Proposal for New Program

University of South Carolina Beaufort

Title of Program: Bachelor of Arts

Major: Elementary Education

Date of Submission

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Dr. Harris Pastides, President

Program contact:

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Classification

Program Title: Elementary Education

Academic unit involved: Department of Education

Designation, type, and level of degree: Bachelor of Arts, 4-year

Proposed date of implementation: Fall 2013

CIP Code: 13.1202

Identification of Program as New or Modification: New

Site: Historic Beaufort Campus and the Hilton Head Gateway Campus

Program qualifies for supplemental Palmetto Fellows Scholarship and LIFE Scholarship awards: Yes ____No: _X_

Delivery mode: Traditional

Justification

º **A statement of the purposes and objectives of the program**.

The vision of the University of South Carolina Beaufort's (USCB's) Department of Education is to establish USCB as the primary resource for educators and school systems in the Lowcountry. This is accomplished through partnerships with school districts and educators, outreach to the community, and the development of USCB as the recognized source of expertise and activity in education. Specifically, the unit envisions an education unit that educates and trains prospective teachers based on accepted research and developmental practices strengthened by professional preparation experiences in the public schools of the region.

The state of South Carolina and the nation have documented teacher shortages. Combined with rapid population growth and development in the Lowcountry, and the rural/poor standing of public schools, this shortage is compounded in USCB's service area that consists of Beaufort, Colleton, Hampton I and II, and Jasper counties. School district administrators in the USCB four-county service area have indicated that they will continue to face a teacher shortage resulting from impending teacher retirements over the next five to ten years combined with a shrinking pool of education graduates willing to work in some of the poorer, more rural school districts in South Carolina. Attracting well-qualified teachers into rural areas is a matter of great concern, and school officials in the local school districts have gone overseas to recruit teachers to work in these districts due to a lack of a qualified applicant pool. Contributing to that teacher shortage is the termination of the USC Master of Arts in Teaching (MAT) Program in Elementary Education on the USCB campus on May 15, 2011. Since 1994, the MAT program has supplied a steady pool of approximately 20-25 well qualified teachers annually, to the school districts in Beaufort, Colleton, Hampton I and II, and Jasper counties.

Currently, USCB only offers an Early Childhood Education (ECE) degree which prepares individuals to teach in Pre-K through grade three. There are no elementary education teacher preparation programs in South Carolina within a reasonable commuting distance from the USCB service area that residents can attend to earn this degree. Discussions with both Beaufort and Jasper County school district officials over the years have focused on a "grow your own" pool of teachers. This degree will make USCB more attractive for local students wanting to earn a teaching degree and who have a desire to work in their home base. Both Beaufort and Jasper County School Districts Human Resources' managers have expressed strong support of USCB offering an Elementary Education program in order to meet the local teacher demands.

Moreover, an elementary education degree that certifies teachers from grade two through six is more appealing to males who want to enter the teaching profession. Although our *Call Me Mister* program is off to a successful start with eight *Misters*, the need continues to be expressed for an elementary level program. Students already in the ECE program have been vocal about the lack of a teacher preparation program at a higher certification level. USCB's service area is steadily growing and consequently there will be more undergraduate students seeking a wider range of degree options.

This program is needed at USCB in order to foster state initiatives in the Lowcountry region where baccalaureate educational needs have been underserved and where teacher quality needs are high. When an elementary education degree program is locally based and offered at USCB, access will increase and demand will grow. An elementary education degree will allow the university to better meet the needs of our students and our community at large by helping to address the teacher shortage in our region.

Program goals

The purpose of USCB's Department of Education is to prepare candidates to become Constructivist Educators for the classroom. The four Conceptual Framework elements/standards of the Constructivist Educator, as nurturer, communicator, reflective professional and facilitator/instructor, form the framework for the assessment of candidate achievement and performance. In order to achieve this overall purpose, the unit has identified the following goals:

- Provide candidates with a high quality education that prepares them to work effectively and establish positive relationships with students and their families.
- Provide candidates with a professional and supportive learning environment that encourages them to reach their academic potential.
- Provide candidates with a highly qualified faculty in a multicultural setting.
- Prepare candidates to believe that all students can learn and assume responsibility for their learning.
- Prepare candidates who are able to design and integrate technology rich experiences based on the educational needs of students and to achieve educational goals in the classroom.
- Prepare candidates to work with colleagues, students and communities of varied cultural, ethnic and economic backgrounds.

Program objectives are measured by candidate performance. Faculty members facilitate candidate achievement as measured by performance indicators, by basing their actions on the central principles of the professional education program. Candidate performance indicators are measured as competencies in dispositions, content knowledge and methodologies, professionalism and classroom management skills necessary to create inviting, supportive and effective learning environments. These are organized into four standards based on the constructivist philosophy of active involvement in the learning process.

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To accomplish these goals, candidates are provided with pedagogical experiences designed to develop skills, knowledge, and dispositions. Program completers are expected to demonstrate excellent classroom teaching abilities, leadership in the school and community, and a desire to have a positive impact on students.

º **A discussion of the need for the program in the state, including but not limited to student demand or interest, anticipated employment opportunities for graduates, or demand for services, which must be quantified to the maximum extent possible, cover a reasonable period in the future beyond the anticipated date of graduation of the first classes, and must include sources of data.**

According to the National Center for Education Statistics (NCES) 2011-2017 March 2011 report entitled "Projections of Education Statistics to 2019", "Between fall 2007, the last year of actual public school data, and fall 2019, the number of teachers in elementary and secondary schools is projected to rise. The pupil/teacher ratios are projected to decrease in both public and private schools. The annual number of new teacher hires is projected to increase in both public and private schools. Total public and private elementary and secondary school enrollment reached 55 million in fall 2007, representing a 10 percent increase since fall 1994. Between fall 2007 and fall 2019, a further increase of six percent is expected, with increases projected in both public schools and in private schools. Increases in public school enrollment are expected for Hispanics, Asians/Pacific Islanders, and American Indians/Alaska Natives, and decreases are expected for Whites and Blacks. Increases in public school enrollment are expected in the South and West, and decreases are expected in the Northeast and the Midwest. A historic turnover in the teaching profession is on the way. More than a million veteran teachers are nearing retirement. America will need two million new teachers in the next decade, and experts predict that half the teachers who will be in public school classrooms ten years from now have not yet been hired."

On a local level, the Beaufort County School District's (BCSD) Director of Human Resources, last year (2010-2011) hired 199 new teachers across grades K-12, with 51 being elementary classroom teachers for grades 2-5, and at least another 10-15 for sixth grade. The Jasper County School District (JCSD) hired seven teachers across grades K-6 for the 2010-2011 school year, with an additional three teachers for special education on the elementary level.

Moreover, 15 schools in Beaufort County, all five schools in Jasper County, 10 schools in Colleton County, and 10 schools in Hampton I&II are considered critical geographic schools for the 2011-2012 school year. Compelling regional factors that contribute to this need include the following: (1) Colleton, Jasper and Hampton counties are three of the poorest counties in the state and poverty rates throughout the region are disproportionately high. These are the hardest hit areas for teacher shortages; in particular, this area of the state has been referred to as the *Corridor of Shame*. (2) Beaufort County is the fastest growing county in the state, with a burgeoning population increase of nearly 40% from 1990 (pop. 86,425) to 2000 (pop. 120,937), and another 39.5% from 2000 to 2010. Additionally, Jasper County's population increased by 33.5% (15,137 to 20,678) during this decade—both counties more than doubling the state rate of 15.1%. Projections show a slower, but continual growth pattern for the region. In Beaufort County alone, the most conservative projections anticipate the population increasing by a minimum of another 40% over the next 25 years. Sources from labor market indicators reflect varying growth projections, though all show a steady increase as indicated in the following chart.

Beaufort County Population Growth and Projections						
Source	2000	2005	2010	2015	2020	2025
1. LMI	120,937	137,800 (13.9% over 2000)	Actual 162,233	170,640	185,290	199,780

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(3) Beaufort County School District has experienced a 3.1% increase (616 students) over the past five years, and both Beaufort and Jasper County schools have had aggressive building programs over the past few years. Both districts have reported difficulty in recruiting and retaining teachers; and (4) Contributing to a recurring high turnover rate, 18% of Beaufort County teachers are members of military families, with an average military tour of three years.

Even more significant is the fact that the Bluffton community, often viewed mainly as a retirement community, has experienced significant student growth on the early childhood and elementary levels. With Okatie Elementary as an established school (spring 2011 enrollment of 648 students), the Michael C. Riley Early Childhood Center (PreK-1) opened in fall 2009. Along with the M. C. Riley Elementary school, the combined enrollment for spring 2011 was 766. Red Cedar Elementary opened in fall 2009, with a spring 2011 enrollment of 766 students. And, while Bluffton Elementary opened in 1999, the Bluffton Early Childhood Development Center opened in fall 2010, with a combined spring 2011 enrollment of 594 students. Recently, Pritchardville Elementary opened in fall 2010 with a spring enrollment of 515 students. Clearly, the need for quality local elementary teachers is evident. (South Carolina Department of Education Report Cards, school websites)

The B.A. with a major in Elementary Education is one of the most critical areas needed, based on student interest and career opportunities, workforce needs, and advancement of education in the region. Based on data from the Occupational Supply Demand System (OSDS) website, which collects data on degree completers and labor statistics, the demand for occupations in elementary education (CIP code 13.1202) is expected to grow nationally by 15.8% from 2008-2018. Within South Carolina, the growth is expected to be 19.2%. The average number of annual openings in SC for occupations within elementary education is 919. Nationally, the average annual number of openings is 59,650 (see chart on next page).

Occupational Projection		National					
		Employment			Average Annual Openings		
SOC Code	Occupation	Est 2008	Proj 2018	Change	Growth	Replace	Total
25-2021	Elementary School Teachers, Except Special Education	1,549,500	1,793,700	15.8%	24,420	35,230	59,650
	Total	1,549,500	1,793,700	15.8%	24,420	35,230	59,650

Source: U.S. Department of Labor

Occupational Projections		South Carolina					
		Employment			Average Annual Openings		
SOC Code	Occupation	Est 2008	Proj 2018	Change	Growth	Replace	Total
25-2021	Elementary School Teachers, Except Special Education	21,901	26,115	19.2%	421	498	919
	Total	21,901	26,115	19.2%	421	498	919

More data related to occupational supply and demand can be found on the OSDS website at: http://www.occsupplydemand.org/

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County-wide, Beaufort County's population boomed between 2000 and 2010, increasing 34.1 percent, according to U.S. Census figures released in March 2011. Only three other counties, York, Horry and Dorchester, had populations that grew faster during that period, as reported in the Beaufort Gazette on March 24, 2010 (kpeterson@beaufortgazette.org).

Data from the 2010 census, including population totals broken down by voting age, geography and race, is being released state by state. The U.S. Census Bureau is required by law to report the findings of each decennial census by April 1, so officials can begin redistricting the once-a-decade exercise to redraw their legislative boundaries. Most areas of Beaufort and Jasper counties showed growth during the past decade. Bluffton's population in particular has exploded, increasing by 883 percent. In the two-county area, Beaufort was the only municipality to fall in population. It lost 589 people between 2000 and 2010, a 4.6 percent drop. The number of Hispanic residents has also jumped, to 19,567 increasing by 138 percent in Beaufort County and 3,751, an increase of 215 percent in Jasper County http://abstract.sc.gov/chapter14/pop14.php.

County	Resident Population (April 1, 2000)	Resident Population (April 1, 2010)	Numeric Change	Percent Change
Beaufort	120,937	162,233	41,296	34.1
Colleton	38,264	38,892	628	1.6
Hampton	21,386	21,090	-296	-1.4
Jasper	20,678	24,777	4,099	19.8
South Carolina	4,012,012	4,625,364	613,352	15.3

Town in USCB Service area	Resident Population (April 1, 2000)	Resident Population (April 1, 2010)	Numeric Change	Percent Change
Beaufort	12,950	12,361	589	-5
Bluffton	1,275	12,530	11,255	883
Hardeeville	1,793	2,952	1159	65
Hilton Head	33,862	37,099	3237	10
Port Royal	3,950	10,678	6728	170
Ridgeland	2,518	4,036	1518	60
Yemassee	807	1027	220	27

Source: Source: U.S. Census Bureau, Census of Population and Housing 2000 and 2010. Read more: http://www.islandpacket.com/2011/03/23/1594433/us-census-beaufort-county-grew.html#storylink=misearch#ixzz1Jylv7mNi

There is anticipated high demand for the program based on general student interest expressed at new student orientations at USCB. Between fall 2004 and summer 2010, USCB graduated 113 ECE majors, many of whom are presently working in the local school districts in USCB's four-county service area. However, a good portion of those students indicated that they would have preferred a degree in Elementary Education. For example, 37.5% of the current early childhood education majors surveyed stated a preference for an undergraduate degree in elementary education, with all male students preferring to teach above the ECE level. Unfortunately, there has been attrition to other colleges and universities because USCB does not offer a teacher preparation program at the elementary level. In fact, a significant number of early childhood education majors at USCB are currently taking courses online or at other institutions so they can take the Praxis exam and add on a certification in elementary education.

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Figures in the following table support the demand for an elementary education degree among USCB students. The table shows interest data from USCB students in BEDE 435 during the Fall 2010 semester, in BEDC 210 and BEDE 342 during the Spring 2011 semester, and in BEDC 210 and BEDE 435 during the Fall 2011 semester. The majority of male students currently enrolled in the early childhood program stated a preference for elementary education, including all eight students in the *Call Me Mister* program.

Interest Survey Data for an Elementary Education Major at USCB			
Semester	Students Polled	Number of students desiring an elementary education major	Number of students considering an elementary education major
Fall 2010	16	8	-
Spring 2011	25	10	8
Fall 2011	24	10	10

The teaching profession provides steady employment as well as good pay and benefits. According to the Center for Educator Recruitment, Retention, and Advancement (www.cerra.org), in South Carolina, teachers with a bachelor's degree earn on average $37,934 per year and teachers with a master's degree earn on average $48,973 per year.

º A discussion of the centrality of the program to the mission of the institution as that mission is currently defined by the Commission.

This Bachelor of Arts degree with a major in Elementary Education directly supports three key areas of USCB's mission:

1. "USCB offers baccalaureate degrees that respond to regional needs, draw upon regional strengths, and prepare graduates to participate successfully in communities here and around the globe."

- As noted in the previous section, this program responds to regional needs. Beaufort is a highly differentiated community socially. Its infrastructures pertaining to family, government, schools, the economy, sports, science, art, health and medicine, all warrant a trained and educated populace.
- As the region continues to grow, the need for certified teachers in elementary education will increase.

2. "USCB offers programs in mathematics and the natural sciences, humanities, and professional and social sciences."

- The B.A. with a major in Elementary Education will be a significant component of the professional programs at USCB. The current ECE program is growing and it is anticipated that implementing a major in elementary education will generate further enrollment growth while offering another option to students.

3. "The University encourages students to think analytically and abstractly, to explore options, to see similarities, to be open to differences, to communicate effectively, and to respect each individual."

- The unit is committed to a learning environment that encourages students to reach their academic and professional potential through exposure to a highly qualified faculty, professional learning environments and a supportive atmosphere in a multicultural setting.

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- The USCB Department of Education's conceptual framework, the Constructivist Educator, is based on a constructivist philosophy residing in the critical role of the learner's active involvement during the learning process. The common belief of the unit faculty is that construction of knowledge as an activity is engaged in by teacher and student. This shared philosophy guides the unit focus.

º A discussion of the relationship of the proposed program to other related programs within the institution, including, if possible, description of strengths and weaknesses of the related programs as documented by evaluative reports of institutional and/or Commission consultants.

The proposed Elementary Education Program will work in conjunction with the ECE Program currently offered at USCB. The program will provide greater flexibility within the field of education in order to address student needs. It will employ current education faculty, while making it possible for students from a currently underserved population, including Beaufort and the surrounding counties, to be served by a local university system.

Strong relationships will be vital between the Elementary Education program and the other degree programs at USCB. Clearly the existing general education core requirements will expose students to faculty from all academic divisions and will build on the strengths of other programs of study. As the levels of scholarship, research, teaching, and service expand to meet the higher standards of a baccalaureate institution, new opportunities for intra-collegial relationships will develop.

The Association of Education International (ACEI) is the accrediting agency for the preparation of Elementary teachers. The following statement is noted in their position paper: "Preservice elementary teachers must be generalists, with study and experiences in all areas of the curriculum. They should be prepared to organize and implement a variety of proven instructional strategies in language arts, mathematics, science, social studies, health, physical education and the visual and performing arts." Additionally, similar to the ECE program, a strong tie to the USCB Human Services' major will exist with the incorporation of a "service learning" component in the Elementary Education program.

º A description of similarities or differences between the proposed program and those with similar objectives offered at other institutions including discussion of similar programs within the state, and especially for graduate programs, the region, and the nation. The discussion should include reference to programs offered by independent institutions headquartered in South Carolina, the Academic Common Market, and web-based institutions.

Although there are a number of baccalaureate level elementary education degree programs in public and private colleges/universities within South Carolina, none are proximate to USCB's four-county service area. For students in this region desiring a baccalaureate degree in elementary education, a minimum three-hour daily commute would be necessary (to Charleston) and consequently would eliminate most students interested in this degree. Duplication of programs located in other parts of the state is warranted based on the great need for elementary teachers in the region because of substantial growth and occupational trends; South Carolina's continued commitment to reducing the statewide teacher shortage; the rural nature of much of the region with a compounded need for qualified teachers; and, the student interest and demand for this program.

A degree in Elementary Education is not available through the Academic Common Market to students in South Carolina. Although web-based institutions may offer some courses typically found in an elementary education program, teacher certification programs require observation, practica, and internship/student teaching components that cannot be accomplished through web-based instruction.

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The creation of this additional teacher preparation program in this underserved region of the state of South Carolina is both justified and needed. As mentioned, the Master of Arts in Teaching Program in Elementary Education that was offered by USC on the Beaufort Campus ended on May 15, 2011 leaving a void of 20-25 new elementary teachers annually in the USCB service area. Moreover, the Elementary Education program will serve as a retention tool for students currently enrolled in the ECE program who desire teacher certification at a higher level. The curriculum outlined for this new program intentionally duplicates, in part, that of the University of South Carolina Columbia, building on the established pedagogical strengths of this senior institution's elementary education degree program.

Enrollment

º A discussion of admissions criteria specific to the program:

Students must fulfill USCB admissions requirements to enroll in general education or program specific courses. Applicants who have earned a 2.0 cumulative GPA on the defined preparatory units and who score 800 on the SAT or 17 on the ACT may be admitted to USCB.

Transfer students are required to have a 2.0 cumulative GPA in all previous college-level work. They must also be in good standing and eligible to return to the institution last attended.

There are admissions criteria specific to this program. The baccalaureate curricula are divided into two years of general education and two years of professional training. Any USCB student who fulfills the admission requirements of the University may enroll in the pre-professional curriculum with completion of at least 30 hours in required general education credits. Curricula designated as professional education courses are limited to students who have been formally accepted into the USCB Elementary Education Program. Application for admission into the professional program is to be submitted to the Professional Education Committee during the semester that the student completes 46 - 55 hours of undergraduate study. Transfers with more than 56 undergraduate hours should apply during the first semester at USCB.

- A cumulative Grade Point Average (GPA) of at least 2.75 in all undergraduate course work
- Completion of all Pre-Professional courses with a minimum GPA of 3.0 and a "C" or better in each course
- Grades of "C" or better in English (BENG) 101 and 102, Speech Communications and Math 221 and 222
- Passing scores on all three sections of Praxis I Test. Official scores must be submitted to and received by the Department of Education
- Criminal Background Check and Full Disclosure Statement from the State Law Enforcement Division (SLED)
- Professional Program Interview and Disposition Statement
- Approval by the USCB Professional Education Committee

The Department of Education teacher education program has five levels, which candidates progress through as delineated in the unit assessment system, with each level acting as a transition point for program progression. The complete program of study may be viewed at http://education.uscb.edu.

º A table showing projected total student enrollment in each term for at least the first three years for associate degree programs or the first five years for all other proposed programs. These figures should enumerate all students, including those who are already enrolled at the institution, those who transfer into the new program from other majors, and those who are new to the institution and to the program:

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PROJECTED TOTAL STUDENT ENROLLMENT						
YEAR	FALL		SPRING		SUMMER	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2012-13	20 *	300	20	300	9	54
2013-14	36**	540	36	540	16	96
2014-15	53 ***	795	53	795	24	144
2015-16	71 ****	1065	71	1065	32	192
2016-17	83 *****	1350	83	1350	41	246

* 15 new freshmen, 5 internal "transfer" sophomores.

** 16 new freshmen, 18 continuing students, 2 internal "transfers"

*** 17 new freshmen, 32 continuing students, 4 internal "transfer"

**** 18 new freshmen, 48 continuing students, 5 internal "transfers"

***** 19 new freshmen, 64 continuing students, 7 internal "transfers"

º **A discussion of the process by which these estimates were made, including the pool or pools of students to be served:**

Since there is presently no Elementary Education major at USCB, the estimates in the above table are based on (1.) the number of students who indicated they desired an Elementary Education major in surveys of education classes (as reported earlier in this document), (2.) the need for the Elementary Education degree statewide and nationally, and (3.) the increased yearly enrollment at USCB. It is anticipated that once the degree is implemented, a bulk of the total enrollment projections will be from new enrollments to USCB. Each subsequent fall headcount includes the additional new enrollment from the table listed below. Total student enrollment headcounts are reduced by 10% each spring compared to the previous fall semester, as is a generalized pattern in USCB enrollment; and summer headcount is based on 50% of the previous spring total—also a generalized pattern. Credit hour calculations are based on 15 hours for fall and spring semesters and six hours for summer.

º **A table showing the estimated new student enrollments, by headcount and credit hours generated. This table is different from the one above in that the enrollments projected represent only new enrollments at the institution as opposed to students enrolled in other programs who change their majors (i.e., students already enrolled at the institution who transfer to the program must be excluded from this table). Use this table to figure new costs and revenues attributed to the proposed new program.**

ESTIMATED NEW ENROLLMENT						
YEAR	FALL		SPRING		SUMMER	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2011-12	15	225	15	225	7	42
2012-13	16	240	16	240	7	42
2013-14	17	255	17	255	8	48
2014-15	18	270	18	270	8	48
2015-16	19	285	19	285	9	54

New enrollment projections starting in the fall of 2012 are based on a conservative estimate based on previous enrollment patterns.

Curriculum

º A sample curriculum for undergraduate programs and for graduate programs that will use a required core of courses:

The curriculum outlined for this new program intentionally duplicates, in part, that of the University of South Carolina Columbia, building on the established pedagogical strengths of this senior institution's Elementary Education program.

SAMPLE ELEMENTARY EDUCATION CURRICULUM		
I. GENERAL EDUCATION REQUIREMENTS		**(53*)**
English	BENG 101 with a grade of C or higher	3
	BENG 101L with a grade of C or higher[1]	0-1
	BENG 102 with a grade of C or higher BENG (Literature above 270)	3 3
Numerical & Analytical Reasoning	BMTH 111/111L or placement test BMTH 221 and 222 (each with a grade of "C" or higher)[2]	0-4 6
Speech	BSPC 140 or 201 (with a grade of "C" or higher)	3
Liberal Arts	BPSY 101 or BSOC 101	3
	BARH 105, BARH 106, BMUS 110 or BTHE 200	3
	BPOL 201	3
History	BHIS 101 or 102 Western Civilization BHIS 111 or 112 American History	3 3
Natural Sciences	One course and laboratory in the Biological Sciences (BBIO) One course and laboratory in the Physical Sciences[3]	4 4
Foreign Language	Students shall demonstrate in one foreign language the ability to comprehend the topic and main ideas in written and, with the exception of Latin and Ancient Greek, spoken texts on	6*

	familiar subjects. For foreign languages taught at USCB, this requirement may be satisfied and credit earned by proficiency. For all other foreign languages, the requirement is waived but no credit is earned by demonstrating an equivalent proficiency.	
Non-Western Studies	A distribution requirement that may be satisfied by one of the above mentioned courses or by additional coursework.[6]	0-3

PRE-PROFESSIONAL COURSES **(must complete at least 30 hours required general education courses) 27**		
BEDC 210, 243	Observation & Analysis; Resources & Technology for Teaching	6
BEFN 321	Foundations of American Education	3
BEDP 333, 335	Child Growth & Development; Introduction to Educational Psychology	6
BEDX 300	Introduction to the Exceptional Learner	3
BEDE	Curriculum Planning, Development and Assessment in the Elementary School; Organization & Management of the Diverse Classroom	6
BEDR 418	Children's Literature	3

LEVEL II PROFESSIONAL PROGRAM COURSES		**30**
BEDE	Reading Methods and Assessment for the Early Grades; Reading Methods and Assessment for Intermediate Grades; Language Arts in the Elementary School; Teaching Mathematics in the Elementary School; Teaching Science in the Elementary School; Teaching Social Studies in the Elementary School; Teaching Fine Arts in the Elementary School; Teaching Health & Physical Education in the Elementary School	24
BEDE (Practica)	Application of Teaching Methods & Assessment in the Elementary School I & II	6

LEVEL III CLINICAL INTERNSHIP			**15**
BEDE 469, 476	Directed Teaching in Elementary Education	Senior Seminar	15

TOTAL HOURS REQUIRED		**125**
Notes	[1]Students may place out of BENG 101L with an appropriate score on the Freshman English Placement Exam. [2]Pre-requisite is BMTH 111/111L or placement test [3]Physical Sciences: BAST, BPHY, BCHM, or BMAR 111, 112, or 210. BMAR is recommended for Education majors. [4]BEDR 418 is a pre-requisite. [6] The following courses have been approved for this requirement: BANT 102, BANT 301, BANT 312, BANT 317, BANT 351, BANT 352, BANT 452, BARH 349, BENG 291, BGEO 121, BGST 301, GST 398, BHIS 109, BHIS 115, BHIS 116, BRLG 203, BSOC 315 and BSPA 380B. Non-equivalent transfer credits may be evaluated for approval on a case by case basis by the Program Director for General Education. *Waiver of Foreign Language Requirement for Bilingual Speakers: Students whose native language is other than English and who have scored either 550 on the paper-based, 213 on the computer-based, or 77 on the internet based Test of English as a Foreign Language (TOEFL), are exempt, without credit, from USCB's language requirement. English-speaking students who document or certify native or near-native proficiency in a language other than English are also exempt, without credit, from this requirement.	

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º A brief explanation of the assessments of student learning outcomes that will be used.

Students who complete the Bachelor of Arts with a major in the Elementary Education degree must demonstrate the following student learning outcomes as a *Constructivist Educator:*

- **Nurturer** by modeling positive teacher-parent relationships; creating positive relationships with families; recognizing the developmental differences of children; and, providing a safe environment for children to develop intellectually and socially.
- **Communicator** by effectively modeling oral and written communication; identifying and responding to diverse learning styles; integrating technology into learning; creating a positive, communicative learning environment; and, clearly identifying and communicating academic and behavioral expectations to students.
- **Reflective Professional** by using reflection in order to assess and improve practice and performance; maintaining and applying contemporary understandings and knowledge of educational practice and theory; and, preparing to serve as a mentor and role model to learners, families, and educators.
- **Facilitator/Instructor** by demonstrating an understanding of the relationship between constructivism and other learning theories; scaffolding learning activities; implementing best practice through age-appropriate, individualized, and socially/culturally appropriate activities; applying local, state, and national standards to curriculum and assessments in the classroom; and, by demonstrating the ability to develop and adapt curriculum to meet the learning styles and diverse needs of all children.

Direct assessment methods will include course examinations, research papers, grading rubrics, internship and student teacher evaluations by university supervisors and mentor teachers in the school districts, Clinical Internship Portfolio on LiveText, and, passing scores on Praxis I, II and the PLT exams.

Indirect assessment methods will include the rising junior survey, graduating student survey and alumni survey.

* A list, with catalog type descriptions, of all new courses that are to be added to the catalog within three years for associate degree programs or five years for all other degree programs. New courses should be clearly identified as such.

The following **new** courses will be added to the USCB Bulletin:

Organization & Management of the Diverse Classroom – Structuring of the physical, social, and instructional environment to maximize learning in a supportive, diverse classroom. Development of a comprehensive understanding of both practice and reactive approaches to management with attention to motivation and culturally diverse settings. Behaviorists and constructivist approaches, inclusive education, ESOL learner needs, conflict resolution and the promotion of learning communities are components of this course.

Curriculum Planning, Development and Assessment in the Elementary School – Explores various issues involved in the development and education of children including curriculum, aligning instruction, learning activities, materials, grouping, grading and appropriate methods of formal, informal and authentic assessment as well as the analysis of standardized test results in relation to the physical, social, emotional, and cognitive development of grade 2-6 learners for optimal learning. Parental involvement, community resources and collaborative relationships with specialists are included components of this course.

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Reading Methods and Assessment for the Early Grades - Teacher candidates acquire the essentials of multiple methods for teaching emergent readers from birth through age eight, with an emphasis on preschool-grade three. Theories of oral language development, pre-school literacy development, and acquisition of phonemic awareness and phonics are included. Evidence-based methods of reading instruction and the use of effective assessments along with the importance of high quality, literature rich environments are emphasized.

Reading Methods and Assessment for the Intermediate Grades - This course focuses on teaching and assessment methods for intermediate elementary and beginning middle grades readers, grades 3-6. Teacher candidates will acquire strategies for transitioning emergent readers into fluent readers, with an emphasis on vocabulary and comprehension strategies. Course content includes cooperative learning methods, reading workshop, critical literacy, critical thinking and reading in the content area along with the importance of high quality literature rich environments and creating intrinsic motivation.

Language Arts in the Elementary School - This course focuses on methods of teaching language arts and original and collaborative writing in grade K-6. Course content includes strategies for teaching the conventions of language, the writing process, development and scoring of assessment rubrics, writing traits, and writing workshop.

Teaching Mathematics in the Elementary School - Materials, resources, programs, and methods for teaching mathematics to diverse learners in grades 2-6. Problem solving; content and process connections; assessment, diagnosis and remediation will also be addressed. Included are supervised practicum experiences that promote reflective teaching in elementary school settings. Prerequisite: Admission to the Professional Program

Teaching Science in the Elementary School - Materials, resources, programs, and methods for teaching science in an inquiry format to diverse learners in grades 2-6. Included are supervised practicum experiences that promote reflective teaching in elementary school settings. Prerequisite: Admission to the Professional Program

Teaching Social Studies in the Elementary School – Materials, resources, programs, and methods for teaching social studies to grades 2-6 for learners to become well-informed citizens in a culturally diverse and democratic society. Included are supervised practicum experiences that promote reflective teaching in elementary school settings. Prerequisite: Admission to the Professional Program

Teaching Fine Arts in the Elementary School – Exploring both content and methods for enriching all subject areas and making connections in the elementary classroom through the visual arts, drama, dance/movement, and music. Collaboration of instructional units with Fine Arts specialists and supervised practicum experiences that promote reflective teaching in elementary school settings are also included. Prerequisite: Admission to the Professional Program

Teaching Health & Physical Education in the Elementary School – Materials, resources, programs, and methods for teaching health and physical education to diverse learners including the integration and correlation of materials with other subjects in grades 2-6 and the promotion of intrinsic value and benefits of physical activity. Included are supervised practicum experiences that promote reflective teaching in elementary school settings. Prerequisite: Admission to the Professional Program

Application of Teaching Methods & Assessment in the Elementary School (Practica I & II) – Supervised clinical experience in elementary settings. Observation and participation in diverse classroom settings is required with a focus on observation of students and teachers, analysis of classroom

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organization and management, use of technology to enhance learning, implementation and reflection of lessons, development of a systematic process for evaluating professional decisions, and actively seeking ways for promotional growth. Seminars and group discussions included. Prerequisite: Admission to the Professional Program

Faculty
º A table detailing the rank (not name) and academic qualifications of each staff member who will be involved in the program (see below).

List Staff	Highest Degree	Field of Study	Teaching in Field
Professor 1	Ph.D.	Elementary Education	Yes
Professor 2	Ph.D.	Educational Studies/Literacy	Yes
Professor 3	Ph.D.	Early Childhood/Elementary/Special Education	Yes
Instructor	M.Ed.	Elementary Education/Reading	Yes
Adjunct 1 Adjunct 2	Ph.D. Ed.D.	Educational Foundations Supervision, Curriculum, and Instruction	Yes Yes

Effective fall 2013, the following faculty members will teach in the Elementary Education program. All full time faculty members in the Department of Education are former Elementary Education teachers.

Jacqueline Batey, Ph.D.
Ph. D. Early Childhood Regular and Special Education, University of Florida
M.Ed. Elementary Education, Emphasis-Early Childhood Education, University of North Florida
B.A. in Fine Arts, Columbia College

Nancy L. Gallenstein, Ph.D.
Ph.D. Education - Emphasis: K – Grade 9 Mathematics & Science Methods, Utah State University
M.Ed. Elementary Curric & Instruction – Emphasis: Gr. 1-8 Mathematics Methods, Montana State Univ.
B.A. in Elementary Education, Thomas More College

Mary Hope Roseneau, M.Ed. in Reading
M.Ed. Reading; Elementary Education, USC
B.A. in Music Education, Erskine College
- ▪ Professional certification in Reading, Media Specialist, Elementary Education, and Music Education

Renarta Tompkins, Ph.D.
Ph.D. Emory University - Educational Studies – Concentration: Literacy
M.Ed. Elementary Education, Emory University
B.S. Psychology, Illinois Institute of Technology

º Enumeration and discussion of the necessary qualifications of new faculty (and staff) who will be added in support of the proposed program:

A new faculty member with a terminal degree was recently hired and will begin work at USCB in fall 2012. Therefore, four full-time faculties are already in place for the start of the Elementary Education program in fall 2013. If needed, the two adjuncts would start in fall 2013 and would assist with the Pre-Professional courses (Foundations, Resources in Teaching). If adjunct are hired, they will have, at a

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minimum, a Master's degree in the teaching field. Newly hired tenure-track, full time faculty will have a terminal degree in field.

º In the case of currently-employed faculty or administrators, an explanation of proposed changes in assignment and of the extent to which each new assignment may require the addition of new positions to fulfill the former assignment:

The proposed program will require one additional fulltime faculty member.

º A statement of the institutional plan for faculty development as it may relate specifically to the proposed program, including but not limited to release time for research, consulting, conferences, or curriculum development:

The current faculty development plan is outlined in the USCB Faculty Manual. When budgets allow, professional development funds are available for each faculty member each academic year. Due to extreme budget cuts, the pool of competitive professional development funds that have been available in the past were limited this year. However, the University will increase such support as program growth provides additional revenue.

º The institutional definition of the full-time equivalents (FTE):

Full-time faculty members are defined as those teaching four courses (12 hours) during fall semester and four courses (12 hours) during spring semester. Summer teaching loads are not factored in for full-time faculty, as summer teaching is optional and faculty are paid according to specific summer schedules. To determine full-time equivalents, the total number of course hours taught each semester is divided by 12 hours for fall semester and 12 hours for spring semester, resulting in FTEs for each of these semesters. For an annual FTE, the total course hours for fall and spring semesters are added together and then divided by 24. Tenured and tenure-track Education faculty carry a load of twelve credit hours per semester, which satisfies the 12 credit hour requirement.

º A table showing for at least the first three years (for associate degree programs) or five years (for all others), the number (headcount) and the full-time equivalent (FTE) of faculty, administrators, and/or staff to be used in the program, listing new and currently-employed faculty, administrators, and staff separately. An example for "Faculty" is shown below:

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UNIT ADMINISTRATION/FACULTY/STAFF SUPPORT						
YEAR		**NEW**		**EXISTING**		**TOTAL**
	Headcount	FTE	Headcount	FTE	Headcount	FTE
Administration						
2013-2014			1	.25	1	.25
2014-2015			1	.25	1	.25
2015-2016			1	.25	1	.25
2016-2017			1	.25	1	.25
2017-2018			1	.25	1	.25
Faculty						
2013-2014			5	4.75	5	4.75
2014-2015			5	4.75	5	4.75
2015-2016			5	4.75	5	4.75
2016-2017			5	4.75	5	4.75
2017-2018			5	4.75	5	4.75
Staff						
2013-2014			1	.5	1	.5
2014-2015			1	.5	1	.5
2015-2016			1	.5	1	.5
2016-2017			1	.5	1	.5
2017-2018			1	.5	1	.5

**One support staff is currently shared between three departments. Additional support staff will be added if program growth warrants this addition.

Physical Plant

º **An explanation of whether, or to what extent, the existing physical plant will be adequate to provide space for the program for at least the first five years (three years for two-year colleges):**

The B.A. in Elementary Education program will utilize classrooms, libraries and laboratory facilities on both campuses to offer courses in its program. These facilities are adequate for the first five years of the new program at USCB. The Historic Beaufort Campus houses the Center for the Arts, faculty and administrative offices, thirteen networked classrooms, two biology labs, one chemistry lab, one physics lab, two computer labs, a library, tutoring services, and a student lounge. The Hilton Head Gateway campus contains one art lab, four science labs, 21 networked classrooms including three computer labs, two multi-tiered classrooms, three distance education classrooms, an Academic Success Center, student lounge, library, bookstore, support services, and administrative and faculty offices. Student housing (Palmetto Village) is located on the Hilton Head Gateway Campus.

º **A discussion of any additional physical plant requirements during the foreseeable future, including any modifications to existing facilities and an explanation of how these are to be financed:**

No additional physical plant requirements including modifications to existing facilities are expected during the foreseeable future.

º **A brief discussion and identification of major equipment items that may be needed for at least the first five years (three years for two-year colleges). Normal acquisitions of commonly used items for instruction and research may be excluded.**

Current infrastructure is adequate for the proposed program. Since the Department of Education is already in existence at USCB, the necessary equipment has been purchased with essential items such as marker boards, computers, PowerPoint and document projectors, interactive whiteboards, copiers, and networked classrooms. Office equipment/furnishings for new faculty are the only expected expenditure.

Library Resources

º A quantitative comparison of the institution's current holdings with a standard guide (such as the ALA Standards for College Libraries) in relationship to the new program being proposed:

USCB's students have access to a rich array of resources, including 84,000+ books on campus, plus 130,000+ E-books, subscriptions to over 100 databases and the availability of 200,000+ online journals in all discipline areas. Through comprehensive interlibrary loan services, USCB students also have access to the rich resources available in South Carolina. This includes more than 3.1 million books at the Thomas Cooper Library. By being a member of PASCAL, students and faculty also have access to an overall South Carolina total of 10,000,000 books and other academic materials. USCB also is a member of KUDZU, a group of 17 southeastern university research libraries that shares resources among its members. The American Library Association has replaced the *Standards for College Libraries* (last issued in 2000) with *Standards for Libraries in Higher Education* (2004). These newer standards no longer have a quantitative emphasis, focusing more on planning and how well the library supports the institution's academic programs.

º A qualitative assessment of current holdings in view of the new program being proposed:

The USCB Library subscribes to "Bowker's Book Analysis System, an online quality assessment tool that allows USCB to compare its library collection to *Resources for College Libraries* (RCL), the premier core list for academic libraries. Two subject specific analyses were performed comparing RCL's recommended core titles to the USCB library collection (2009). The first was a comparison using the RCL classification system broad subject term "Education" and indicates that USCB owns 20% of the recommended titles in this area. The second analysis was performed using the subject term "Elementary Education" (a subset of "Education"). These results indicate that USCB owns 37% of the recommended titles. Table below contains a detailed listing of results.

USCB Collection Analysis – Elementary Education (RCL)			
RCL Classification	**Owned and in RCL**	**In RCL, Not Owned**	**Total**
Education (general)	318	1,257	1,575
Elementary	37	63	100

An even more detailed breakdown of the collection has been made available to the faculty. This will allow the university to select for purchase those books that will directly support the proposed program. Acquiring more of the recommended titles will insure that the base collection can adequately support the academic aspirations of our students.

In addition to our monograph collection, USCB has full-text access (either online, in print or both) to 7 of the 10 basic professional journals recommended by Magazines for Libraries, 18th ed. (2010) relevant for Elementary Education (teachers) and academic libraries, along with 37 of the 58 recommended professional journals for General, K-12 education.

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USCB also subscribes to "Children's Literature Comprehensive Database" a critical database for acquisition, research, and reference service that offers more than 280,000 reviews of children's books--all full text searchable from 36 review sources.

Elementary Education is a diverse subject area and USCB does have access to quality resources in other academic disciplines that may also support the interests of this program.

º A quantitative estimate of acquisitions that may be needed annually for at least the first five years (three years for the two-year colleges) and the estimated additional cost of these;

The statewide higher education electronic library may be included as part of the library's resource base when making calculations of need for library resources for a new or modified program proposal. Although this resource brings substantial resources to bear, it does not obviate the need or desirability of all other additional library resources for a new program. USCB's annual "library materials budget" is slightly over $200,000. Each degree program including Education at USCB has an annual base budget of $8,000. With a per-book cost approximating $61, the university will be able to add around 131 books per annum to support Elementary Education.

Accreditation, Approval, Licensure, or Certification

º If the proposed program is subject to specialized or professional accreditation or approval by any state agency other than the Commission, a brief description of the accreditation or approval process, a statement as to whether such accreditation or approval will be sought, and when that accreditation or approval may be reasonably expected.

Upon CHE approval, USCB will seek accreditation from the National Council for Accreditation of Teacher Education (NCATE) using the Association of Childhood Education International (ACEI) standards. This process will be initiated in 2012-2013 as the program begins its first full academic year. USCB will request NCATE approval when it deems it has satisfied the rigorous requirements expected.

º For programs that lead to initial teacher certification or to licensure/certification of other school personnel (e.g., principals, superintendents, counselors), a concise but complete description of how the proposed program addresses national Specialty Professional Association standards and State Content Standards.

The proposed Elementary Education program addresses the requirements of the Association of Childhood Education International (ACEI - 2007) standards, which include:

<u>DEVELOPMENT, LEARNING AND MOTIVATION:</u>
1.0 Development, Learning, and Motivation--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

<u>CURRICULUM:</u>
2.1 Reading, Writing, and Oral Language—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas;
2.2 Science—Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach

science, to build student understanding for personal and social applications, and to convey the nature of science;

2.3 Mathematics—Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation;

2.4 Social studies—Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world;

2.5 The arts—Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students;

2.6 Health education—Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health;

2.7 Physical education—Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

INSTRUCTION:

3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community;

3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;

3.3 Development of critical thinking and problem solving—Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving;

3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments;

3.5 Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

ASSESSMENT:

4.0 Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

PROFESSIONALISM:

5.1 Professional growth, reflection, and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.

5.2 Collaboration with families, colleagues, and community agencies—

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Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.

º For programs at the graduate level that focus directly on teacher education (not educational leadership, etc.), a concise but complete description of how the proposed program addresses the core propositions of the National Board for Professional Teaching Standards.

N/A

Articulation

º This section should contain a description of the institution's efforts to link the proposed program to similar programs offered by other South Carolina institutions.

USCB has a substantial record of partnering on collaborative initiatives in the education arena in the state, region, and nation. USCB faculty and staff have a long history of working collaboratively with colleagues at other institutions across the country including South Carolina through professional conferences, exhibitions, and lectures. With this new program, such initiatives will be strengthened and serve as a foundation for future cooperation. For example, the Fall 2010 South Carolina Association of Teacher Education (SCATE) annual meeting was held on the USCB Hilton Head Gateway Campus. Additionally, Education faculty members have worked with accrediting organizations nationally by serving on various committees and maintaining sustained publication and presentation agendas. When USCB has its own elementary education program in place, articulation agreements and stronger relationships will be developed with the Technical College of the Lowcountry and other technical colleges in the state to ensure ease of transfer for students who wish to advance their education with a baccalaureate degree and teacher certification. On a regional level, this program will continue as a catalyst for improved teacher quality through partnerships with the local school districts. Personnel from both the Beaufort and Jasper County school districts serve on the USCB Teacher Education Advisory Council that meets twice a year. Students graduating from USCB with a degree in Elementary Education will be encouraged to pursue graduate studies at USC and other institutions statewide. Students taking education courses, upon graduation, have sought advanced study in the College of Education at USC. Effort will be made to enhance that pipeline.

º Proposed associate level programs should show a path for graduates to move into a related baccalaureate program, as appropriate.

N/A

º Proposed baccalaureate-level programs should show an entry path for students from two-year institutions, as appropriate.

In Summer 2011, USCB and the Technical College of the Lowcountry (TCL) signed an articulation agreement that will give TCL students the opportunity to transfer agreed upon credit hours to USCB, to facilitate the process of obtaining a four-year degree in Early Childhood Education. Once approved, USCB will work with TCL to draft an articulation agreement for the Elementary Education program. This partnership between the two institutions will promote access and opportunity by guaranteeing course transferability. USCB has already established the PASSPORT program with the TCL to plan for optimal transition of TCL graduates into USCB.

The Statewide Technical College System, including the neighboring TCL currently offers an established transfer block for Teacher Education of 38-39 semester hours for early childhood, elementary and special education students only.

º If the proposed program leads to a degree that is normally considered to be a terminal degree, the institution should so state in this section.

The B.A. degree is not a terminal degree for the field of Elementary Education.

º Institutions should highlight collaboration with other state institutions in this section.

Although USCB has a history of collaboration with other state institutions in numerous areas, collaboration with TCL in Education, Nursing, and Hospitality Management is ongoing. USCB plans to work closely with USC Columbia and other institutions to ensure that USCB students are properly advised and prepared for graduate studies if they choose to do so.

º If a program cannot show progress towards articulation agreements or inter-institutional collaboration, it should explain the lack thereof in this section.

N/A

Estimated Costs

º A table showing estimated annual costs for at least the first three years for associate degree programs and for the first five years for all others

ESTIMATED NEW COSTS BY YEAR						
CATEGORY	1ST	2ND	3RD	4TH	5TH	TOTALS
Program Administration	$3,900	$3,900	$3,900	$3,900	$3,900	$19,500
Faculty Salaries	$169,235	$169,235	$169,235	$169,235	$169,235	$846,173
Graduate Students	NA	NA	NA	NA	NA	NA
Clerical/Support Personnel	$12,215	$12,215	$12,215	$12,215	$12,215	$61,075
Supplies and Materials	$500	$500	$500	$500	$500	$2,500
Library Resources*	0	0	0	0	0	0
Equipment	$1,200	0	0	0	0	$1,200
Facilities	0	0	0	0	0	0
Other (Identify)	0	0	0	0	0	0
TOTALS	$187,050	$185,850	$185,850	$185,850	$185,850	$930,450

SOURCES OF FINANCING BY YEAR						
Tuition Funding	$78,861	$141,869	$208,862	$279,707	$327,086	$1,036,430
Program-Specific Fees State Funding	NA	NA	NA	NA	NA	NA
Reallocation of Existing Funds*	0	0	0	0	0	0
Federal Funding	0	0	0	0	0	0
Other Funding (specify)	0	0	0	0	0	0
TOTALS	$78,861	$141,869	$208,862	$279,707	$327,086	$1,036,430

* Library resources will be covered by tuition revenue. The program will use the same facilities, administrative and clerical support, faculty and staff as the Early Childhood Education program.

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*Other Funding (specify)

º A statement as to whether or not "unique cost" or other special state appropriations will be required or requested.

There are no plans to request "unique cost" or other special state appropriations.

Institutional Approval

º This section must include a list of titles of all internal institutional bodies of which approval was required, such as faculty committees and the institutional governing board, and the dates on which each body approved the program. Such approval is required prior to the submission of program proposals to the Commission.

INTERNAL INSTITUTIONAL BODY	SIGNATURE	APPROVAL DATE
Dr. Charles Keith, Chair USCB Faculty Senate		9/30/11
Dr. Harvey Varnet USCB Executive Vice Chancellor		9/30/11
Dr. Jane T. Upshaw USCB Chancellor		10/3/11
Dr. Michael D. Amiridis USC Provost		2/13/12
Dr. Harris Pastides, USC President		2/13/12
USC Board of Trustees		4/12/12

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Proposal for New Program

University of South Carolina Beaufort

Title of Program: Bachelor of Arts

Major: Elementary Education

SCDE Requirements

Sections III and IV

July 29, 2012

III. South Carolina Department of Education Requirements
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*, (http://www.scteachers.org/educate/edpdf/boardpolicy.pdf) including the following:

A. ADEPT (http://www.scteachers.org/Adept/ihe.cfm)

Similar to the current USCB Early Childhood Education program, the Elementary Education program will follow the ADEPT Plan that was submitted to the state of SC based on the program's 2011-2012 report.

ADEPT Performance Standards (APSs)

- All required lesson and unit plans submitted by the intern, and teaching candidates, will be created using LiveText templates that are aligned with the South Carolina Curriculum Standards.
- Clinical Intern Portfolio, created on LiveText, is aligned with ADEPT Performance Standards.
- Formative Evaluation Form for APS Standards 4-9: recreated on LiveText Forms to electronically capture data from teachers, interns, and supervisors. Data is downloaded to Excel spreadsheets to more easily aggregate and summarize data.
- Summative Evaluation Form for APS Standards 1, 2, 3, & 10: recreated on LiveText Forms to electronically capture data from teachers, interns, and supervisors. Data will be downloaded to Excel spreadsheets to more easily aggregate and summarize data.

Clinical Practice: Formal Assessments and Assistance

- University supervisors will meet with clinical interns a minimum of six times in accordance with state guidelines. The university supervisor's initial visit is required to occur during the first 5 days of the intern placement.
- Self-evaluation and video analysis on ADEPT Key Elements (APS 4-9): In order to prepare candidates who are reflective and assist candidates for formal evaluation in the field with SAFE-T, USCB requires a video analysis and self-evaluation of pedagogical skills for at least one lesson during the clinical experience. This evaluation will be collected using the LiveText Lesson Plan Form in order to electronically manage the data.
- Quality indicators on assessment rubrics and forms include four levels: "Exceeds Expectations", "Meets Expectations", "Developing" and "Did Not Meet Expectations."

Field Experiences will include a minimum of the following:

Course	Hours Required	Artifact	ADEPT Alignment
BEDE 210: Observation & Analysis	20 hours	Observation Notebook Time Sheet Dispositions Reflection	ADEPT APS Orientation 1-10
BEDR 420P	20 hours	Emergent Reading Lesson Plan & Instruction ADEPT Formative Evaluation: 1 US & 1 CT	APS 4-9
BEDE 435P	20 hours	Integrated Math Lesson Plan & Instruction ADEPT Formative Evaluation: 1 US & 1 CT	APS 4-9
BEDE 436P	20 hours	Inquiry Lesson Plan & Instruction ADEPT Formative Evaluation: 1 US & 1 CT	APS 4-9
BEDE 430P	20 hours	Emergent Reading Lesson Plan & Instruction ADEPT Formative Evaluation: 1 US & 1 CT	APS 4-9

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Course	Hours Required	Artifact	ADEPT Alignment
BEDE 469	1 Semester Professional Responsibilities (Minimum 60 days with 10 continuous teaching days ~500 hours)	Clinical Internship Portfolio: including LRP and TWS Reflective Journal Integrated Unit (10 day) Minimum: 6 visits; 3 Formative Evals; 1 Midterm Eval; 1 Summative Eval (US) 2 Formative Evals; 1 Midterm Eval; 1 Summative Eval (CT) 1 Self-Assessment & Video Analysis (CI)	APS 1-10

Candidate Orientation
- Review of updated *USCB Department of Education Clinical Internship Handbook* with all required forms, responsibilities, and requirements

Cooperating Teacher Orientation
- Review of updated *USCB Department of Education Clinical Internship Handbook* with all required forms, responsibilities, and requirements

University Supervisor Orientation
- Review of updated *USCB Department of Education Clinical Internship Handbook* with all required forms, responsibilities, and requirements

B. PADEPP (Applicable to Educational Leadership Programs Only)
(http://www.scteachers.org/leadership/principalperformance.cfm)

N/A

C. Education Economic Development Act (EEDA)
(http://www.scteachers.org/educate/edpdf/PerformancebasedStandards.pdf)

The following Table presents the alignment of various standards, which includes the **EEDA**. Some course numbers will be changed to reflect the Elementary Education program coursework.

Artifact Alignment

Performance Based Artifacts	Course Number/ Title	Transition Point	CE (CF)	SC EEDA Safe Climate Act (SCA)	ACEI	ADEPT APS
Disposition Essay & Statement	**BEDE 210 Observation & Analysis**	1 *Professional Program Application	R-1 R-4	SCA TEP-5	1, 5.1	7
Disposition Instrument* (Rubric or Form)	**BEDC 210 FE Block 1 FE Block 2 BEDE 469**	1, 2, 3, 5	R-4		1, 5.1	
Educational Philosophy Paper/ Presentation Bullying Paper	**BEDE 321 Dynamics of American Public Education**	1	C-1 R-3	TEP- 3, 4	1	
Autobiographical Case Study	**BEDP 333 Child Growth and Development**	1	N-1-3, C-1, F/I-1-4	SCA	1, 5.2	7, 10
Class webpage	**BEDC 243 Resources for Teaching**	1	N-2, C-1, R-1, F/I -5		1, 3.1, 3.3, 3.4, 3.5	1, 2, 3
Technology Integration Lesson	**BEDC 469 Clinical Internship**	3	N-3, C-1, R-3, F/I-2,3, 5	TEP 5, 6, 7	1, 3.1	2,3
Exceptionality Research Multimedia Project	**BEDX 300 Introduction to the Exceptional Learner**	1	N-1, N-3, C-1, R-1,4, F/I 1-5	SCA	1, 3.1, 3.2, 3.3, 3.4, 4	1, 10
Performance Based Artifacts	Course Number/ Title	Transition Point	CE (CF)	SC EEDA Safe Climate Act (SCA)	ACEI	ADEPT APS
Implement integrated math lesson plan	**BEDR 435P Practicum in Math**	2	N-3, C-1, R-1, 4, F/I 1-5	TEP 5,6,7	1, 2.3, 3.1, 3.3, 3.4, 4, 5.1	4-9

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Performance Based Artifacts	Course Number/ Title	Transition Point	CE (CF)	SC EEDA Safe Climate Act (SCA)	ACEI	ADEPT APS
Diagnostic Case Study	**BEDR 420 Emergent Reading**	2	N-3, C-1, R-1, F/I-1-5	TEP 5,6,7	1, 2.1, 3.2, 3.3, 4, 5.1, 5.2	2- 6
Tutoring	**BEDR 420P Practicum in Reading**	2	N-3, C-1, R-1, 4, F/I 1-5	TEP 5,6,7	1, 2.1, 3.1, 3.2, 3.4, 3.4, 45.1, 5.2	4-9
Thematic unit	**BEDE 444 Language Dev. & Comm. Skills**	2	N-1, N-3, C-1, R-1, F/I 2-5	TEP 5,6,7	1, 2.1, 2.5, 3, 4, 5.1	2, 3, 5, 6
Child Study**	**BEDE 340 Education of the Young Child**	2	N-1, 2, 3, C-1, R-1, 3 F/I-1, 2, 5	TEP 7 SCA	1, 2.5, 3.1, 3.2, 4, 5.1, 5.2	
Classroom Management Plan	**BEDE 342 Curriculum Planning & Development in ECE**	2	F/I-1, 2	SCA	1, 3.4	8, 9
Career Awareness Application	**BEDE 436 Science & SS Experiences in ECE**	2	N-1,3 C-1, R-1,2, F/I-1-5	TEP-3-7	1, 2.2, 2.4, 2.6, 3.1, 3.2, 3.4, 3.5, 4	1,2,4,5,6,8
Inquiry Unit	**BEDE 436 Science & SS Experiences in ECE**	2	N-3, C-1, F/I -2, 3, 5	TEP 4,5,6,7	1, 2.2, 2.4, 2.6, 2.7, 3.1, 3.2, 3.4, 3.5, 4, 5.1	2, 3
Performance Based Artifacts	**Course Number/ Title**	**Transition Point**	**CE (CF)**	**SC EEDA Safe Climate Act (SCA)**	**ACEI**	**ADEPT APS**
ADEPT Lessons*	**BEDE 435P BEDE 436P BEDR 430P BEDE 469**	2,3,5	N-1, N-3, C-1, R-1, 4 F/I-2-5	TEP 5-7	1-5	2-10

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Performance Based Artifacts	Course Number/ Title	Transition Point	CE (CF)	SC EEDA Safe Climate Act (SCA)	ACEI	ADEPT APS
Clinical Internship Portfolio*	**BEDE 469**	3	N-1-3, C-1, R-1-4, F/I-1-5	SCA TEP 5-7	1-5	1-10
Field Experiences ≥150 hours	**BEDE 435P BEDE 436P BEDR 420P BEDR 430P BEDE 210 BEDE 340 (B-3 Daycare)**	1, 2	N-1, N-3, C-1, R-1, F/I-2,F/I-3, F/I-4, F/I-5	TEP 5-7	1-5	4-9
Clinical Internship ≥60 days ≥10 days full time responsibility	**BEDE 469 Internship**	3	N-1-3, C-1, R-1, 4 F/I-1-5	TEP 5-7	1-5	1-10
Professional Conference participation	**BEDE 476 Senior Seminar**	3	R-1-4		1, 5.1	1- 3, 10

D. South Carolina Standards of Conduct
(http://www.scteachers.org/Cert/certpdf/standardsofconduct.pdf?ch=4

The following USCB Department of Education Dispositions Rubric is used to evaluate candidates during and after their field experiences in their initial Observation and Analysis course (BEDC 210), during both Methods' Blocks, and after the candidates' internship. The instrument is used by candidates, mentor teachers and university supervisors and will be adapted to include the Elementary Education ACEI standards.

USCB Teacher Dispositions

Candidate: _____

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

Please circle the one category that best matches your candidate's performance for each disposition.

Teacher Dispositions				
	Exceeds (3 pts)	**Meets (2 pts)**	**Developing (1 pt)**	**Does Not Meet Expectations**
Attitude (1, 11%) NAEYC.1 NAEYC.2 NCATE-2007.1 SC-ADEPT-06.10.A SC-ADEPT-06.10.B SC-ADEPT-06.10.D SC-ADEPT-06.APS.10 SC-ADEPT-06.APS.4 SC-ADEPT-06.APS.8	Believes that all students can learn and be successful in the academic environment. Helps others without being asked; asks for feedback and uses it constructively.	Believes that all students can learn and be successful in the academic environment. Cooperative; accepts constructive criticism.	Attitude changes at times; can accept constructive criticism from some evaluators but not all. Does not always believe all children can be successful or can learn.	Uncooperative; does not accept constructive criticism.
Diversity (1, 11%) NAEYC.1 NAEYC.2 NCATE-2007.4 SC-ADEPT-06.10.A SC-ADEPT-06.4.A SC-ADEPT-06.4.B SC-ADEPT-06.4.C SC-ADEPT-06.APS.4 SC-USCB-CE-CF.C.4 SC-USCB-CE-CF.N.1	Treats all students, teachers, and parents with respect; acknowledges and celebrates various cultures, races, and religions by openly discussing, reading stories, and displaying pictures that represent different cultures, genders, and/or religions throughout the clinical experience.	Demonstrates respect for cultural, racial and religious differences by openly discussing, reading, and displaying materials that represent the different cultures, races, genders, and/or religions periodically; shows no impartiality toward certain groups of students.	At times, fails to respect cultural, racial and religious differences by making inappropriate remarks, using materials that are biased, or sometimes shows partiality to certain groups.	Demonstrates no respect for cultural, racial, gender, and/or religious differences, demonstrates partiality toward certain groups.
Enthusiasm (1, 11%) SC-ADEPT-06.10.E SC-ADEPT-06.4.A SC-ADEPT-06.4.B SC-ADEPT-	Always positive, helps students outside of class time; searches for innovative methods, shares ideas.	Positive most of the time, displays interest in students, content, and teaching.	Enthusiasm for teaching is not consistent; mood swings, or occasional disinterest in students	Negative attitude, displays little interest in students, content, and teaching.

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	Exceeds (3 pts)	Meets (2 pts)	Developing (1 pt)	Does Not Meet Expectations
			Teacher Dispositions	
06.8.B SC-ADEPT-06.8.C SC-ADEPT-06.APS.4 SC-USCB-CE-CF.N.2 SC-USCB-CE-CF.R.6			and teaching.	
Personal Appearance (1, 11%) SC-ADEPT-06.10.D SC-ADEPT-06.APS.10 SC-USCB-CE-CF.R.8	Always dresses professionally at school and at extracurricular events; exhibits care in personal hygiene.	Generally dresses professionally and observes school dress codes; exhibits care in personal hygiene.	Some mistakes in dress and behavior, perhaps unintentional. Some lack of personal hygiene.	Dresses unprofessionally, does not observe school dress code, displays no care in personal hygiene.
Professionalism (1, 11%) SC-ADEPT-06.10.A SC-ADEPT-06.10.B SC-ADEPT-06.APS.10 SC-USCB-CE-CF.N.2 SC-USCB-CE-CF.R.6 SC-USCB-CE-CF.R.8	Treats all students fairly and without bias. Observes confidentiality; demonstrates honesty, integrity, and willingness to accept responsibilities beyond the classroom (e.g. athletics, school committees, clubs).	Treats all students fairly and without bias. Observes confidentiality; demonstrates honesty and integrity. Will accept additional responsibilities at school.	Makes inappropriate remarks about students and fails to consider the confidentiality issues at times. Possible questions about honesty and integrity. Not willing to assume additional responsibilities.	Gossips; does not keep information confidential; dishonest. Refuses to accept additional school responsibilities.
Punctuality (1, 11%) SC-ADEPT-06.10.D SC-USCB-CE-CF.R.5 SC-USCB-CE-CF.R.8	Arrives early and stays late as necessary.	Arrives and leaves at assigned times.	A few instances of tardiness or needing to leave early, without reasonable excuses.	Arrives late to school or class and/or leaves early.
Rapport (1, 11%) SC-ADEPT-06.10.C SC-ADEPT-06.4.A SC-ADEPT-06.4.B SC-ADEPT-06.8.B SC-ADEPT-06.APS.4 SC-USCB-CE-CF.C.4 SC-USCB-CE-CF.N.1 SC-USCB-CE-CF.N.2	Interacts positively with students, faculty, staff, and parents; initiates contributions to class or school activities or parent conferences which are well received.	Interacts positively with students, parents, faculty, and staff.	Sometimes has difficulty interacting with others at the school. Misunderstandings or failure to communicate adequately.	Does not interact well with students, parents, faculty, and/or staff.
Reliability (1, 11%) SC-ADEPT-06.10.B SC-ADEPT-06.10.D SC-ADEPT-06.APS.10 SC-USCB-CE-CF.R.8	Completes all tasks/assignments within prescribed times with a high degree of quality.	Completes tasks within prescribed times.	Cannot be depended on to complete tasks.	Tasks are not completed within a prescribed time.
Sensitivity (1, 11%) SC-ADEPT-06.10.A SC-ADEPT-06.8.A	Exhibits care and concern for students' abilities and needs;	Exhibits care and concern for students' abilities and needs.	Sometimes exhibits care and concern for students' needs and	Displays a lack of concern for students' abilities

Teacher Dispositions				
	Exceeds (3 pts)	**Meets (2 pts)**	**Developing (1 pt)**	**Does Not Meet Expectations**
SC-ADEPT-06.8.B SC-ADEPT-06.APS.8 SC-USCB-CE-CF.FI.12 SC-USCB-CE-CF.FI.13 SC-USCB-CE-CF.R.5	spends additional time (after school/class) with students who need help; seeks information and advice from parents and staff to improve students' education.		abilities, but sometimes displays impatience, or unwillingness to get involved.	and/or needs.

E. South Carolina Safe School Climate Act
(http://www.scteachers.org/Educate/edpdf/climateact.pdf)

Refer to the Table on pages 5-7.

F. PreK-12 academic standards
(https://www.ed.sc.gov/agency/standards-and-learning/academic-standards/)

All candidates are required to include a selection of appropriate South Carolina standards into their implemented classroom lesson and unit plans. Refer to the following lesson plan format. Appropriate standards are presented in subject area methods' courses and can be located on both the SC Department of Education website and in the LiveText lesson plan drop-down menu format.

USCB Lesson Plan Template:

Description of Learners:

Describe the students in your class. Include the following characteristics: Number of students, gender, socioeconomic status (SES), percentage breakdown of ethnicity/race/culture, special learning challenges/gifted (no names please), meal plans, etc.

Standards:

Materials and Resources:

Rationale: State why your students should learn this information.

Subject Integration: State the subjects that are integrated into this lesson.

Objectives: Write each measurable objective in the four-component format: Audience, Behavior (Action), Condition for Learning (Set by teacher) & Degree of Proficiency (Assessment)

Procedures: Provide specific instructional strategies that you will be using to teach the lesson. State what both the teacher and students will do in each component. Write your plan thoroughly as if a substitute teacher would need to implement it. Provide all of the necessary details.

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- Lesson Focus/Anticipatory Set: (This is the "HOOK." State specifically how you will introduce this lesson.)

- Connections to Previous Knowledge and Future Content: (List the questions that you will ask the students so they can share their previous knowledge about your lesson topic. Then state what you plan to do in this lesson. Last, state how this information will tie to future lessons/content on your topic.) (e.g., Yesterday-Today-Tomorrow)

- Teacher Modeling/Demonstration of Learning: (Describe how you will demonstrate/model what the students will do during their Independent Practice. Discuss content/concepts, strategies, class grouping, classroom management, technology applications, etc.)

- Check for Understanding: (Ask a volunteer to share in her/his own words what they will do during the Independent Practice.)

- Guided Practice: (Describe what the teacher will do along with the students to prepare them to successfully complete the Independent Practice.)

- Independent Practice: (Student performs the activity described above on her/his own. Explain what the students will do and what the teacher will do while the students are working.)

- Class Discussion and/or Group Activity: (Describe how the teacher will follow up with the students so they can share the results of the Independent Practice.)

- Closure of Lesson: (Determine if the lesson objectives were met by allowing students to share what they have learned. List the questions the teacher will ask that tie to the objectives.)

Assessment: Your assessment should tie directly to your 4-component lesson objectives. Describe the formal and informal assessment strategies, evaluation techniques, and rubrics used during the lesson.

Questions (Bloom's): List a selection of questions (minimum three) that you will ask during the lesson, and identify the various levels of Bloom's Taxonomy. Include a mix of lower and higher level questions. Your questions should be included in the Procedures' section above.

Modifications/Accommodations/Differentiation: List special adaptations/modifications included for ESOL learners, inclusion and various learning abilities including academically talented (gifted) students as well as early and late finishers.

Rubric: Design an appropriate rubric. Include your criteria for success.

Lesson Reflection: After you implement your lesson, complete a thorough reflection (equivalent to 1-2 double-spaced pages) addressing the following questions:

   A.) Did you accomplish your objective(s)? Describe why.
   B.) What was most effective about your lesson? Describe why.
   C.) What did you discover about how young children learn the content/concepts that you presented?
   D.) What improvements would you make to your lesson?

G. Admission Requirements - Initial and Advanced (Assurance of compliance)

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The following admissions criteria can be found in the initial proposal on pages 7 & 8.

Enrollment

º A discussion of admissions criteria specific to the program:

Students must fulfill USCB admissions requirements to enroll in general education or program specific courses. Applicants who have earned a 2.0 cumulative GPA on the defined preparatory units and who score 800 on the SAT or 17 on the ACT may be admitted to USCB.

Transfer students are required to have a 2.0 cumulative GPA in all previous college-level work. They must also be in good standing and eligible to return to the institution last attended.

There are admissions criteria specific to this program. The baccalaureate curricula are divided into two years of general education and two years of professional training. Any USCB student who fulfills the admission requirements of the University may enroll in the pre-professional curriculum with completion of at least 30 hours in required general education credits. Curricula designated as professional education courses are limited to students who have been formally accepted into the USCB Elementary Education Program. Application for admission into the professional program is to be submitted to the Professional Education Committee during the semester that the student completes 46 - 55 hours of undergraduate study. Transfers with more than 56 undergraduate hours should apply during the first semester at USCB.

- A cumulative Grade Point Average (GPA) of at least 2.75 in all undergraduate course work
- Completion of all Pre-Professional courses with a minimum GPA of 3.0 and a "C" or better in each course
- Grades of "C" or better in English (BENG) 101 and 102, Speech Communications and Math 221 and 222
- Passing scores on all three sections of Praxis I Test. Official scores must be submitted to and received by the Department of Education
- Criminal Background Check and Full Disclosure Statement from the State Law Enforcement Division (SLED)
- Professional Program Interview and Disposition Statement
- Approval by the USCB Professional Education Committee

NOTE: Faculty advisors meet with candidates at least twice every academic year to assure that candidates are meeting the above requirements.

H. Field and Clinical Experiences Requirements
(http://www.scteachers.org/ADEPT/evalpdf/EducatorPreparationGuidelines.pdf)

Refer to pages 2-3 (ADEPT) above and the following Transition Points Table:

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USCB Department of Education

Transition Points, Key Assessments and Requirements

The Department of Education has an established plan in which the current candidates' progress through the unit via a series of progression levels. Some course assessments will change based on the requirements of the Elementary Education SPA – ACEI.

LEVELS	ASSESSMENTS	BENCHMARKS	CONSTRUCTIVIST EDUCATOR PROFICIENCIES
Level I **Pre-Professional** Open to all students meeting University entrance requirements.	1. GPA 2.75 2. PRAXIS I: *R 175, W-173, M-172* 3. " C" or better in all Education courses, English 101, 102, Speech, Math 221 & 222. 4. Background check 5. Professional Program Disposition Statement & Recommendations 6. Service Learning: *25 hours*	1. Acceptance to the University 2. Completion of a minimum 46 hours of required General Education courses 3. Education majors must see program advisor two times per year. 4. Professional Program Application deadline: *February 1 and October 1.* 5. Verification of all assessment data by Education Advisor.	**Nurturer** N1, N2, N3 **Communicator** C1 **Reflective Professional** R4 **Facilitator/Instructor** F1
Level II **Professional Program** Open only to education majors who have been accepted to the professional program.	1. GPA 2.75/3.0 (Ed) 2. PRAXIS II: *#0021≥158* 3. Child Study 4. Family Study 5. Thematic Unit 6. Disposition Evaluations 7. Internship Interview 8. SLED Background Check	1. Maintain at least 3.0 GPA in education coursework. 2. Internship Applications deadlines prior to final semester: *January 15th and September 15th* 3. SC SDE Clearance 4. Appeals are considered when all requirements have been met. 5. Verification of all requirements by Field Experiences Coordinator	**Nurturer** N1, N2, N3 **Communicator** C1 **Reflective Professional** R3 **Facilitator/Instructor** F1, F2, F3, F4, F5
Level III **Internship** Open to candidates who have completed all requirements for Level II.	1. GPA 2.75/3.0 (Ed) 2. ADEPT Lesson Evaluations 3. Dispositions Evaluation 4. Internship Portfolio 5. Video analysis and Self-reflection 6. Final ADEPT Summative Evaluation	1. Approval of Internship Application by Education Committee. 2. ADEPT Orientation for Interns and Cooperating Teachers 3. Participation in Professional Conference 4. Senior Seminar	**Nurturer** N1, N2, N3 **Communicator** C1 **Reflective Professional** R1, R2, R3 **Facilitator/Instructor** F1, F2, F3, F4, F5
Level IV **Program Completion** Open only to students who have completed all	1. GPA 2.75 2. Passing Scores on Praxis II: Principles of Learning and Teaching (PLT) 3. Program	1. Graduation Application 2. Recommendation for certification: University Supervisor 3. South Carolina Department of Education Application for Certification	**Reflective Professional** R2 **Facilitator/Instructor** F1, F2, F3, F4, F5

LEVELS	ASSESSMENTS	BENCHMARKS	CONSTRUCTIVIST EDUCATOR PROFICIENCIES
requirements for Level III.	Completer Survey		
Level V Professional Educator	1. Alumni Survey 2. Employer Survey	1. ADEPT Professional Evaluation Report: IHE Portal	**Nurturer** N1, N2, N3 **Communicator** C1 **Reflective Professional** R1, R2, R3 **Facilitator/Instructor** F1, F2, F3, F4, F5

PROCEDURES FOR MONITORING CANDIDATE'S PROGRESS

Candidates' progress is formally monitored at each transition point as described in the Procedures for Monitoring Candidates' Progress in the Professional Education Programs, which were approved by the *School of Education faculty and by the Professional Education Board in January 2012.*

The monitoring procedures are the following:

A. Procedures for Monitoring Candidates' Progress in the Professional Education

Program--Initial Undergraduate

Transition Point 1: Admission to the Professional Education Program

Initial Undergraduate Level:

1) The undergraduate candidate applies to the USCB Office of Admissions. Upon acceptance, the Office of the Registrar provides the Department of Education (DOE) with a list of students identifying themselves as pre-education majors.

2) Pre-professional majors are assigned an Education Advisor who facilitates and monitors progression through the program.

3) Pre-professional majors complete general education coursework and pre-professional education courses with a minimum GPA of 2.75, and successfully pass the Praxis I exams.

4) Pre-professional majors submit a Professional Program Application prior to the semester they want to enter the program.

5) The Education Advisor verifies the satisfactory completion of all requirements with the applicant, and interviews the applicant, and recommends the candidate to the Department Chair for formal admission into the professional education program as an education major. Disposition essays are reviewed by the Professional Program Committee and evaluated.

6) Letters of Acceptance into the Professional Program are mailed to the candidates. Letters of denial are mailed to those who did not meet the requirements specifying which requirements need to be met.

7) This is noted in the Candidate's file so that course holds can be lifted which allows students to take professional level education classes.

8) A list of candidate names documents the new cohort.

Transition Point 2: Admission to Internship

1) The candidate submits a Clinical Internship Application and the South Carolina Certification Application to the Field Experiences Coordinator in the DOE on or before January 15th for fall semester internship and May 1st for spring semester internship.

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2) The Field Experiences Coordinator enters undergraduate candidate data on an Excel spreadsheet and monitors and verifies the completion of all requirements for admission to internship (Transition Point 2) and begins the internship placement process.
3) The Professional Program Committee interviews each applicant and evaluates their readiness and identifies strengths and growth areas.
4) The Field Experiences Coordinator mails a letter of acceptance to the candidate.
5) Course holds are lifted to give permission for the undergraduate candidate to register for the 12-credit internship course and 3-credit Senior Seminar.
6) The Field Experiences Coordinator finalizes the internship placement and candidates are notified of their placements the first week of Senior Seminar.

Transition Point 3: Completion of Internship

1) Candidate's progress during the internship is monitored and assessed by the college university supervisor and cooperating teachers for required coursework completion.
2) The Field Experiences Coordinator verifies the completion of all requirements for the internship by entering the information into the designated Excel spreadsheet.

Transition Point 4: Program Completion and Recommendation for Certification

1) The candidate submits a Graduation Application the semester prior to graduation. The Education Advisor reviews the form with the candidate and submits it to the Department Chair for final approval.
2) The Department Chair provides the Office of the Registrar with verification of undergraduate candidates passing all required Praxis exams.
3) The Office of the Registrar audits the undergraduate candidate's completion of program requirements.
4) The Field Experiences Coordinator submits the names and evidence of the candidates to the DOE Department Chair who recommends the candidates for South Carolina certification.
5) The signed Verification of Program Completion original is mailed to the South Carolina Department of Education Office of Certification and one copy retained in the candidate's file in the DOE Office.

Ineligibility for Initial Certification (Assurance of compliance)

Refer to Transition Points 3 and 4 in the previous section.

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

Annual reports will continue to be completed and submitted at the required deadlines.

K. Commitment to Diversity Assurance

Diversity Perspective
The USCB Department of Education is committed to multicultural/diversity in the education program. Graduates as Constructivist Educators:

- Believe that all children can learn.
- Create a learning environment that is anti-discriminatory.
- Understand, respect, and accommodate group and individual differences.
- Instruct for empathy, tolerance, and altruism.

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- Promote justice.

In order to support candidates as they develop the knowledge, skills, and dispositions necessary to teach English Language Learners, all practicum courses will use the text *50 Strategies to Teach English Language Learners* (Herrell & Jordan, 2009) as a resource. **Candidates will need to use at least one strategy from the text when planning units with at least 3 or more lesson plans**. In addition, candidates complete a section in each lesson plan that addresses any necessary student accommodations, modifications and differentiation. Refer to lesson plan on pages 11-12 of this report.

L. Professional Development Courses (http://www.nsdc.org/standards/index.cfm)
N/A

M. Advanced Programs for the Preparation of Teachers Alignment with NBPTS
(http://www.nbpts.org/the_standards/standards_by_cert)
N/A

N. Experimental or Innovative Programs Policy (Assurance of compliance)
N/A

O. ISTE National Educational Technology for Teachers (NETS.T) Standards Alignment
(http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/2008Standards/NETS_T_Standards_Final.pdf)

ISTE (NETS.T) Standards are presented in the Resources for Teaching course (BEDC 243) and are added in all appropriate course syllabi and rubrics throughout the program.

IV. SPA or Other National Specialized and/or Professional Association Standards
Each new program must present evidence that it is aware of the relevant national standards for the new program and has a plan for achieving national recognition once the program has ten completers or at the time program reports are due for a unit accreditation visit. *Download the program report template for the relevant program and complete the template to the best of your ability at this time.

The template was in pdf form. As a result, the responses to the above request appear in the following text format.

Using the applicable program report template, this section should include:

A. Context (institutional/State policies that may influence application of standards)
The state of South Carolina defines Elementary Education as grades 2-6, and awards a 2-6 initial license for Elementary Education teachers. The state of SC has adopted the NCATE standards as state standards. The South Carolina model Assisting, Developing and Evaluating Professional Teaching (ADEPT) is used as an assessment for clinical experiences. The South Carolina State Department of Education will grant program completers the Elementary Education certification, grades 2-6, upon completion of all State Department of Education requirements. In addition, the USCB Department of Education incorporates components from their Conceptual Framework into their instruction and evaluation system. The Constructivist Educator Proficiencies are – Nurturer, Communicator, Reflective Professional and Facilitator/Instructor.

B. List of assessments (completion of chart to reflect 6-8 assessments)

ACEI Assessment Chart

	Name of Assessment	Type/Form of Assessment	When Assessment is Administered
1	**Licensure Assessment:** All Praxis series exams	State Licensure Tests	Professional Level II & III: Prior to Admission to Clinical Internship and Program Completion
2	**Assessment of content knowledge in elementary education** El Ed content grades	Course Grades or Content Course Test (e.g.) C-Base	Professional Level I: Prior to Admission to Professional Program
3	**Assessment of candidate ability to plan instruction** ADEPT 4-9	Teacher Performance Assessment	Math Methods, Science Methods, Social Study Methods, Reading Methods and Clinical Internship
4	**Assessment of Student Teaching** Clinical Internship Portfolio	Portfolio	Directed Teaching in Elementary Education (Clinical Internship)
5	**Assessment of candidate effect on student learning** Thematic Unit (w/pre-/post-test assessment)	Project with Assessment Data and Reflection	Directed Teaching in Elementary Education (Clinical Internship)
6	**Additional Assessment that addresses ACEI standards** Dispositions Evaluation	Dispositions Rubric	Field Experience Placements: BEDC 210, Blocks I and II Methods & Clinical Internship
7	**Additional assessment that addresses ACEI standards (optional)** Diagnostic Case Study	Case Study Project	BEDR 420/BEDR 420P Emergent Reading
8	**Additional assessment that addresses ACEI standards (optional)**	To be determined	To be determined

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

Refer to Artifact Alignment Chart on pages 5-7.

D. Planned evidence for meeting standards (description of assessment and its use, directions to candidates, the rubric or scoring guide, and a discussion of any other evidence to be collected in support of the standards)

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Several Elementary Education Key Assessments have already been developed and are as follows:

Key Assessment #1:
1. Description of Assessment:
The Praxis series tests are required by the state of South Carolina to determine the content knowledge of candidates prior to internship and for program completion. Passing scores on all Praxis series tests are required for teacher certification in South Carolina.
2. Alignment of Assessment:
The Praxis II and PLT tests directly assess the ACEI standards.
3. Assessment Tool
Praxis II and PLT

Key Assessment #2
1. Description of Assessment:
Elementary Education content course grades for the USCB Elementary Education Program of Study and/or C-Base Test
2. Alignment of Assessment:
Course grades align with the ACEI Curriculum Standards: 2.1 – 2.7.
3. Assessment Tool
Designated course grades and/or C-Base Test

Key Assessment #3:
1. Description of Assessment:
Candidate's ability to plan instruction
2. Alignment of Assessment:
Aligns with the appropriate ACEI Curriculum Standards (#2.1 - #2.7) and the ACEI Instruction Standards (#3.1 – #3.4)
3. Assessment Tool:
ADEPT 4-9

Key Assessment #4: Portfolio
1. Description of Assessment:
LiveText Clinical Portfolio 40% of total grade for Clinical Internship (BEDE 469)

Using the LiveText Clinical Portfolio template, interns will collect and organize data and materials based on the ADEPT performance standards as well as evidence to their abilities to practice as Constructivist Educators. The Clinical Internship Portfolio is a comprehensive documentation of all aspects of the internship experience including (but not limited to):

- Demonstrate effective interpersonal communication skills and sensitivity in all professional situations. Interns must score "Meets Expectations" on disposition evaluations completed by both the University Supervisor and the Cooperating Teacher.
- Provide an artifact of what you have done during the internship to address diversity. Diversity is defined as differences among groups of people and individuals based on ethnicity, race, language, religion, socioeconomic status, gender, sexual orientation, regional or geographic origin, and those with exceptional learning needs.
- Discuss and participate in at least one parent/teacher conference with your Cooperating Teacher. Provide a written description of your experience (APS 10)
- Demonstrate the ability to write effective, efficient, relevant lesson plans that will be prepared ahead of instruction and kept on file in the classroom by the student and approved by the Cooperating Teacher and the University Supervisor. Lesson plans will always include

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observable objectives, teaching procedures, evaluation/grading and all required instructional materials. Amount of detail to be included will be determined and monitored by the University Supervisor and the Cooperating Teacher.

- Assume full responsibility in the classroom for a no less than 2 weeks, but interns are expected to teach for longer periods of time as deemed appropriate by the Cooperating Teacher and University Supervisor (APS 2-9).
- Use a variety of instructional strategies.
  a. Appropriate use of technology, including original lessons written for the interactive whiteboard.
  b. Activity-based experiences
- Long-range plans. Candidates must use the provided template to complete the long range plans. Long range plans are to be turned in to the University Supervisor and Cooperating Teacher by the end of the third week after the first day of your placement at the school.

2. Alignment of Assessment with ACEI Standards
Standards addressed: 1-5

Note: ACEI standards will be added to the rubric Elements.

3. Assessment Tool:

Rubric: Electronic Portfolio

	Exceeds Expectations (3 pts)	Meets Expectations (2 pts)	Developing (1 pt)	Does Not Yet Meet Expectations
Long Range Plan (4, 23SC-ADEPT.PD.1 SC-USCB-CE-CF.FI.10 SC-USCB-CE-CF.FI.11 SC-USCB-CE-CF.N.2 SC-USCB-CE-CF.N.3	Candidate develops and maintains a Teaching Intern LiveText Portfolio which includes an appropriate Long-Range Plan (LRP). The plan includes all required elements and is accomplished in a manner that exceeds expectations in the area of illustration and/or graphic representation.	Candidate develops and maintains a Teaching Intern LiveText Portfolio which includes an appropriate Long-Range Plan (LRP). The plan includes SC State Curriculum Standards for grade level, the School Calendar and Schedule, School Information, School Grading Policy, The Constructivist Educator Conceptual Framework Standards, Intern Time Sheet, Class Roll/ Student Information, Discipline Code, Curriculum Goals, and	The Long Range Plan is missing one or two of the required elements: SC State Curriculum Standards for grade level, the School Calendar and Schedule, School Information, School Grading Policy, The Constructivist Educator Conceptual Framework Standards, Intern Time Sheet, Class Roll/ Student Information, Discipline Code, Curriculum Goals, and Long Range Plan Reflection/Checklist.	The Long Range Plan is missing three or more of the required elements: Candidate fails to develop and maintain a Teaching Intern LiveText Portfolio which includes an appropriate Long-Range Plan (LRP).

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	Exceeds Expectations (3 pts)	Meets Expectations (2 pts)	Developing (1 pt)	Does Not Yet Meet Expectations
		Long Range Plan Reflection/Checklist.		
Integrated Lessons (2, 11%) SC-ADEPT.PD.2 SC-USCB-CE-CF.FI.10 SC-USCB-CE-CF.FI.11 SC-USCB-CE-CF.FI.9 SC-USCB-CE-CF.N.1 SC-USCB-CE-CF.N.3 SC-USCB-CE-CF.R.5 SC-USCB-CE-CF.R.6 SC-USCB-CE-CF.R.7	Candidate plans integrated lessons designed to accomplish specific learning and developmental objectives. These plans include all required elements and are accomplished in a manner that exceeds expectations in the area of illustration and/or graphic representation.	Candidate plans integrated lessons designed to accomplish specific learning and developmental objectives. This planning is illustrated by the inclusion of Lesson Plans for 6 observed lessons, 1 Unit Plan (2 weeks in length), and a Sample Copy of the Cooperating Teacher's Plan Book Pages.	Candidate's plans are lacking in specific learning and developmental objectives. More work is required in some of the 6 elements of the observed lessons, 2 week unit plan, and/or pages of the Cooperating Teacher's Plan Book.	Candidate fails to plan integrated lessons designed to accomplish specific learning and developmental objectives. Required elements are not present in the Lesson Plans for 6 observed lessons, 1 Unit Plan (2 weeks in length), and a Sample Copy of the Cooperating Teacher's Plan Book pages.
Assessment (1, 5%) SC-ADEPT.PD.3 SC-USCB-CE-CF.FI.10 SC-USCB-CE-CF.FI.12 SC-USCB-CE-CF.N.3 SC-USCB-CE-CF.R.5	Candidate develops, uses and evaluates a variety of appropriate informal and formal assessments of student progress and achievement that meet the objectives. Assessments are innovative and include the utilization of technology.	Candidate develops, uses and evaluates a variety of appropriate informal and formal assessments of student progress and achievement that meet the objectives.	Assessment does not measure one or more of the objectives taught in the candidate's observed lessons. The candidate is not regularly using or evaluating appropriate informal and formal assessments to plan activities.	Candidate fails to develop, use and evaluate a variety of appropriate informal and formal assessments of student progress and achievement.
Expectations (1, 5%) SC-ADEPT.PD.4 SC-USCB-CE-	Candidate establishes and maintains high expectations for	Candidate establishes and maintains high expectations for learners by designing	Candidate is beginning to establish and maintain high expectations for	Candidate fails to establish and maintain high expectations for

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	Exceeds Expectations (3 pts)	Meets Expectations (2 pts)	Developing (1 pt)	Does Not Yet Meet Expectations
CF.FI.10 SC-USCB-CE-CF.N.1 SC-USCB-CE-CF.N.2 SC-USCB-CE-CF.N.3 SC-USCB-CE-CF.R.7	learners by designing developmentally appropriate lessons and activities to meet the diverse needs of all learners which illicit both a positive environment and enthusiasm from students in the classroom.	developmentally appropriate lessons and activities to meet the diverse needs of all learners.	learners. More effort needs to be demonstrated in designing developmentally appropriate lessons and activities to meet the diverse needs of all learners.	all learners. Minimal effort has been demonstrated in designing developmentally appropriate lessons and activities to meet the diverse needs of all learners.
Instructional Strategies (1, 5%) SC-ADEPT.PD.5 SC-USCB-CE-CF.C.4 SC-USCB-CE-CF.FI.10 SC-USCB-CE-CF.FI.11 SC-USCB-CE-CF.FI.13 SC-USCB-CE-CF.FI.9 SC-USCB-CE-CF.N.1 SC-USCB-CE-CF.N.3 SC-USCB-CE-CF.R.5 SC-USCB-CE-CF.R.7	Not only does the candidate draw from a substantial repertoire of instructional strategies to facilitate student learning and development but s/he also integrates strategies modeled by his cooperating teacher and/or other professionals.	Candidate draws from a substantial repertoire of instructional strategies to facilitate student learning and development.	Candidate appears to draw from only a few instructional strategies to facilitate student learning and development, and uses them repeatedly.	Candidate fails to draw from an appropriate repertoire of instructional strategies to facilitate student learning and development.
Command of Subject Matter (1, 5%) SC-ADEPT.PD.6 SC-USCB-CE-CF.C.4 SC-USCB-CE-CF.FI.10 SC-	Candidate demonstrates a thorough command of the subject matter and appropriate grade level standards, and	Candidate demonstrates a solid command of the subject matter and appropriate grade level standards, and ensures that students are provided with	Candidate is becoming familiar with the subject matter and appropriate grade level standards, but demonstrates some errors.	Candidate fails to demonstrate a thorough command of the subject matter and appropriate grade level standards, and is

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	Exceeds Expectations (3 pts)	Meets Expectations (2 pts)	Developing (1 pt)	Does Not Yet Meet Expectations
USCB-CE-CF.FI.11 SC-USCB-CE-CF.FI.13 SC-USCB-CE-CF.FI.9 SC-USCB-CE-CF.R.5 SC-USCB-CE-CF.R.6	ensures that students are provided with content that is broad based, current, accurate and free of errors.	content that is current, accurate and free of errors.		unable to ensure that students are provided with content that is current, accurate and free of errors.
Monitoring and Enhancing Strategies (1, 5%) SC-ADEPT.PD.7 SC-USCB-CE-CF.FI.10 SC-USCB-CE-CF.FI.11 SC-USCB-CE-CF.FI.13 SC-USCB-CE-CF.N.1 SC-USCB-CE-CF.R.4 SC-USCB-CE-CF.R.6	Candidate uses a strong repertoire of formal and informal assessment strategies used during instruction. Enhancing student learning through active engagement based on student needs. Providing differentiated instruction as well as enrichment activities, Feedback is varied and effective.	Candidate uses a variety of formal and informal assessment strategies to monitor students' understanding of instruction, progress toward accomplishing learning and developmental objectives, and to determine the extent to which the needs of all students are being addressed. Students are active and lessons are differentiated. Feedback is varied.	Candidate uses some informal assessment strategies to monitor students' understanding of instruction, progress toward accomplishing learning and developmental objectives, and to determine the extent to which the needs of all students are being addressed.	Candidate uses an inadequate number of informal assessment strategies to monitor students' understanding of instruction, progress toward accomplishing learning and developmental objectives, and to determine the extent to which the needs of all students are being addressed.
Student-Centered Environment (1, 5%) SC-ADEPT.PD.8 SC-USCB-CE-CF.FI.10 SC-USCB-CE-CF.FI.9 SC-USCB-CE-CF.N.3 SC-USCB-CE-	Candidate creates and maintains a student-centered environment that promotes and sustains learning and development. The environment is one in which students are destined to thrive academically and	Candidate creates and maintains a student-centered environment that promotes and sustains learning and development.	Candidate is learning to create a student-centered environment that promotes and sustains learning and development.	Candidate does not create and maintain a student-centered environment that promotes and sustains learning and development.

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	Exceeds Expectations (3 pts)	Meets Expectations (2 pts)	Developing (1 pt)	Does Not Yet Meet Expectations
CF.R.5 SC-USCB-CE-CF.R.7	socially.			
Classroom Management (2, 11%) SC-ADEPT.PD.9 SC-USCB-CE-CF.C.4 SC-USCB-CE-CF.FI.12	Candidate develops and implements plans for managing student behavior and classroom procedures. Plans are centered on democracy and promote higher order thinking skills.	Candidate successfully implements plans for managing student behavior and classroom procedures.	Candidate is learning to successfully implement plans to manage student behavior and classroom procedures; some challenges are noted.	Candidate fails to successfully implement plans for managing student behavior and classroom procedures.
Professional Activities (1, 5%) SC-ADEPT.PD.10 SC-USCB-CE-CF.C.4 SC-USCB-CE-CF.R.7 SC-USCB-CE-CF.R.8	Candidate participates in multiple and varied professional activities and responsibilities beyond the classroom.	Candidate participates in the required professional activities and responsibilities beyond the classroom.	Candidate's participation in the required professional activities and responsibilities beyond the classroom is limited.	Candidate does not participate in the required professional activities and responsibilities beyond the classroom.
Communication (1, 5%) SC-USCB-CE-CF.C.4	Candidate demonstrates excellent communication skills, superior interpersonal skills, and a healthy respect for self and others.	Candidate demonstrates appropriate communication skills, appropriate interpersonal skills, and a healthy respect for self and others.	Candidate has challenges with communication skills, interpersonal skills, and/or demonstrating a respect for self and others.	Candidate fails to demonstrate appropriate communication skills, appropriate interpersonal skills, and a healthy respect for self and others.
Self Reflection (1, 5SC-USCB-CE-CF.R.5 SC-USCB-CE-CF.R.6 SC-USCB-CE-CF.R.7 SC-	Candidate participates in on-going dialogue and self-reflection related to becoming an effective teacher.	Candidate participates in on-going dialogue and self-reflection related to becoming an effective teacher.	Candidate rarely or reluctantly participates in on-going dialogue and self-reflection related to becoming an effective teacher.	Candidate does not participate in on-going dialogue and self-reflection related to becoming an effective teacher.

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	Exceeds Expectations (3 pts)	Meets Expectations (2 pts)	Developing (1 pt)	Does Not Yet Meet Expectations
USCB-CE-CF.R.8	Candidate asks questions of and collaborates with other professionals in order to become a more effective teacher.			

Key Assessment #5:
1. Description of Assessment:
Two week (10 days) integrated unit that includes student work samples, evaluation instruments, rubrics, reflection on the candidate's implementation of the unit and effects on student learning. The unit should be discussed and approved by the cooperating teacher before teaching any of the lessons.

2. Alignment of Assessment with ACEI Standards:
Standards addressed: 1, 2.1, 2.5, 3, 4, 5.1
NOTE: The above ACEI standards will be aligned with the unit elements.

3.   Assessment Tool
Using the LiveText USCB Unit Plan Template, the clinical intern will plan and implement a 10-day integrated thematic unit that is aligned with both the ACEI and SC Curricular Standards and includes an assessment rubric and student work samples. The unit is worth 15% of the course grade.

Rubric: Thematic Unit

	Exceed Expectations	Meets Expectations	Developing	Does Not Meet Expectations
Title & Descriptive Information (1, 5%) NCATE-2007.1 SC-USCB-CE-CF.FI.11	Unit is described thoroughly, details are connected to a developmentally appropriate PK-3 topic, as reflected in state standards.	Adequate description of topic that is related to PK-3 state standards	Minimal description of topic that is related to PK-3 state standards.	Topic is irrelevant and/or not described adequately.
Rationale (1, 5%) SC-ADEPT-06.APS.3 SC-ADEPT-06.APS.6 SC-USCB-CE-CF.FI.10 SC-	Thorough explanation evidenced by connection between school district curriculum and state standards	Connection made between PK-3 student interests and either district curriculum or state standards.	Minimal connection made to standards or PK-3 student interests and either district curriculum or state standards.	No connection made between state standards or district curriculum and the interests of PK-3 students.

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	Exceed Expectations	**Meets Expectations**	**Developing**	**Does Not Meet Expectations**
USCB-CE-CF.FI.11	while being of interest to PK-3 students.		.	
Standards (2, 10%) NCATE-2007.1 NCATE-2007.3 NCATE-2007.4 SC-ADEPT-06.APS.3 SC-ADEPT-06.APS.6 SC-ADEPT-06.APS.7 SC-USCB-CE-CF.FI.10	Accurate and in-depth knowledge of and direct connection to the SC Academic Standards for the content area(s).	Link to SC Academic Standards in the content area(s).	Link to limited number of SC Academic Standards from the content area(s).	No link to SC Academic Standards from the content area(s).
Resources (1, 5%) ISTE-NETS-T-2008.1 ISTE-NETS-T-2008.2 ISTE-NETS-T-2008.3 ISTE-NETS-T-2008.4 SC-ADEPT.PD.3 SC-ADEPT.PD.6 SC-USCB-CE-CF.FI.12 SC-USCB-CE-CF.FI.13	Extensive use of high quality professional resources, all of which need be cited using APA format.	Adequate list of main resources used with appropriate credit due.	Minimal list of main resources used and/or credit not fully given to outside sources.	No resources given or incomplete list that does not give credit to outside resources.
Activities (2, 10%) ISTE-NETS-T-2008.2 SC-ADEPT-06.APS.6 SC-USCB-CE-CF.FI.12 SC-USCB-CE-CF.FI.13	Many diverse and effective learning activities listed with strategies reflecting an underlying knowledge of the content area(s).	Adequate number of methods/strategies that are appropriate to the content area(s).	Minimal number of methods/strategies that are appropriate to the content area(s).	Lack of appropriate methods/strategies.

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	Exceed Expectations	Meets Expectations	Developing	Does Not Meet Expectations
Lesson Plan Objectives (3, 15%) NCATE-2007.3 SC-ADEPT-06.APS.3 SC-ADEPT-06.APS.7 SC-USCB-CE-CF.FI.13 SC-USCB-CE-CF.R.5	Objectives clearly reflect developmentally appropriate outcomes for students and include condition and assessment criteria.	Objectives are observable, measurable and developmentally appropriate for the unit lessons and include the necessary components.	Objectives need additional work to be fully measurable and/or developmentally appropriate for the unit lessons.	Objectives are neither observable, measurable, nor developmentally inappropriate.
Unit Assessment Plan (3, 15%) NCATE-2007.4 SC-USCB-CE-CF.FI.10 SC-USCB-CE-CF.FI.13	Assessment tools and approaches are performance based and developmentally appropriate. Each objective was fully assessed.	Developmentally appropriate assessment that measures mastery of lesson objective(s).	Assessment partially measures mastery of lesson objective(s).	Assessment does not clearly measure objectives.
Differentiation of Instruction (1, 5%) ISTE-NETS-T-2008.4 SC-ADEPT-06.APS.6 SC-USCB-CE-CF.FI.12 SC-USCB-CE-CF.FI.13	Modifications and/or accommodations reflect attention to individual learning, cultural and/or linguistic differences among students.	Reference made to appropriate individual accommodations for students.	Reference partially made to individual accommodations or modifications.	Lack of reference to individual accommodations/modification for individual students.
Writing Conventions (1, 5%) NCATE-2007.4 SC-ADEPT-06.APS.6 SC-ADEPT.PD.6 SC-USCB-CE-CF.C.4	Writing is exceptional with proper use and organization of lesson plan format, sentence structure spelling and grammar.	Proper use and organization of lesson plan format, sentence structure, spelling and grammar with minimal mistakes.	Partial organization of lesson plan format, sentence structure, spelling and grammar with a considerable number mistakes.	Lack of organization of lesson plan format, numerous mistakes in sentence structure, spelling or grammar.
Student Work	Summative	Summative	Samples illustrate	Samples are not included or

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	Exceed Expectations	Meets Expectations	Developing	Does Not Meet Expectations
Samples (1, 5%) SC-ADEPT-06.APS.3 SC-ADEPT-06.APS.7 SC-USCB-CE-CF.FI.13	samples clearly illustrate mastery of the objective. Formative samples include constructive feedback.	samples illustrate mastery or non-master of the objective.	partial mastery or non-mastery of the objective.	do not address the objective.
Reflection (1, 5%) SC-USCB-CE-CF.R.5 SC-USCB-CE-CF.R.6	After the lesson, the analysis and reflection of the lesson were in-depth and thorough, with emphasis on strengths as well as areas for improvement that were tied to current research of theory. Reflection includes modifications for the future.	Analysis and reflection were appropriate and included. Areas for improvement and strengths of the lesson are listed with modifications for improvement.	Analysis and reflection were partially present but require more thought. More attention is needed for areas of strengths of the lesson and/or modifications for improvement.	Analysis and reflection were insufficient and superficial. No connection to current theory or research.
Technology Integration (2, 10%) ISTE-NETS-T-2008.1 ISTE-NETS-T-2008.2 ISTE-NETS-T-2008.3 ISTE-NETS-T-2008.4 NCATE-2007.1 SC-ADEPT-06.APS.6 SC-USCB-CE-CF.FI.12	Exceptional use of technology tools (including but not limited to interactive whiteboards, classroom response systems, Web 2.0 tools, interactive lessons and video) to enhance, extend, and differentiate the lesson plan objectives.	Effective use of at least 2 different technology resource tools to improve lesson delivery and student engagement.	Limited use of technology (one or more tool) to accompany lesson plan.	No evidence of technology integration.

1. Description of Assessment:
Candidate Dispositions
2. Alignment of Assessment:
ACEI Standards 1 and 5.1
<u>Note</u>: ACEI Standards will be added to the Rubric Elements
3. Assessment Tool:
Dispositions Rubric

	Exceeds (3 pts)	Meets (2 pts)	Developing (1 pt)	Does Not Meet Expectations
Attitude (1, 11%) NCATE-2007.1 SC-ADEPT-06.10.A SC-ADEPT-06.10.B SC-ADEPT-06.10.D SC-ADEPT-06.APS.10 SC-ADEPT-06.APS.4 SC-ADEPT-06.APS.8	Believes that all students can learn and be successful in the academic environment. Helps others without being asked; asks for feedback and uses it constructively.	Believes that all students can learn and be successful in the academic environment. Cooperative; accepts constructive criticism.	Attitude changes at times; can accept constructive criticism from some evaluators but not all. Does not always believe all children can be successful or can learn.	Uncooperative; does not accept constructive criticism.
Diversity (1, 11%) NCATE-2007.4 SC-ADEPT-06.10.A SC-ADEPT-06.4.A SC-ADEPT-06.4.B SC-ADEPT-06.4.C SC-ADEPT-06.APS.4 SC-USCB-CE-CF.C.4 SC-USCB-CE-CF.N.1	Treats all students, teachers, and parents with respect; acknowledges and celebrates various cultures, races, and religions by openly discussing, reading stories, and displaying pictures that represent different cultures, genders, and/or religions through the clinical experience.	Demonstrates respect for cultural, racial and religious differences by openly discussing, reading, and displaying materials that represent the different cultures, races, genders, and/or religions periodically; shows no impartiality toward certain groups of students.	At times, fails to respect cultural, racial and religious differences by making inappropriate remarks, using materials that are biased, or sometimes shows partiality to certain groups.	Demonstrates no respect for cultural, racial, gender, and/or religious differences, demonstrates partiality toward certain groups.
Enthusiasm (1, 11%) SC-ADEPT-06.10.E SC-ADEPT-06.4.A SC-ADEPT-06.4.B SC-ADEPT-06.8.B SC-ADEPT-06.8.C SC-ADEPT-06.APS.4 SC-	Always positive, helps students outside of class time; searches for innovative methods, shares ideas.	Positive most of the time, displays interest in students, content, and teaching.	Enthusiasm for teaching is not consistent; mood swings, or occasional disinterest in students and teaching.	Negative attitude, displays little interest in students, content, and teaching.

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	Exceeds (3 pts)	Meets (2 pts)	Developing (1 pt)	Does Not Meet Expectations
USCB-CE-CF.N.2 SC-USCB-CE-CF.R.6				
Personal Appearance (1, 11%) SC-ADEPT-06.10.D SC-ADEPT-06.APS.10 SC-USCB-CE-CF.R.8	Always dresses professionally at school and at extracurricular events; exhibits care in personal hygiene.	Generally dresses professionally and observes school dress codes; exhibits care in personal hygiene.	Some mistakes in dress and behavior, perhaps unintentional. Some lack of personal hygiene.	Dresses unprofessionally, does not observe school dress code, displays no care in personal hygiene.
Professionalism (1, 11%) SC-ADEPT-06.10.A SC-ADEPT-06.10.B SC-ADEPT-06.APS.10 SC-USCB-CE-CF.N.2 SC-USCB-CE-CF.R.6 SC-USCB-CE-CF.R.8	Treats all students fairly and without bias. Observes confidentiality; demonstrates honesty, integrity, and willingness to accept responsibilities beyond the classroom (e.g. athletics, school committees, clubs).	Treats all students fairly and without bias. Observes confidentiality; demonstrates honesty and integrity. Will accept additional responsibilities at school.	Makes inappropriate remarks about students and fails to consider the confidentiality issues at times. Possible questions about honesty and integrity. Not willing to assume additional responsibilities.	Gossips; does not keep information confidential; dishonest. Refuses to accept additional school responsibilities.
Punctuality (1, 11%) SC-ADEPT-06.10.D SC-USCB-CE-CF.R.5 SC-USCB-CE-CF.R.8	Arrives early and stays late as necessary.	Arrives and leaves at assigned times.	A few instances of tardiness or needing to leave early, without reasonable excuses.	Arrives late to school or class and/or leaves early.
Rapport (1, 11%) SC-ADEPT-06.10.C SC-ADEPT-06.4.A SC-ADEPT-06.4.B SC-ADEPT-06.8.B SC-ADEPT-06.APS.4 SC-USCB-CE-CF.C.4 SC-USCB-CE-CF.N.1 SC-USCB-CE-CF.N.2	Interacts positively with students, faculty, staff, and parents; initiates contributions to class or school activities or parent conferences which are well received.	Interacts positively with students, parents, faculty, and staff.	Sometimes has difficulty interacting with others at the school. Misunderstandings, or failure to communicate adequately.	Does not interact well with students, parents, faculty, and/or staff.
Reliability (1, 11%) SC-ADEPT-06.10.B SC-ADEPT-06.10.D	Completes all tasks/assignments within prescribed times with a high	Completes tasks within prescribed times.	Cannot be depended on to complete tasks.	Tasks are not completed within a prescribed time.

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	Exceeds (3 pts)	**Meets (2 pts)**	**Developing (1 pt)**	**Does Not Meet Expectations**
SC-ADEPT-06.APS.10 SC-USCB-CE-CF.R.8	degree of quality.			
Sensitivity (1, 11%) SC-ADEPT-06.10.A SC-ADEPT-06.8.A SC-ADEPT-06.8.B SC-ADEPT-06.APS.8 SC-USCB-CE-CF.FI.12 SC-USCB-CE-CF.FI.13 SC-USCB-CE-CF.R.5	Exhibits care and concern for students' abilities and needs; spends additional time (after school/class) with students who need help; seeks information and advice from parents and staff to improve students' education.	Exhibits care and concern for students' abilities and needs.	Sometimes exhibits care and concern for students' needs and abilities, but sometimes displays impatience, or unwillingness to get involved.	Displays a lack of concern for students' abilities and/or needs.
Attitude (1, 11%) SC-ADEPT-06.10.A SC-ADEPT-06.10.B SC-ADEPT-06.10.D SC-ADEPT-06.APS.10 SC-ADEPT-06.APS.4 SC-ADEPT-06.APS.8	Believes that all students can learn and be successful in the academic environment. Helps others without being asked; asks for feedback and uses it constructively.	Believes that all students can learn and be successful in the academic environment. Cooperative; accepts constructive criticism.	Attitude changes at times; can accept constructive criticism from some evaluators but not all. Does not always believe all children can be successful or can learn.	Uncooperative; does not accept constructive criticism.
Diversity (1, 11%) NCATE-2007.4 SC-ADEPT-06.10.A SC-ADEPT-06.4.A SC-ADEPT-06.4.B SC-ADEPT-06.4.C SC-ADEPT-06.APS.4 SC-USCB-CE-CF.C.4 SC-USCB-CE-CF.N.1	Treats all students, teachers, and parents with respect; acknowledges and celebrates various cultures, races, and religions by openly discussing, reading stories, and displaying pictures that represent different cultures, genders, and/or religions through the clinical experience.	Demonstrates respect for cultural, racial and religious differences by openly discussing, reading, and displaying materials that represent the different cultures, races, genders, and/or religions periodically; shows no impartiality toward certain groups of students.	At times, fails to respect cultural, racial and religious differences by making inappropriate remarks, using materials that are biased, or sometimes shows partiality to certain groups.	Demonstrates no respect for cultural, racial, gender, and/or religious differences, demonstrates partiality toward certain groups.
Enthusiasm (1, 11%) SC-ADEPT-06.10.E SC-	Always positive, helps students outside of class time; searches	Positive most of the time, displays interest in students,	Enthusiasm for teaching is not consistent; mood	Negative attitude, displays little interest in

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	Exceeds (3 pts)	**Meets (2 pts)**	**Developing (1 pt)**	**Does Not Meet Expectations**
ADEPT-06.4.A SC-ADEPT-06.4.B SC-ADEPT-06.8.B SC-ADEPT-06.8.C SC-ADEPT-06.APS.4 SC-USCB-CE-CF.N.2 SC-USCB-CE-CF.R.6	for innovative methods, shares ideas.	content, and teaching.	swings, or occasional disinterest in students and teaching.	students, content, and teaching.
Personal Appearance (1, 11%) SC-ADEPT-06.10.D SC-ADEPT-06.APS.10 SC-USCB-CE-CF.R.8	Always dresses professionally at school and at extracurricular events; exhibits care in personal hygiene.	Generally dresses professionally and observes school dress codes; exhibits care in personal hygiene.	Some mistakes in dress and behavior, perhaps unintentional. Some lack of personal hygiene.	Dresses unprofessionally, does not observe school dress code, displays no care in personal hygiene.
Professionalism (1, 11%) SC-ADEPT-06.10.A SC-ADEPT-06.10.B SC-ADEPT-06.APS.10 SC-USCB-CE-CF.N.2 SC-USCB-CE-CF.R.6 SC-USCB-CE-CF.R.8	Treats all students fairly and without bias. Observes confidentiality; demonstrates honesty, integrity, and willingness to accept responsibilities beyond the classroom (e.g. athletics, school committees, clubs).	Treats all students fairly and without bias. Observes confidentiality; demonstrates honesty and integrity. Will accept additional responsibilities at school.	Makes inappropriate remarks about students and fails to consider the confidentiality issues at times. Possible questions about honesty and integrity. Not willing to assume additional responsibilities.	Gossips; does not keep information confidential; dishonest. Refuses to accept additional school responsibilities.
Punctuality (1, 11%) SC-ADEPT-06.10.D SC-USCB-CE-CF.R.5 SC-USCB-CE-CF.R.8	Arrives early and stays late as necessary.	Arrives and leaves at assigned times.	A few instances of tardiness or needing to leave early, without reasonable excuses.	Arrives late to school or class and/or leaves early.
Rapport (1, 11%) SC-ADEPT-06.10.C SC-ADEPT-06.4.A SC-ADEPT-06.4.B SC-ADEPT-06.8.B SC-ADEPT-06.APS.4 SC-USCB-CE-CF.C.4 SC-USCB-CE-	Interacts positively with students, faculty, staff, and parents; initiates contributions to class or school activities or parent conferences which are well received.	Interacts positively with students, parents, faculty, and staff.	Sometimes has difficulty interacting with others at the school. Misunderstandings, or failure to communicate adequately.	Does not interact well with students, parents, faculty, and/or staff.

	Exceeds (3 pts)	Meets (2 pts)	Developing (1 pt)	Does Not Meet Expectations
CF.N.1 SC-USCB-CE-CF.N.2				
Reliability (1, 11%) SC-ADEPT-06.10.B SC-ADEPT-06.10.D SC-ADEPT-06.APS.10 SC-USCB-CE-CF.R.8	Completes all tasks/assignments within prescribed times with a high degree of quality.	Completes tasks within prescribed times.	Cannot be depended on to complete tasks.	Tasks are not completed within a prescribed time.
Sensitivity (1, 11%) 6e SC-ADEPT-06.10.A SC-ADEPT-06.8.A SC-ADEPT-06.8.B SC-ADEPT-06.APS.8 SC-USCB-CE-CF.FI.12 SC-USCB-CE-CF.FI.13 SC-USCB-CE-CF.R.5	Exhibits care and concern for students' abilities and needs; spends additional time (after school/class) with students who need help; seeks information and advice from parents and staff to improve students' education.	Exhibits care and concern for students' abilities and needs.	Sometimes exhibits care and concern for students' needs and abilities, but sometimes displays impatience, or unwillingness to get involved.	Displays a lack of concern for students' abilities and/or needs.

Key Assessment #7:
1. Description of Assessment:
Literacy Assessment Profile Case Study:
A written report of ten weeks' work with one struggling reader that includes pre- and post assessments, detailed analysis, targeted mini-lessons, and future recommendations.

1. *Instructions to Candidates*
   Use the following outline and prompts for your diagnostic case study.
   Reason for Referral
   Why is this student being referred for tutoring? Be thorough with the information that you received from the teacher.

   Classroom Observations (including the TROLL information)
   In the sessions dedicated to classroom observation, what did you learn about the student:
   Orality:
   Phonemic Awareness & Phonics:
   Vocabulary:
   Fluency:
   Comprehension:
   Writing Ability:

   Description of the Student

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Describe the student in detail, including race or ethnicity, age, general demeanor in the classroom and during one to one tutoring, comparisons to the rest of the classroom.

List of Assessments and Analysis of Results
Provide raw data results and analyze what those result reveal about the student.

Initial Assessments:
Developmental Literacy Inventory Word Test Version A Flashed Mode

Informal Reading Inventory
What was the student's instructional level?

Additional Assessments as needed (you may or may not have given these tests)
Alphabet Knowledge:
DIBELS (Dynamic Indicators of Basic Early Literacy Skills)
    Initial Sound Fluency:
    Nonsense Word Fluency:

Mid - Assessments
Running Record (Please scan in and attach)

Post Assessment
Developmental Literacy Assessment Word Test Version B Flashed Mode

Diagnostic Mini-Teaching Lessons
Goals Established for the Student:
1.
2.

Mini-Teaching Activity, Justification & Outcome
Visit 3:
Activity:
Justification (How does this activity serve the goals that you set?)
Outcome:

Visit 4
Activity:
Justification (How does this activity serve the goals that you set?)
Outcome:

Visit 5
Activity:
Justification (How does this activity serve the goals that you set?)
Outcome:
Visit 6:
Activity:
 Justification (How does this activity serve the goals that you set?)
Outcome:

Visit 7

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Activity:
Justification (How does this activity serve the goals that you set?)
Outcome:

Visit 8
Activity:
Justification (How does this activity serve the goals that you set?)
Outcome:

Visit 9
Activity:
Justification (How does this activity serve the goals that you set?)
Outcome:

Visit 10
Activity:
Justification (How does this activity serve the goals that you set?)
Outcome:

Visit 11
Activity:
Justification (How does this activity serve the goals that you set?)
Outcome:

Visit 12
Activity:
Justification (How does this activity serve the goals that you set?)
Outcome:

Visit 13
Activity:
Justification (How does this activity serve the goals that you set?)
Outcome:

Visit 14
Activity:
Justification (How does this activity serve the goals that you set?)
Outcome:

Visit 15
Activity:
Justification (How does this activity serve the goals that you set?)
Outcome:

Evaluation of Student Growth
What changes did you witness in your tutoring student by the end of your sessions in the following areas:
(You may not have seen growth in areas that were not part of your goals)
Phonemic Awareness & Phonics:
Vocabulary:
Fluency:

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Comprehension:

Recommendation to Future Tutors

What recommendations do you suggest for the next tutor of this student?
What goals do you suggest they work on?
What kinds of activities will work best with this student?
What books/or Lexile levels will work best with this students?
If you could speak to the student's parents what would you recommend that they do to help?

2. **Alignment of Assessment:**
   ACEI Standards: 1, 2.1, 3.2, 3.3, 4, 5.1, 5.2
   <u>Note</u>: ACEI Standards will be added to the Rubric Elements

3. **Assessment Tool:**

Diagnostic Case Study Rubric

Diagnostic Case Study				
	Exceeds Expectations (3 pts)	**Meets Expectations (2 pts)**	**Developing (1 pt)**	**Does Not Yet Meet Expectations**
Reason for Referral (1, 6%) SC-USCB-CE-CF.FI.10 SC-USCB-CE-CF.N.1	Thorough explanation based on teacher information and test score data.	Reason for referral based on teacher information or test score data	Reason based on general, non-specific information.	Not Answered
Classroom Observations (1, 6%)	Rich, thick description based on the TROLL instrument and other anecdotal evidence from observation, as well as a thorough analysis of the findings.	Description based on physical observation of the student, including using the TROLL, as well as some analysis of the findings	Description based on general observation of the student and analysis is attempted.	Description is minimal and no analysis is attempted.
Description of the Student (2, 13%) SC-USCB-CE-CF.N.3	Description includes age, physical description, and comparison to average student at this grade level. Description includes student's strengths and weaknesses.	Description includes at least two attributes and general description of strengths and weaknesses.	Description consists or less than two attributes.	Description of student is vague or not included.
List of Assessment	Assessment data and	Assessment data and	Assessment	No evidence

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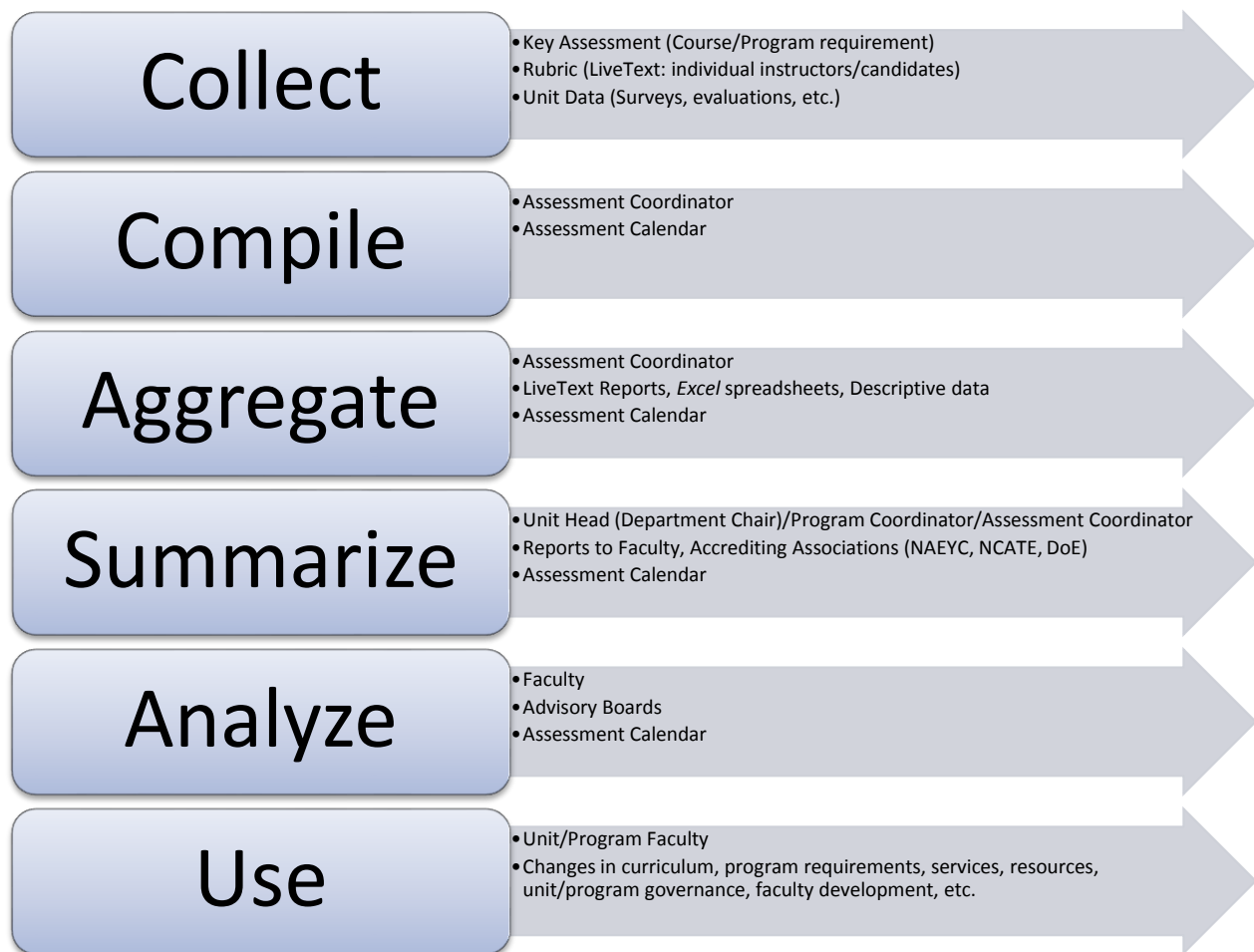| Diagnostic Case Study				
	Exceeds Expectations (3 pts)	Meets Expectations (2 pts)	Developing (1 pt)	Does Not Yet Meet Expectations
Tools/Results (4, 26%)	analysis includes pre/post word test, IRI, plus any other assessments to determine student's needs.	analysis includes at least one pre/post test, and an IRI.	includes either word test or IRI.	that assessments were attempted.
Diagnostic Mini-Teaching Lessons (4, 26%) SC-USCB-CE-CF.FI.10 SC-USCB-CE-CF.FI.11 SC-USCB-CE-CF.FI.13 SC-USCB-CE-CF.N.1 SC-USCB-CE-CF.R.4 SC-USCB-CE-CF.R.5	At least five mini-lessons are included in the portfolio. All components of the lesson are completed.	At least four mini-lessons are included in the portfolio. All components of the lesson are attempted.	Less than four mini-lessons are included and/or some components of the lesson are incomplete	Less than three mini-lesson are included.
Evaluation of Student Growth (2, 13%) SC-USCB-CE-CF.FI.11 SC-USCB-CE-CF.N.3 SC-USCB-CE-CF.R.5	Thorough comparison of student' abilities at the beginning of tutoring with the student's abilities at the conclusion of tutoring.	General comparison of student's abilities at the beginning and end of the tutoring time period.	Vague or unsubstantiated statements of student's abilities.	No evidence of evaluation included.
Recommendations for Future Tutors (1, 6%) SC-USCB-CE-CF.N.1 SC-USCB-CE-CF.N.3	Recommendations are wide-ranging and helpful to future tutors.	Recommendations are useful to future tutors.	Information provided to future tutors is not useful.	Information is incomplete or not provided.

E. A plan for the use of assessment results to improve candidate and program performance. It should be clear to a peer review team that the program is very likely to achieve national recognition once data from actual candidate and program performance is added to the report.

The unit's assessment system is designed to assess the effectiveness and success of candidates and the unit. The purpose of the assessment system is to allow the University of South Carolina Beaufort Department of Education to collect data on the qualifications of all applicants, proficiencies of candidates, competence of graduates, performance of unit and clinical faculty, and effectiveness of unit operations, as well as curriculum design and instructional methodology for unit and program improvement and reflection. In order to do this, the unit assessment system 1) documents the knowledge, skills, and dispositions of candidates; 2) identifies areas of strength and areas of improvement in candidate and in program/unit operations; and 3) provides data necessary for analysis and use in the administration, programming, instruction, advisement, and planning for field experiences and clinical internships. The unit Assessment System Summary, a living document, was created collaboratively with all unit faculty

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and the Teacher Education Advisory Council (TEAC) which includes members of the professional education community. All members of the professional education community involved in development of teacher education candidates are given a copy of this document as well as information on the appeal process for decisions made regarding candidate status in the program. All documents related to the appeals process are also available in electronic format on the unit website (http://education.uscb.edu) as well as the unit's web-based information technology tool, LiveText.

The assessment system, illustrated in the following series of charts, clearly delineate what data is collected, from whom, when and how; where data is compiled and who is responsible for collecting them; what instruments are used for data collection (key assessments and course artifacts); how data are aggregated and disaggregated; how data are summarized and analyzed and by whom; who receives the data report and how often; and how decisions are made.

The unit's assessment system regularly and systematically collects, compiles, aggregates, summarizes, analyzes, and uses data for program modifications and unit improvement.

Collect
- Key Assessment (Course/Program requirement)
- Rubric (LiveText: individual instructors/candidates)
- Unit Data (Surveys, evaluations, etc.)

Compile
- Assessment Coordinator
- Assessment Calendar

Aggregate
- Assessment Coordinator
- LiveText Reports, *Excel* spreadsheets, Descriptive data
- Assessment Calendar

Summarize
- Unit Head (Department Chair)/Program Coordinator/Assessment Coordinator
- Reports to Faculty, Accrediting Associations (NAEYC, NCATE, DoE)
- Assessment Calendar

Analyze
- Faculty
- Advisory Boards
- Assessment Calendar

Use
- Unit/Program Faculty
- Changes in curriculum, program requirements, services, resources, unit/program governance, faculty development, etc.

Both formative and summative assessments are conducted. Unit faculty and candidates have access to data in LiveText, such as performance assessments. Candidate performance information is also available to the public through the publication of Title II reports. These data are also summarized and reported in various faculty meetings, committees, etc. The overall purpose of the assessment system is to examine the

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quality of programs, courses, and field experiences in order to make appropriate program modifications and unit improvements. In addition, the unit maintains a record of candidate concerns and complaints.

The Early Childhood Education program's artifacts are aligned with the four elements of the conceptual framework (nurture, communicate, reflect, and facilitate/instruct). Data is aggregated and aligned allowing the unit to summarize and analyze the program in relationship to the unit, state, and SPA standards. LiveText is an electronic tool used to compile disaggregated data, aggregate data by aligned standards, and summarize aggregated data in reports. This information is also used to assist the administration and unit faculty when making decisions regarding candidate and unit modifications and improvements. Other tools used in compiling and summarizing data include: Excel spreadsheets, Survey Monkey, and anecdotal records.

The system is dynamic so that upon further review of the data, artifacts may be modified, added, or eliminated depending on what the data indicate. These reports are then analyzed by unit and program faculty and TEAC, and used to make data driven improvements to the unit and program**.**

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