ◆ **Integrity** — Adheres to the moral , legal and ethical principles of the University and profession
- ◆ **Communication** - Interacts respectfully and shows sensitivity
- ◆ **Commitment** — Embraces the complexity of work through reflective practice and professional growth



The Conceptual Framework

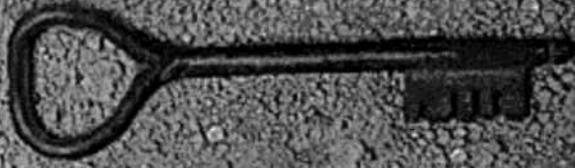
- ◆ The roadmap for what teachers graduating in teacher education will know and be able to do.

Teacher as Educational Leader



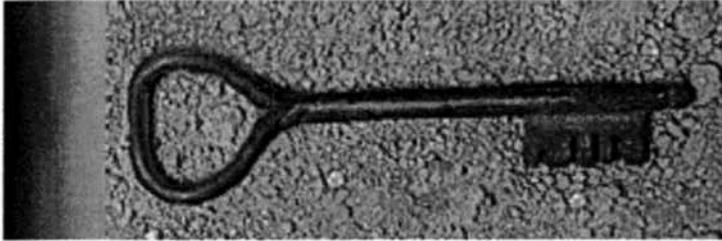
Organizing Concepts

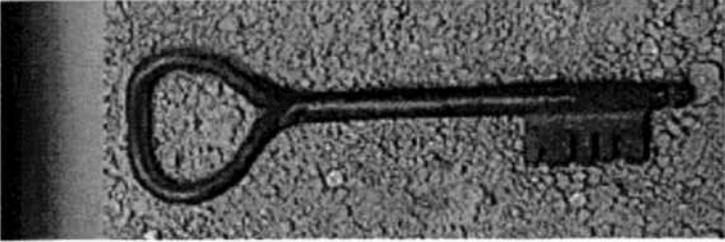
- ◆ **The Learner**
Exploratory Stage - understands family systems and characteristics
Pre-Professional Stage- understands the key elements of communicating with families to enhance learning.
- ◆ **The Society**
- ◆ **The Curriculum**
- ◆ **The Teacher**
- ◆ **The Educational Leader**



3 Gates in the Teacher Education Program

- ◆ Exploratory Stage ◆ Admission to Teacher Education
- ◆ Pre-Professional Stage ◆ Admission to the Internship Semester
- ◆ Professional Stage ◆ Exit from the Program and Recommendation for Certification





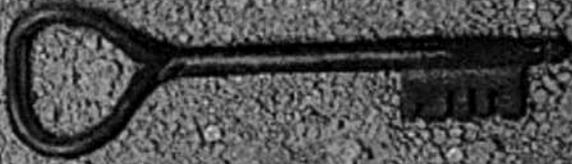
SC Codes of Conduct

- ◆ 59-25-160: “just cause” suspension
- ◆ 59-25-530: breach of contract
- ◆ 20-7-945: revocation due to lack of child support

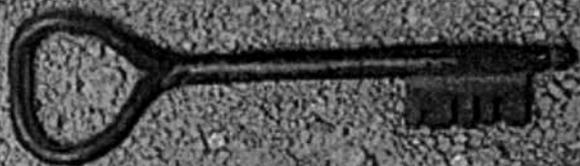
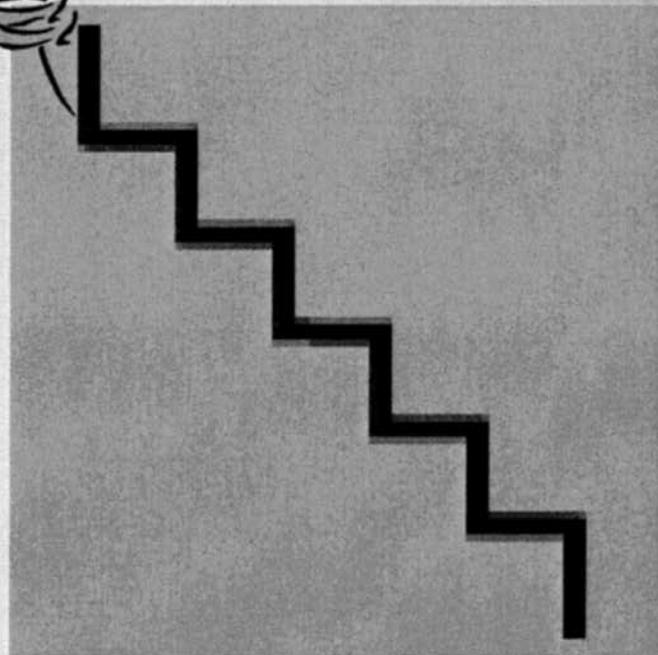
(Brochure was provided when you came in.)

Background Checks

It is required that all students doing a field experience **MUST** obtain a background and sexual predator check before going into school districts and all other entities where students are present. A course fee of \$25 attached to EDUC 110 to help cover the cost of this check. Students in EDUC 210 and 250 must complete the online SLED Criminal Background check. This initial background check will expire at the beginning of the upper level field experiences when an FBI check is required.



Steps to Admission



Admission to Teacher Education: Step One

- ◆ You must attend an information session and fill out the proper paperwork!

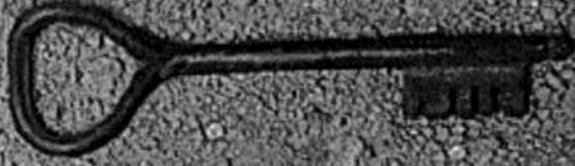


(If you can read this, then you have completed step one!)



Step Two – The Process

- ◆ You must submit an online admissions application at:
 - ◆ <http://www2.winthrop.edu/teachered/>
 - Please do not submit the application until you can answer “Yes” to all admission questions.



**Information about the application
process can be found at:**

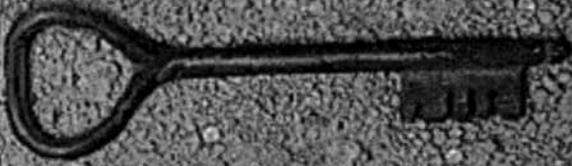
<http://www.winthrop.edu/coe/sas/default.aspx?id=11285>

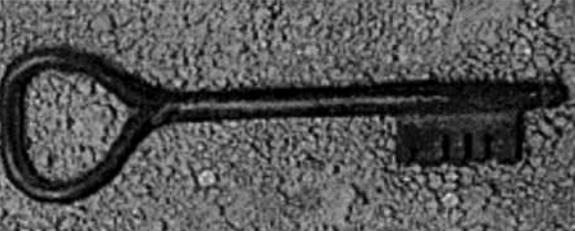
Please read all of this information carefully.



The Requirements

- ◆ 45 Semester hours with a 2.75 or better GPA (a GPA that must also be maintained)
- ◆ Completed
 - EDUC 110
 - EDUC 210
 - EDUC 275
 - All with a minimum grade of C
- ◆ Complete a 25-hour Youth Experience or completed Teacher Cadet with a B or better or be an active Teaching Fellow
- ◆ Write an admissions essay





Step Two: Requirements Continued

- ◆ Passed all three portions of the SC state mandated PRAXIS I – Code 5910 for Winthrop University
- ◆ Help passing these tests is available:
 - palmettoteachers.org (PSTA)
 - ets.org
 - collegeboard.org
 - actstudent.org
- ◆ Or score ACT (24) or SAT I (1650)

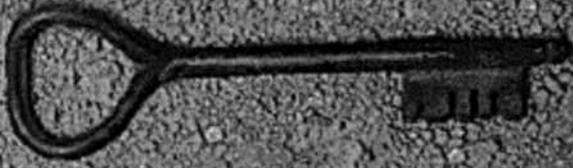
This is state law!

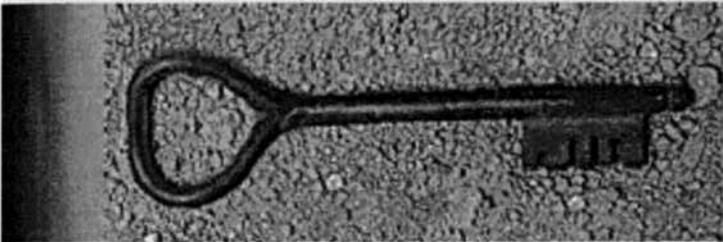


The Essay

◆ 5 paragraph-type structure

Section	Relation to Conceptual Framework (CF)
1. Introduction	
2. Experience 1: from general education coursework	Explain understanding of one objective in the exploratory stage of the CF
3. Experience 2: from core education courses (EDUC 110, 210, 275, maybe 250)	Explain understanding of a second objective in the exploratory stage of the CF
4. Experience 3: use youth experience	Explain understanding of a third objective in the exploratory stage of the CF
5. Conclusion	

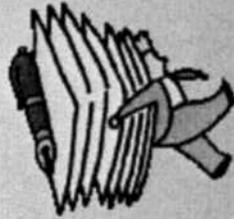




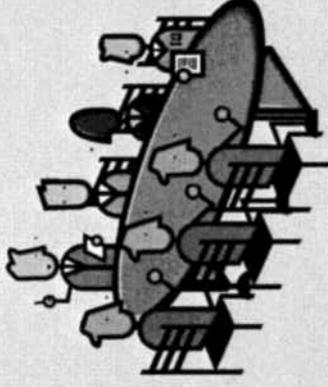
If you are asked to revise your essay, you can still register for restricted courses. This is known as **Provisional Acceptance**.

Look at the attached handout before you begin writing and submitting your essay.

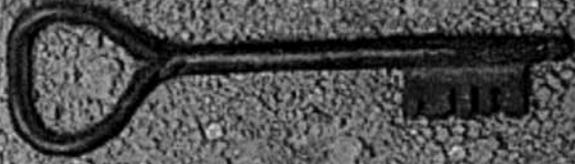
When submitting your essay a second or third time, please remember to type your signature on the last page and hit the submit button.



Step Three – The Review



- ◆ **The Admissions committee is made up of one member of either the Dept. of Curriculum and Pedagogy or Counseling, Leadership and Educational Studies and one from the your major department. This committee assesses the essay and ensures that all requirements are met.**



Step Four

- ◆ **Email is sent informing you that you may register for restricted courses and move forward in the Exploratory Stage Competency Review.**



Step Five

- ◆ Admissions Committee makes recommendation to the Dean



Step Six

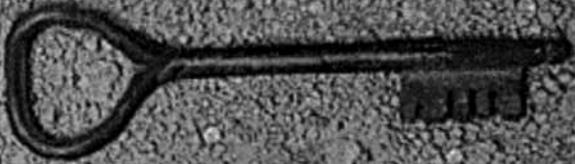
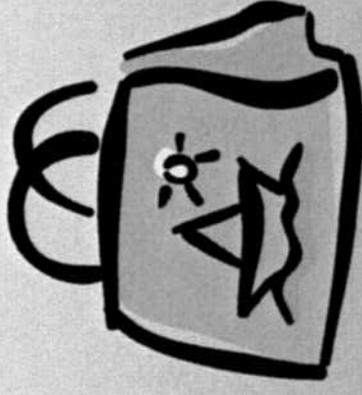
- ◆ Dean approves application.
- ◆ An email is sent offering you formal admission to the Teacher Education Program
- ◆ An official letter and packet of admission is mailed to you
- ◆ Name badge is ordered



Step Seven

- ◆ Accepted students are invited to a reception celebrating their acceptance in the Richard W. Riley College of Education.
- ◆ The Induction Ceremony is held once per year in Fall

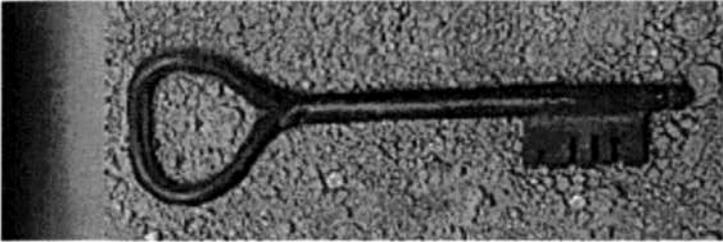
Receive *The Bag*



COE Scholarships

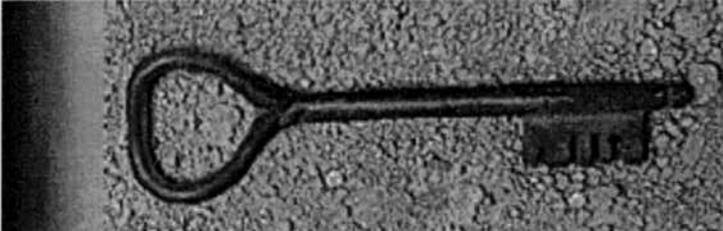
- ◆ Scholarships available each year
- ◆ Application available online on
After spring break 2011
- ◆ Awards will be for 2011-12 academic year
- ◆ Who will write your recommendation letter(s)?





SC Teachers Loan

- ◆ Available based on certification area or area of geographic need (see www.scstudentloan.org, then choose Teachers Loan)
- ◆ Applications available from Financial Aid office, SAS or online in February
- ◆ Must have already met testing requirement for admission to teacher education
- ◆ Must already have 2.75 GPA



Preparing Educational Leaders Undergraduate Student Handbook

- ◆ Specifically for Teacher Education Majors and Minors
- ◆ Available at <http://coe.winthrop.edu/sas/>
- ◆ -Check this site regularly for updates
- ◆ You are expected to read and adhere to policies therein
- ◆ Also, visit <http://www.scteachers.org/index.cfm>

Any Questions?

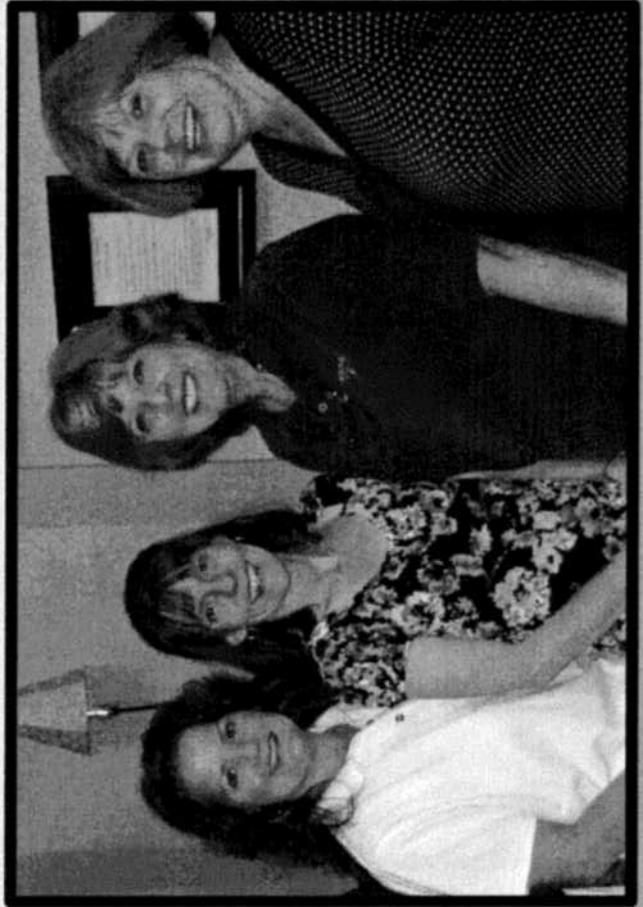
Student Academic Services

Withers 144

803-323-4750

gaylorr@winthrop.edu

minkd@winthrop.edu



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

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

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

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

The process for taking disciplinary action on an educator certificate:

1. The Department of Education may learn of possible grounds for disciplinary action on an educator certificate from a school district superintendent pursuant to State Board of Education Regulation

43-58.1, other states, the media, and individual complaints.

2. Once the Department of Education learns of conduct that may constitute just cause for disciplinary action, the Department will notify the educator of pending disciplinary action and of the educator's right to a hearing. The educator has fifteen days from the receipt of the notice to make a written request for a hearing.
3. If the educator fails to request a hearing within this time frame, he or she will waive the right to a hearing and the State Board may impose disciplinary action based on the information presented by the Department.
4. If the educator requests a hearing, a hearing will be conducted before the Board or a hearing officer, pursuant to State Board of Education Rule BCAF, Procedures for Educator Certification Hearings.

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

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

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

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

It is a great honor to, once again, unite with South Carolina's educators to improve the quality and scope of learning in our schools. As educators, you are not only critical to the progress of our children and our state, you are also held to the highest professional standards. Our citizens expect excellence, compassion, creativity, and competence. In fact, the very nature of our work demands that we set a daily example for our children by respecting and obeying the law as well as demonstrating personal integrity and honesty. Please review this pamphlet carefully to ensure that you are familiar with and adhering to South Carolina's high standards of conduct for educators.

—Dr. Jim Rex
Superintendent of Education

WINTHROP UNIVERSITY
Richard W. Riley College of Education
TEACHER EDUCATION PROGRAM

Application for admission to the Teacher Education Program is an on-line process: www.winthrop.edu/teachered
 Before applying for admission to the Teacher Education Program, I understand that I must:

- obtain a cumulative GPA of at least 2.75 and have completed 45 semester hours of coursework (15 at Winthrop for transfer students)
- complete EDUC 110, 210, and 275 with a grade of C (not C-) or better
- successfully complete the South Carolina testing requirement by achieving current minimum scores (see SAS web site: <http://coe.winthrop.edu/sas/>) on either the SAT I, ACT, or PRAXIS I
- complete 25 hours of Youth Experience, which may have been accomplished through either the Teacher Cadet or the Teaching Fellows Programs
- meet all of these requirements before I will be allowed to progress into restricted courses (as listed in the Winthrop University Undergraduate Catalog) in the Teacher Education Program

In addition:

- I have been made aware of the Standards of Conduct for South Carolina Educators (SBE Reg. 43-58) and have received a copy of the brochure.
- I know that upon admission, a fee of \$200 will be billed to my Winthrop account in order to offset the costs of the Teacher Education Program.

Print Your Name	Student Id #	Major	Advisor's Name
Your Signature	Date		
Distribution:	White-SAS	Yellow-Advisor	Pink-Student

Appendix L

South Carolina
Safe School Climate Act

EDUC 660 Personal Management Plan Description

Part One: Contextual factors and classroom management

Step 1: Collect data- Complete a chart in which you:

- Describe your classroom. For example, list the developmental levels, interests, cultures, ability levels, SES, race/ethnicity, gender, special needs, language, etc. of your students in the chart provided. You may obtain this information from the classroom teacher, counselor, permanent records, etc. Note the number of students in each category.
- Try to be as thorough as possible. For example, if you have students with disabilities include relevant BIP and IEP goals. If you have students who are native speakers of other languages, note the number of students and their approximate level of language proficiency---Limited English Proficiency (LEP) vs. English Language Learners (ELL). Keep in mind that this information is for the class to whom you are teaching your field placement unit.

Step 2: Discuss- Write a research based analysis of your students in which you:

- Discuss how specific relevant student characteristics as indentified in the chart you created (e.g., developmental levels, interests, cultures, ability levels, SES, race/ethnicity, gender, special needs, language, etc.) might influence in class behaviors. For example, research suggests that students identified as having a learning disability may misinterpret or not recognize facial cues; which could mean the student would be unable to follow directions given in that manner by classmates or teachers (Evers & Spencer, 2011). How could this knowledge affect your personal management plan? Additionally, cultural diversity can account for behavioral differences.
- Remember to use research based sources and references because they are more reliable than your personal observations or hearsay.

Part Two: My classroom rules and procedures

Rules and procedures for your classroom should be based on the instructional and environmental demands as well as requirements for establishing a safe and appropriate learning environment. In the following section:

- Discuss how you will collaborate with students to determine class rules.
- List the rules that you plan to establish or think will result from this collaboration.
- Next, explain how you will teach these rules to ensure that all students understand, agree upon, and can comply with these rules.
- Finally, explain how you will provide adequate notice of your rules to students and their parents.
-

In addition to their rules, effective teachers have procedures and routines in place for conducting interactions. In the following section, explain the procedures you will use to manage these situations and/or others you think may be necessary in your classroom:

- List, the procedures you plan to establish.
- Next, explain how you will teach these procedures to ensure that all students understand and can comply with these procedures.
- Finally, explain how you will provide adequate notice of your procedures to students and their parents.

Part Three: My Management Strategies for Positive Behavior Support and Intervention

As an effective teacher, you must work to minimize the occurrence of inappropriate behavior while supporting students as they learn appropriate social skills, self-control, and self-monitoring skills. Even the most effective teacher's notice inappropriate behavior in their classrooms; therefore, you must have a plan of action for such times. Complete the following section to develop your plan for responding to a broad spectrum of student behaviors:

My Strategies for all students (Tier I)

- In addition to my classroom rules and routines, I will take the following steps to minimize the occurrence of behavior problems in my classroom and to teach the core values of my school and of society. In this section, include your plan for preventing bullying by the students in your class. Include specific strategies, activities, and materials you plan to use. Include references.

My Supportive Management Strategies (Tier II):

- In order to help my students learn appropriate social skills, self-control, and self-monitoring skills; I will employ the following supportive measures:
 - List and describe the specific metacognitive and cognitive strategies, and any other methods that you can utilize to teach students these skills.

My Corrective Management Strategies (Tier III):

When my students display disruptive and noncompliant behaviors, I will use the following corrective measures:

Part Four: My management goals for my Internship

In this section, you should list three (3) classroom management goals. These goals should be ones that you believe are important to your personal growth as an effective classroom manager.

Provide a rationale for your goals:

This rationale should demonstrate your understanding of human development/educational psychology and the principles of effective teaching/classroom management you have learned in your Winthrop course work, your classroom observations, and your field experience.

EDUC 660 Rubric for Personal Management Plan

Points earned ____ /60

Performance component	Exemplary 100– 94%	Acceptable 93% - 74%	Unacceptable 73 – 0%
Contextual Factors ____/10	<p>Comprehensive understanding of the characteristics of the students in the classroom and setting demands that may affect learning.</p> <p>Detailed description of all relevant student characteristics is provided. Several specific implications of these characteristics for instruction and assessment are provided.</p> <p>Reliable sources referenced correctly.</p> <p>____/ 9.5-10 points</p>	<p>Adequate understanding of the characteristics of the students in the classroom and setting demands that may affect learning.</p> <p>Description of at least three student characteristics is provided. Some general implications for instruction and assessment are provided.</p> <p>Reliable sources referenced correctly.</p> <p>____/ 9-7 points</p>	<p>Little if any understanding of the characteristics of the students in the classroom and setting demands that may affect learning.</p> <p>Description of at least two or fewer student characteristics is provided. Minimal or no implications for instruction and assessment.</p> <p>Some or no sources referenced correctly.</p> <p>____/ 6-0 points</p>
My Classroom Rules ____/10	<p>Rules and procedures that are appropriate for content/grade level.</p> <ul style="list-style-type: none"> ▪ A plan for collaborating with students to establish the rules. ▪ A plan for teaching the rules and procedures for understanding and compliance: ▪ A Plan for meeting the standard of adequate notice. <p>____/9.5-10 points</p>	<p>Rules and procedures that are generally appropriate for content/grade level but require some revision.</p> <ul style="list-style-type: none"> ▪ The plan for collaborating with students to establish the rules requires some revision. ▪ The plan for teaching the rules and procedures for understanding and compliance requires some revision. ▪ The Plan for meeting the standard of adequate notice requires some revision. <p>____/ 9-7 points</p>	<p>Few or no rules appropriate for content/grade level OR may require substantial revision.</p> <ul style="list-style-type: none"> ▪ The plan for collaborating with students to establish the rules requires substantial revision. ▪ The plan for teaching the rules and procedures for understanding and compliance requires substantial revision. ▪ The plan for meeting the standard of adequate notice requires substantial revision or is nonexistent. <p>____/ 6-0 points</p>
My Management Strategies ____/30	<ul style="list-style-type: none"> ▪ Bullying Plan is comprehensive including strategies, activities, and materials for the content/grade level. (Tier I) ▪ Supportive Management Strategies (Tier II) are comprehensive including metacognitive and cognitive strategies for developing self-regulatory behavior. ▪ Corrective Management Strategies (Tier III) are comprehensive and detailed for content/grade level. ▪ Plan for demonstrating a reasonable standard of care is appropriate for content/grade level. <p>____28-30 points</p>	<ul style="list-style-type: none"> ▪ Bullying Plan is generally acceptable including strategies, activities, and materials for the content/grade level but requires some revision. (Tier I) ▪ Supportive Management Strategies (Tier II) are generally acceptable including metacognitive and cognitive strategies for developing self-regulatory behavior but requires some revision. ▪ Corrective Management Strategies (Tier III) are acceptable for content/grade level but requires some revision. ▪ Plan for demonstrating a reasonable standard of care is acceptable for content/grade level but requires some revision. <p>____/22-27 points</p>	<ul style="list-style-type: none"> • Bullying Plan has few acceptable including strategies, activities, and materials for the content/grade level and is unacceptable or requires substantial revision. • Supportive Management Strategies (Tier II) are unacceptable for content/grade level or requires substantial revision. • Corrective Mgmt. Strategies are insufficient or inappropriate for content/grade level and require substantial revision. • Plan for demonstrating a reasonable standard of care is missing, insufficient, or inappropriate for content/grade level and requires substantial revision. <p>____/21-0 points</p>
My goals for Internship ____/10	<p>Work demonstrates <u>advanced</u> understanding of personal management skills, human development, & principles of effective teaching.</p> <p>____/9.5-10 points</p>	<p>Work demonstrates <u>average</u> understanding of personal management skills, human development, & principles of effective teaching.</p> <p>____/9-7 points</p>	<p>Work demonstrates <u>minimal</u> understanding of personal management skills, human development, & principles of effective teaching.</p> <p>____/6-0 points</p>

Appendix M

Dance Education Lesson Plan and Rubric

LESSON PLAN FORMAT-DANCE CONTENT AREA WINTHROP UNIVERSITY

(The name of each category should be bold. Single space this section.)

Educator: Name

Date: 9/17/07

Target Age group/level: 7th grade

Length of lesson: 45 minutes

(The name of each category should be bold. Single space the information in each category, but double space the different entries in this section.)

Focus of lesson: The focus of the lesson includes the **content** and **skills** that will be taught and learned. Also consider the theme of the lesson that connects all of the material that you will cover when teaching the aforementioned **content** and **skills**. You can either write this as a list or in complete sentences. Make sure that if you write this as a list that only the first letter of each phrase is capitalized. Furthermore, use a format for punctuation that makes sense if you do not write this part of the plan in complete sentences.

Materials: The materials are the things that are needed to teach the lesson, e.g. cd player, white board, a specific cd, a dvd or video, dice, props, etc.

Resources: List any specific resources that you used to plan your lesson in this part of your plan, e.g. *Dance Teaching Methods and Curriculum Design* by Gayle Kassing and Danielle Jay, the Kennedy Center/Arts Edge web site, American Ballet Theatre Dance Curriculum Guide, etc. If you need to cite something in your plan, please do so using an academic citation style.

National/State Curriculum Standards: Please include the appropriate content standards and their respective indicators. Type the entire content standard and/or indicator and its corresponding number/letter into the lesson plan template. Also, indicate if only part of a standard applies to this lesson.

Vocabulary: Include any vocabulary words that you will introduce or review while teaching this lesson. Please indicate which terminology is being introduced and which terminology is being reviewed.

<p>Learning Objectives Please make the names of the categories in this table bold)</p>	<p>What should follow is a list of what students should be able to attain by the conclusion of the lesson. You should be able to measure each objective by observing the students at work or by evaluating their work at the conclusion of the lesson.</p> <p>Begin with the prompt: Students will be able to:</p>	<p>Provide a rationale for your learning objectives by demonstrating how learning objectives are developmentally appropriate.</p>
---	--	---

	<p>Each phrase in the list should not begin with a capital letter and should conclude with a semi-colon. The final phrase will end with a period. Phrases should begin with active words that exemplify students as active participants in the teaching/learning environment: e.g. demonstrate, choreograph, perform, create, describe, identify, compare, etc. The format should appear in a numbered/ list format. E.g. Students will be able to:</p> <ol style="list-style-type: none"> 1. perform three locomotor movements on three different levels; and 2. describe the difference between locomotor and nonlocomotor movement. 	
Connection to previous learning	<p>Include the activity that will occur before the lesson that guides the students toward the day's lesson through a reflective exercise. E.g. Perhaps the students write a journal for the first few minutes of class? Or, maybe they will spend some time warming up by doing some exercises/stretchers that you taught them in a previous lesson? Maybe the students will spend a few minutes reviewing some movement material that they learned the day before?</p> <p>Please include how the focus of the lesson connects to previous learning.</p>	
Instructional Procedures	<p>Please write out each step clearly so another person could teach your lesson by looking at your plan. Write this part of your plan in sections that represent how you would teach it. The sections of your instructional procedures should include and highlight the introductory, developmental, and concluding activities in your plan. This section should include what you are going to do, how you are going to do it, when each procedure will occur, and your instructional script for the lesson. Please include the length of time that each section of the lesson will require. This section should also include any</p>	<p>Please indicate how learning activities reflect the ten principles of Brain-Compatible Dance Education discussed by Anne Green Gilbert as a rationale for instruction.</p> <p>Provide information about how MI Theory and philosophies of education discussed in class are present during instruction.</p>

	instructional modifications. Please place modifications at the end of each instructional strategy.	
Assessment of each objective	This section should include and highlight both the formative assessment that will occur during the lesson and the summative assessment that will occur at the conclusion of the lesson. You will need to indicate both informal and formal methods of assessment. Please include an assessment scale, rubric, or checklist with your lesson plan. Make sure that your assessment tool(s) are comprehensive enough, but not too comprehensive. Remember, you cannot see everything in one lesson. Remember the assessment/evaluation tools that you use should be appropriate for the lesson taught and should align with your content, objectives, and focus.	Provide a rationale for your assessments. How do they align with your learning objectives, and how do they provide a means for fairly assessing student learning?

****Reflection should always occur at the conclusion of any lesson. Always write a few notes for yourself, attach them to the lesson in question, and keep them in your archives.**

DCED 591.001
Principles of Teaching Dance

Grading Criteria for Lesson Plans

Your lesson plans will be evaluated according to the criteria listed below.

Exemplary 4.9-5 points	Acceptable 4.5-4.8 points	Emerging 4-4.4 points	Unacceptable 3.9 points and below
<p>All dance standards reflect the learning objectives, skills that students will acquire from the content being taught, instructional strategies employed, and assessment instruments/procedures used to evaluate student learning.</p>	<p>Most of the dance standards reflect the learning objectives, skills that students will acquire from the content being taught, instructional strategies employed, and assessment instruments/procedures used to evaluate student learning.</p>	<p>Some but not all of the dance standards reflect the learning objectives, skills that students will acquire from the content being taught, instructional strategies employed, and assessment instruments/procedures used to evaluate student learning.</p>	<p>Dance standards do not reflect the learning objectives, skills that students will acquire from the content being taught, instructional strategies employed, and assessment instruments/procedures used to evaluate student learning.</p>
<p>All learning objectives align with the content, instructional methods, and assessment instruments/procedures.</p>	<p>Most of the learning objectives align with the content, instructional methods, and assessment instruments/procedures.</p>	<p>Some of the learning objectives align with the content, instructional methods, and assessment instruments/procedures.</p>	<p>Few or none of the learning objectives align with the content, instructional methods, and assessment instruments/procedures.</p>
<p>All assessment strategies align with the content being taught and instructional methods employed and allow for an accurate and fair evaluation of student work.</p>	<p>Most assessment strategies align with the content being taught and instructional methods employed and allow for an accurate and fair evaluation of student work.</p>	<p>Some of the assessment strategies align with the content being taught and instructional methods employed and allow for an evaluation of student work that might not be entirely fair and/or accurate.</p>	<p>Few or none of the assessment strategies align with the content being taught and/or do not allow for an accurate evaluation of student work.</p>
<p>All content is organized</p>	<p>Most of the content is</p>	<p>Some of the content is</p>	<p>Content is not</p>

<p>in a logical, sequential fashion, reflects previous learning, includes introductory, developmental, and concluding activities, and transitions between activities are seamless.</p>	<p>organized in a logical, sequential fashion, reflects previous learning, includes introductory, developmental, and concluding activities, and most transitions between activities are seamless.</p>	<p>logical and sequential and maintains a connection to previous learning, introductory, developmental, and concluding activities are present but the connection between them and/or how they introduce, develop, and conclude the lesson is not clear, transitions between activities occur but not all are seamless.</p>	<p>organized in a sequential fashion, does not connect to previous learning, does not include appropriate introductory, developmental, and concluding activities, and transitions between lessons are not seamless.</p>
<p>All of the aspects of the lesson represent a cohesive whole.</p>	<p>Most of the aspects of the lesson represent a cohesive whole.</p>	<p>Some aspects of the lesson align but not all represent a cohesive whole.</p>	<p>The various aspects of the lesson do not represent a cohesive whole.</p>
<p>An appropriate amount of time is allotted for all learning activities and is consistent with cognitive, kinesthetic, psychological, and aesthetic development of the age group being taught.</p>	<p>An appropriate amount of time is allotted for most learning activities and is mostly consistent with cognitive, kinesthetic, psychological, and aesthetic development of the age group being taught.</p>	<p>An appropriate amount of time is allotted for some learning activities and is somewhat consistent with cognitive, kinesthetic, psychological, and aesthetic development of the age group being taught.</p>	<p>An appropriate amount of time is not allotted for learning activities and is not consistent with cognitive, kinesthetic, psychological, and aesthetic development of the age group being taught.</p>
<p>Entire lesson is content rich with an emphasis on adequate instruction as opposed to guided practice.</p>	<p>The majority of the lesson is content rich with some emphasis on instruction as opposed to guided practice.</p>	<p>Some content is present in the lesson, which consists of minimal instruction and guided practice.</p>	<p>The lesson is not content rich and consists mostly of guided practice.</p>

Appendix N

Evidence of Winthrop University Annual Report Submissions



January 5, 2011

Dr. Caroline Everington
Associate Dean
College of Education
106 Withers Building
Winthrop University
Rock Hill, SC 29733

Dear Caroline,

I have examined the annual reports that your unit has submitted to the Office of Educator Preparation, Support, and Assessment over the past three years. Your unit has provided us with annual reports as requested.

Some of these reports, such as AACTE/NCATE and Title II will be provided in your evidence room for NCATE Standards 1-6, and your assessment and diversity plans will be evident, in part, in your IR in NCATE Standards Two and Four.

This letter is intended as evidence of your compliance with the state standard regarding annual reporting.

Sincerely,

Don Stowe, Ph.D.
Education Associate

Appendix O

Diversity Plan

Winthrop University

Richard W. Riley College of Education Diversity Plan

Accepted by the Faculty Assembly of the College of Education on April 20, 2009

- I. Design, Implementation, and Evaluation of Curriculum that Supports Candidate Ability to Teach Learners from Underrepresented Groups
 - a. Goal Ia: .Provide curriculum and assess teacher candidates ability to work with learners with special needs
 - i. Action 1: Continue to design and implement curriculum in which teacher candidates learn how to modify instruction for learners with special needs
 - ii. Action 2: Identify a field experience in which all candidates will apply modifications for learners with special needs and collect assessment evidence of the planning, application, and assessment of the application
 - iii. Action 3: Provide each candidate with at least one field experience in which the candidate works with learners with special needs
 - b. Goal Ib: .Provide curriculum and assess teacher candidates ability to work with limited English proficient students
 - i. Action 1: Identify coursework and a related assessment that shows teacher candidates knowledge of the process of 2nd language acquisition
 - ii. Action 2: Identify coursework and a related assessment that shows teacher candidates' ability to to design strategies to support the learning of students whose 1st language is not English
 - iii. Action 3: Provide each candidate with at least one field experience in which the candidate works with learners of limited English proficiency
- II. Candidate Experiences Working with Faculty from Underrepresented Groups
 - a. Goal IIa: .Recruit faculty from underrepresented groups, being mindful of South Carolina population demographics
 - i. Action 1: Collect and review data on faculty diversity annually, including data on mentor teachers and internship supervisors
 - ii. Action 2: Engage in proactive recruitment of faculty from underrepresented groups, using multiple recruitment approaches
 - iii. Action 3: Use a university minority faculty support group during the hiring process for faculty candidates from underrepresented groups
 - iv. Action 4: Recruit members from underrepresented groups as mentor teachers and internship supervisors

- b. Goal IIb: Retain faculty from underrepresented groups
 - i. Action 1: Collaborate across university colleges to form support groups for faculty from underrepresented groups
 - ii. Action 2: Survey faculty from underrepresented groups to determine ongoing needs and provide necessary mentoring and support
 - iii. Action 3: Provide mentoring for first year faculty from underrepresented groups by other faculty from the underrepresented group
 - iv. Action 4: Conduct an exit interview when faculty from underrepresented groups end employment with the College of Education to gather information about ways to support future faculty from underrepresented groups

III. Attracting, Supporting, and Retaining Candidates from Underrepresented Groups

- a. Goal IIIa: Attract candidates from underrepresented groups
 - i. Action 1: Collaborate with a variety of university and student groups to increase the number of education candidates from underrepresented groups
 - ii. Action 2: Work with outside groups such as CERRA, York Technical College, local high schools, and others to attract candidates from underrepresented groups.
 - iii. Action 3: Annually evaluate candidate diversity to determine success of recruitment efforts and to determine further recruitment efforts
- b. Goal IIIb: Support. and retain. candidates from underrepresented groups
 - i. Action 1: Actively promote programs to increase university advising efforts for at-risk students upon enrollment
 - ii. Action 2: Continually evaluate retention of students from underrepresented groups to determine further support and retention efforts.

IV. Candidate Experiences working with Learners from Underrepresented Groups

- a. Goal IVa: Provide candidates with opportunities to observe and teach diverse students
 - i. Action 1: Provide candidates with the opportunity to observe and teach students who are linguistically and culturally diverse
 - ii. Action 2: Provide candidates with the opportunity to observe and teach students with special needs
- b. Goal IVb: Require that candidates demonstrate requisite skills and dispositions necessary for working with diverse learners:

- i. Action 1: Require candidates to plan and deliver effective instruction for diverse learners
- ii. Action 2: Require candidates to demonstrate classroom behaviors consistent with fairness and the belief that all students can learn
- iii. Action 3: Require candidates to demonstrate sensitivity to diversity issues, including gender and cultural perspectives, when communicating with students and their families.

Appendix P

Diversity Committee
Summary Report

2013-14 Annual Report
Riley College of Education
Diversity Committee

Members

- Carol Marchel, Curriculum & Pedagogy, Committee Chair
- Wanda Briggs Counseling, Leadership, and Educational Studies, College of Education
- Wendy Campbell, Social Work, College of Arts & Sciences
- Caroline Everington, Associate Dean, College of Education
- Rebecca Evers, Counseling, Leadership, and Educational Studies, College of Education
- Sherrell Fuller, Curriculum & Pedagogy/ffTeaching Fellows Director, College of Education
- Stephen Gundersheim, Thetre and Dance, college of Visual and Performing Arts
- Shelley Hamill, Physical Education, Sport, and Human Performance, College of Education
- Kavin Ming, Curriculum & Pedagogy, College of Education
- Gayle Rogers, EL Coordinator, Rock Hill Schools
- Gayle Sawyer, Counseling, Leadership, and Educational Studies, College of Education
- Elke Schneider, Counseling, Leadership, and Educational Studies, College of Education
- Carol Shields, Curriculum & Pedagogy, College of Education
- Joneka Simmons, Principal, Ebenezer Elementary, Rock Hill Schools
- Seymour Simmons, III, Art and Design, College of Visual and Performing Arts
- Jane Turner, Director, SC Center for Educator Recruitment, Retention, and Advancement (CERRA)
- Kevin Hood, Principal, Hunter Street Elementary, York Co. Schools.
- Jackie Brockington, Call Me Mister Director

Meeting Dates

Note the minutes for each of these meeting dates are located at:

<https://c1.livetext.com/doc/3746708>

Meeting 1: September 12, 2014

Meeting 2: October 24, 2014

Meeting 3: January 23. 2014

Meeting 4: April 10, 2014

Goals for 2014

Primary goal was to focus on faculty diversity, the one AFI (Area for Improvement) noted on our most recent NCATE certification. Within this broad goal, several areas of focus were targeted this year:

1. To continue to review and monitor faculty and field teacher diversity.
2. To prepare diversity committee members to serve on search committees.
3. To plan for faculty diversity training in the College of Education.

Relevant Actions Taken

1. Planned and facilitated Diversity training within the college and beyond for faculty and administrators, through work with Dr. Robin Chapman, Feb, 2014: Dr. Chapman, Multicultural Director, Wellesley, and Faculty Diversity consultant, was hired to present information to the unit and institution on faculty diversity. She was at Winthrop Feb 12th, 13th, and 14th. Dr. Chapman presented faculty diversity workshops with Arts & Science Chairs, COE Chairs, Deans, COE Chairs, and other Administrators: and COE Faculty. She also met with Deb Boyd and the Diversity Committee.

2. Included Diversity Committee representatives on two of the three 2013-14 search committees. One of these searches resulted in a diverse hire, and in another, a diverse candidate was brought in for an interview, but not hired.

3. Retention data was tracked and reviewed to show a 98% retention rate once candidates are admitted into the College of Education, usually following their sophomore year. Data show equal retention of diverse candidates and males at this point. Data have not been reviewed on recruitment vs. admission or retention during first 2 years of attendance.

4. Faculty diversity was reported and reviewed several times over the year. Data review showed that at the end of 2012 school year, faculty diversity in tenure track lines was 8%, and part-time faculty diversity 6%. The unit reported 23% males, but most of these are not in teacher preparation programs. When data was compared to the 27% overall student diversity data, it appeared faculty diversity continued to be an area of concern, and is a target carried over to the 2014-15 year.

5. The committee reviewed the data on intern Mentor Teacher diversity from Fall 2013. We tracked the same data for 2011, 2012 and Spring of 2013. In 2013, there were 45 diverse Mentors available, but only 8 served as mentors. This meant that 6.9% of all interns had a diverse Mentor. Mentor teacher diversity is not representative of our approximately 27% diverse student body or the state population demographic.

In comparison to earlier years, we have increased placements with diverse mentors from 2.4% to 6.9%, but the ratio has dropped since the 2012-13 year when over 10% of all interns were placed with diverse mentors. The number of diverse Mentors has increased slightly from 39 in Spring 2011 to 45 in Fall 2013, but the change is not substantial, and the Fall diverse Mentor availability has dropped slightly from 52 in the 2012-13 year.

6. Serving as an Advisory Board for Call Me Mister. The 2013-14 year marked the beginning of the development of a Winthrop Call Me Mister Program. This program recruits and supports African American males in pre-teaching programs. The Diversity met with the program director, Jackie Brockington, and began to serve as the program board. Mr. Brockington became a new member of the Diversity Committee and began working with Sherrell Fuller, Teaching Fellows Director, to develop shared program goals.

Goals/recommendations for 2014/15

1. Continue to track and support faculty diversity efforts, including:
 - a. Tracking the number of diverse faculty and field mentors
 - b. Continue to prepare search committees about hiring practices
 - c. Continue to place a representative from the Diversity Committee on search committees. This includes Chair searches.
 - d. Improve outreach to potential diverse candidates to develop a potential pool of future faculty.
 - e. Prepare a one-page summary of recommendation for diverse hiring practices for Chairs, Faculty, Deans and other Administrators (Kavin Ming and Carol Marchel in charge)
2. Work closely with the Rex Institute to increase candidate field work and internships with diverse Host and Mentor Teachers.
3. Use the Diversity Committee as a board for the Call Me Mister Program
4. Collect and analyze student retention prior to admission to the College
5. Analyze recruitment to determine recruitment patterns of diverse candidates

Appendix Q

Table On
Candidate Diversity

St4 Exhibit6: Diversity of Candidates in Professional Education

	Candidates in Initial Teacher Preparation Programs*		Candidates in Advanced Preparation Programs		All Students in the Institution**		Diversity of Geographical Area Served by Institution (South Carolina)	
	Fall 2009						2009	
	N	%	N	%	N	%	N	%
American Indian or Alaska Native**	4	0.4%	0	0%	26	.42%	18,242	0.4%
Asian***	9	0.9%	2	0.7%	94	1.51%	59,296	13%
Black or African American	208	21%	70	25.4%	1589	25.5%	1,286,272	28.2%
Native Hawaiian or Other Pacific Islander**	N/A	N/A	N/A	N/A	N/A	N/A	4561	0.1%
Hispanic	15	1.5%	3	1.1%	116	1.86%	205,255	4.5%
White	749	75.5%	200	72.5%	4267	68.4%	3,114,872	68.29%
Two or more races*	N/A	N/A	N/A	N/A	N/A	N/A	50,174	1.1%
International/non-resident alien students	7	0.7%	1	0.4%	149	2.4%	N/A	N/A
Race/ethnicity* unknown	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
TOTAL	992	100%	276	100%	6241	100%	4,561,242	100%
Female	808	81.5%	229	83%	4306	69%	2,339,917	51.3%
Male	184	18.5%	47	17%	1935	31%	2,221,325	48.7%
TOTAL	992	100%	276	100%	6241	100%	4,561,242	100%

*Note: The unit, Winthrop University, and the state do not track those indicating more than one race or those with unknown races.

**Note: Winthrop University does not track Native Hawaiian/Pacific Islanders, those indicating more than one race, or those whose race is unknown. SC does not track race or ethnicity unknown.

***Note: The unit combines Asian and Pacific Islanders as one category. We report both as "Asian" here.

Appendix R

List of Proficiencies Related to Diversity in the MAT Program

**St4_Exhibit_1: List of Proficiencies Related to Diversity
Master of Arts (MAT) in Teaching Program**

Location	Theme	Proficiency
<p align="center"><u>Master of Arts in Teaching</u> Conceptual Framework: <u>Concept 1. Instruction</u></p> <p>The educational leader is a skilled teacher able to design, deliver, evaluate, and refine instruction.</p>	<p><u>1.3 Technology.</u> The educational leader uses instructional technology to assist with effective instruction.</p>	<p>1.3.1. Uses technology as an effective instructional tool in the classroom in ways appropriate to the subject area and to diverse learners.</p>
	<p><u>1.1 Instruction.</u> The educational leader delivers effective instruction that is continuously evaluated and improved.</p>	<p>1.8.1. Solicits and uses information from community, colleagues, students, and families to design and deliver effectively instruction that demonstrates a sensitivity to culture, gender, social, and academic differences.</p>
<p align="center"><u>Master of Arts in Teaching</u> Conceptual Framework: <u>Concept 3: Learners</u></p> <p>The educational leader strives to enhance learning through practices which affirm human diversity including cultural, gender, social, and academic differences.</p>	<p><u>3.1 Human Similarities & Differences.</u> The educational leader understands aspects of human development and uses this knowledge to create effective learning environments.</p>	<p>3.3.1. Demonstrates respect for similarities and differences among individuals in the classroom and community.</p>
	<p><u>3.1 Human Similarities & Differences.</u> (See above)</p>	<p>3.3.7. Accommodates for individual needs and abilities when planning, implementing, and assessing instruction.</p>
	<p><u>3.4 Exceptionalities.</u> The educational leader understands exceptional learners, the philosophy, the laws, and policies related to their education, and selects and implements appropriate instructional practices that foster inclusive education.</p>	<p>3.4.4. Employs appropriate educational practices and resources to teach students with disabilities in inclusive settings.</p>

<p><u>Master of Arts in Teaching</u> <u>Conceptual Framework:</u> <u>Concept 5:Curriculum</u></p> <p>The educational leader designs and adapts curriculum to provide effective instruction.</p>	<p><u>5.2 Integrative Studies.</u> The educational leader integrates content, professional and pedagogical knowledge, and skills to create learning experiences that make central concepts and structures of the content area relevant to all students.</p>	<p>5.2.1. Plans learning experiences that consider the diversity, socioeconomic status, and prior learning of students to assist them to reach higher levels of learning.</p>
<p><u>Teacher Educational Professional Dispositions and Skills Criteria</u></p>		<p><u>D3-Interpersonal Skills:</u> Works collaboratively with others, e.g., students, teachers, parents, and peers; establishes positive rapport and appropriate relationships; is tolerant, adaptive, open-minded, supportive, and encouraging; shows sensitivity to all students and is committed to teaching all students.</p>

**St4_Exhibit_1: List of Proficiencies Related to Diversity
Advanced Program Areas**

Location	Themes	Proficiency
<p align="center"><u>Master of Education Conceptual Framework</u></p>	<p><u>Concept 1: Leadership.</u> The advanced educational leader promotes the professions and improves the quality of programs for society. The leader serves as an example of collaboration through communication, support, and advocacy.</p>	<p>1.5: Promotes an appreciation and understanding of diversity in families and society.</p>
	<p>(See above)</p>	<p>1.8: Demonstrates skills and commitment needed to communicate effectively with students, professional colleagues, families, and community leaders.</p>
	<p><u>Concept 3: Stewardship.</u> The advanced educational leader analyzes contemporary issues in a democratic society and offers solutions consistent with historical, legal, philosophical, and psychological foundations of leadership in the professions.</p>	<p>3.6: Demonstrates the ability to construct a supportive, well-managed, motivational learning environment that promotes equal access to education for people from diverse cultural backgrounds.</p>
<p align="center"><u>Advanced Core Professional Dispositions</u></p>		<p>Advocates full and appropriate access to public education and human services for people with special needs and their families.</p> <p>Promotes an appreciation and understanding of diversity in families and society.</p> <p>The candidate believes all students can learn.</p>

Appendix S

Internship Work Sample Data

IWS Dimension 1: Contextual Factors

	Exemplary (3 pts)	Acceptable (2 pts)	Unacceptable (1 pts)	Mean	Mode	Stdev
Element 1	<u>140</u>	<u>52</u>	<u>6</u>	2.68	3	0.53
Element 2	<u>149</u>	<u>45</u>	<u>4</u>	2.73	3	0.49
Element 3	<u>122</u>	<u>76</u>	<u>0</u>	2.62	3	0.49
Element 4	<u>158</u>	<u>36</u>	<u>3</u>	2.79	3	0.45
Element 5	<u>117</u>	<u>78</u>	<u>2</u>	2.58	3	0.51
Overall Score	<u>148</u>	<u>48</u>	<u>0</u>	2.76	3	0.43

IWS Dimension 2: Unit Goals

	Exemplary (3 pts)	Acceptable (2 pts)	Unacceptable (1 pts)	Mean	Mode	Stdev
Element 1	<u>188</u>	<u>5</u>	<u>0</u>	2.97	3	0.16
Element 2	<u>132</u>	<u>55</u>	<u>6</u>	2.65	3	0.54
Element 3	<u>163</u>	<u>29</u>	<u>1</u>	2.84	3	0.38
Overall Score	<u>171</u>	<u>20</u>	<u>0</u>	2.90	3	0.31

IWS Dimension 3: Assessment Plan and Results

	Exemplary (3 pts)	Acceptable (2 pts)	Unacceptable (1 pts)	Mean	Mode	Stdev
Element 1	<u>167</u>	<u>20</u>	<u>8</u>	2.82	3	0.48
Element 2	<u>152</u>	<u>34</u>	<u>9</u>	2.73	3	0.54
Element 3	<u>162</u>	<u>27</u>	<u>6</u>	2.80	3	0.47
Element 4	<u>98</u>	<u>83</u>	<u>14</u>	2.43	3	0.62
Element 5	<u>164</u>	<u>25</u>	<u>6</u>	2.81	3	0.46
Element 6	<u>166</u>	<u>22</u>	<u>6</u>	2.82	3	0.45
Element 7	<u>142</u>	<u>51</u>	<u>2</u>	2.72	3	0.47
Overall Score	<u>160</u>	<u>31</u>	<u>0</u>	2.84	3	0.37

IWS Dimension 4: Detailed Lesson Plans and Reflections

	Exemplary (3 pts)	Acceptable (2 pts)	Unacceptable (1 pts)	Mean	Mode	Stdev
Element 1	<u>137</u>	<u>55</u>	0	2.71	3	0.45
Element 2	<u>90</u>	<u>98</u>	3	2.46	2	0.53
Element 3	<u>113</u>	<u>77</u>	<u>2</u>	2.58	3	0.51
Overall Score	<u>116</u>	<u>73</u>	0	2.61	3	0.49

IWS Dimension 5: Post-assessment Plans and Results

	Exemplary (3 pts)	Acceptable (2 pts)	Unacceptable (1 pts)	Mean	Mode	Stdev
Element 1	<u>157</u>	<u>26</u>	<u>11</u>	2.75	3	0.55
Element 2	<u>154</u>	<u>27</u>	<u>13</u>	2.73	3	0.58
Element 3	<u>135</u>	<u>52</u>	<u>6</u>	2.67	3	0.53
Element 4	<u>122</u>	<u>69</u>	<u>3</u>	2.61	3	0.52
Element 5	<u>122</u>	<u>64</u>	<u>8</u>	2.59	3	0.57
Element 6	<u>123</u>	<u>59</u>	<u>12</u>	2.57	3	0.61
Element 7	<u>115</u>	<u>64</u>	<u>15</u>	2.52	3	0.64
Element 8	<u>144</u>	<u>45</u>	<u>4</u>	2.73	3	0.49
Element 9	<u>122</u>	<u>66</u>	<u>6</u>	2.60	3	0.55
Overall Score	<u>127</u>	<u>65</u>	0	2.66	3	0.47

Appendix T

Winthrop Professional Development Courses



[Community & Visitors](#) [Parents & Families](#) [Future Students](#) [Current Students](#) [Alumni & Friends](#) [Faculty & Staff](#)

CONTACT INFORMATION

Office of the President

14 Tillman Hall

Rock Hill, SC 29733

803/323-2225

803/323-3001 (fax)

Academic Affairs

Policy Title

Winthrop Professional Development Courses (WPDC)

Policy Description

Definition of Professional Development Courses

In the document *Policies to Enhance Higher Education's Professional Development Offerings to P-12 Teachers*, the South Carolina Commission on Higher Education (CHE) provides the following distinction between professional development courses and degree offerings. Higher education participates in “two types of professional development for teachers: (a) graduate degree programs which may or may not lead to initial or add-on certification programs and (b) the offering of staff development activities, which typically include graduate courses oriented toward professional development and designed for more specific and immediate use than degree courses and which focus on the career development of the professional educator over time” (p. 1).

The CHE (2001) notes that “courses offered specifically for purposes of professional development must represent learning experiences of high quality. It is also important to recognize that such courses serve a different though not lesser purpose than courses traditionally offered for purposes of fulfilling graduate degree requirements” (p. 2). Courses offered to satisfy degree requirements address subject matter and/or skill development of a broader scope in terms of the knowledge base represented (CHE, 2001).

Winthrop Professional Development Courses

Winthrop University offers Professional Development (WPDC) coursework for professional development for school personnel in South Carolina Districts. The WPDC guidelines are based on the South Carolina Commission on Higher Education (CHE) Guidelines for Graduate Courses Offered for Professional Development of School Personnel. The purpose of the WPDC program is to work collaboratively with school districts and agencies to offer non-degree graduate credit for professional development on contemporary topics that meet the targeted needs of groups of in-service teachers and other school personnel at a reduced cost. WPDC offerings do not duplicate regular Winthrop graduate offerings. The courses generally are delivered off-site by the sponsoring school district or agency.

Professional Development courses must be identified by using the WPDC designator or “professional development” in the course name to distinguish those courses from those designed to support degree programs.

WPDC courses typically are not applicable to graduate programs; however, a maximum of six credit-hours of Winthrop Professional Development (WPDC) course credit may be considered toward meeting graduate program requirements at Winthrop University subject to approval by the program advisor, department chair, COE director of graduate studies, and Dean of the Graduate School. Applicants seeking course substitutions must consult with their program advisor in advance and complete a course substitution form. WPDC courses approved to apply toward a student's program will appear on the student's program of study. A student will not have the option to challenge a decision to deny WPDC course credits from applying towards the student's graduate degree program by petition due to the extensive review process used for each request.

Administrative Responsibility: WPDC courses are administered through the College of Education. If WPDCs are offered by a department in another college on campus, the chair of that department will coordinate with the COE Associate Dean in the administration of the WPDCs. Course proposals are reviewed by a committee consisting of the Associate Dean, COE Director of Graduate Studies, and a faculty member from the course discipline. All WPDC courses must meet the following standards:

1. WPDC courses should be tied to the mission of University and the goals of the College of Education or the goals of the School Psychology program in the College of Arts and Sciences, as appropriate. (Link to WPDC course syllabi requirements).
2. WPDC courses must build upon an undergraduate knowledge base and contain sufficient rigor. WPDC syllabi must meet the standards prescribed by Winthrop University. (Link to WPDC course syllabi requirements).
3. WPDC courses must meet minimum and maximum enrollment requirements for one to three-hour credit courses for P-12 teachers, leaders, school counselors and school psychologists (Link to our WPDC policy).
4. While WPDC courses can be offered in abbreviated or concentrated time periods, opportunity for reflection and analysis must be included. At least one calendar week of reflection and analysis must be provided for each hour of credit awarded.
5. All WPDC course instructors must meet the guidelines for faculty established in CHE Guidelines for Graduate Courses Offered for Professional Development of School Personnel. Faculty are required to submit documentation of highest degree, relevant preparation, and documentation of contributing to the knowledge base of the discipline they are teaching. If a faculty member does not have a terminal degree in the discipline, he or she must provide additional documentation of preparation and experience. (Link to WPDC forms).
6. All WPDC courses are evaluated using the College of Education Student Evaluation of Teaching form. However, WPDCs offered by a department outside of the COE, such as continuing professional development courses for school psychologists offered by the Department of Psychology, may use the respective department's student evaluation instrument. Evaluation summaries are shared with district or agency contacts.
7. Documentation of WPDCs for P-12 teachers, leaders, and school counselors (syllabi, vitae, evaluations, etc.) will be maintained in the College of Education. Documentation of WPDCs for school psychologists will be maintained in the Department of Psychology in the College of Arts and Sciences.

Fees: All Winthrop Professional Development Courses are offered at a reduced rate from standard course offerings. To offer more flexibility for WPDCs designed for P-12 teachers, leaders, and school counselors, two fee options are available (link to WPDC information). For option one, the per student fee, Winthrop University bills the district or agency based on the course enrollment. Per student fees are based on the number of credit hours and student residency (in-state or out-of-state). For option two, the flat fee course, the district or agency is charged a standard fee, with a maximum enrollment of 25 students. For this option, the instructor is supplied by Winthrop University. For courses offered off-campus, additional fees based on state guidelines may be incurred for travel, lodging, and/or meals. For WPDCs offered by the Department of Psychology for school psychologists, a reduced rate is negotiated using the University's special registration request form.

References

Commission on Higher Education. (No date). Policies to Enhance Higher Education's Professional

Development Offerings to P-12 Teachers. Retrieved October 27, 2009, from http://www.che.sc.gov/New_Web/ForInstitutions/AcadPolicy.htm
 Commission on Higher Education. (2001). Guidelines for Graduate Courses Offered for Professional Development of School Personnel. Columbia, SC: Author.

Policy Procedures

All proposed WPDC's are reviewed and approved in the College of Education (with the exception of School Psychology courses which are reviewed by the Chair of the Department of Psychology) to assure that each course meets graduate-level expectations. These expectations include the following and will be reflected in syllabi and other course materials.

- The course extends knowledge, skills and dispositions from undergraduate-level course work (initial preparation in the field).
- The course requires higher-level thinking and reflection skills.
- The course includes appropriate graduate-level assignments and assessments that are evaluated at a higher level than undergraduate expectations.
- The course targets learning outcomes that are designed to improve the educator's current practice and incorporates performance-based assessments of those intended learning outcomes. (WPDC, not other graduate courses)

Policy Author(s)

Academic Affairs

Effective Date

Not specified

Review Date

Not specified

Winthrop University © Phone: [803 / 323-2211](tel:8033232211)

Appendix U

Technology Integration in the MAT Initial Preparation Program

**Technology Integration in the Professional Education Unit
MAT Initial Preparation Program**

ISTE NETS-T	Course	Assignment
<p>Facilitate and Inspire Student Learning and Creativity</p> <p>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. Teachers:</p> <ol style="list-style-type: none"> promote, support, and model creative and innovative thinking and inventiveness. engage students in exploring real-world issues and solving authentic problems using digital tools and resources. promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments. 	<p>MAED591</p> <p>EDUC 602</p> <p>EDUC 660</p> <p>SCST 591</p>	<p>lesson plan</p> <p>Integration Log</p> <p>Lesson Log Assignment</p> <p>NCSS Standards Based Lesson Log</p>
<p>Design and Develop Digital-Age Learning Experiences and Assessments</p> <p>Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S. Teachers:</p> <ol style="list-style-type: none"> design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress. customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources. provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching. 	<p>EDUC 602</p> <p>EDUC 690/695</p> <p>MAED591</p> <p>PHED 621</p>	<p>Process Paper</p> <p>IWS</p> <p>Lesson plan</p> <p>Dartfish</p>
<p>Model Digital-Age Work and Learning</p> <p>Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:</p> <ol style="list-style-type: none"> demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning. 	<p>EDUC 602</p> <p>MLAN 591</p> <p>ENGE 591</p> <p>ENGE 591</p> <p>READ 645</p> <p>SCST 591</p>	<p>Mini-Teach</p> <p>Student Presentations</p> <p>Micro-Teach</p> <p>Thematic Unit & lesson Plans</p> <p>Content Area Literacy Unit</p> <p>Library of Congress Primary</p>

		Sources Training
<p>Promote and Model Digital Citizenship and Responsibility</p> <p>Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:</p> <ul style="list-style-type: none"> a. advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources. b. address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources. c. promote and model digital etiquette and responsible social interactions related to the use of technology and information. d. develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaborati 	<p>EDUC 602</p> <p>EDUC 610</p> <p>EDUC 690/695</p>	<p>Digital Video</p> <p>LEARNS</p> <p>IWS</p>
<p>Engage in Professional Growth and Leadership</p> <p>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. Teachers:</p> <ul style="list-style-type: none"> a. participate in local and global learning communities to explore creative applications of technology to improve student learning. b. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others. c. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning. d. contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community. 	<p>EDUC 602</p> <p>EDUC 690/695</p> <p>EDUC 660</p>	<p>Mini-Teach</p> <p>Final Eval.</p> <p>Mini-Teaching Video Reflection</p>