New Program Proposal
Master of Arts in Teaching, Teacher Residency in Special Education
Clemson University

Executive Summary

Clemson University requests approval to offer the program leading to the Master of Arts in Teaching (MAT), Teacher Residency in Special Education to be implemented in Fall 2019. The proposed program is to be offered through blended instruction. The following chart outlines the stages of approval for the proposal. The Advisory Committee on Academic Programs (ACAP) voted to recommend approval of the proposal. The full program proposal is attached.

<table>
<thead>
<tr>
<th>Stages of Consideration</th>
<th>Date</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Proposal Received</td>
<td>7/31/18</td>
<td>Not Applicable</td>
</tr>
</tbody>
</table>
| ACAP Consideration            | 9/27/18   | Representatives from Clemson University (CU) introduced this proposed program concurrently with the proposed MAT, Teacher Residency in Middle Level Education, citing statewide needs to recruit, retain, and support teachers and teacher leaders in both areas through substantive pre-service experience, comprehensive residency mentoring, and program efficiency through the combined BA/BS-MAT curriculum. The Advisory Committee on Academic Programs (ACAP) discussed the proposed program, with inquiry about student recruitment, personnel, program costs, and implementation of similar programs. Both proposed programs enable Clemson students to earn the MAT with completion of a minimum 150 combined credit hours (Bachelor = 120 + Master = 30). As a result, student recruitment is expected from within the institution’s enrollment, though external candidates may apply. Representatives cited the yearlong teacher residency in partner school districts as a proven strategy implemented in other states across the U.S. to better prepare new teachers for the beginning of the profession and therefore mitigate early career attrition. Mentors are experienced, qualified master teachers who provide training and support during the residency and are sponsored by their districts to take related graduate-level coursework in instructional effectiveness and mentorship, which helps districts with overall retention. No new personnel, courses, or equipment are required, helping maintain degree costs at $12,000. After remaining discussion, ACAP voted to recommend approval of the program. Staff transmitted remaining questions for additional clarity.
**CAAL**

11/01/2018

Agenda Item 2c

<table>
<thead>
<tr>
<th>Stages of Consideration</th>
<th>Date</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments and suggestions from CHE staff sent to the institution</td>
<td>10/1/18</td>
<td>Staff requested the proposal be revised to include explanations provided at ACAP about fees and the mentorship model, and additional information about employment projections, evaluation and assessment, estimated costs, curricula, and course delivery.</td>
</tr>
<tr>
<td>Revised Program Proposal Received</td>
<td>10/8/18</td>
<td>The revised proposal satisfactorily addressed the requests.</td>
</tr>
</tbody>
</table>

**Recommendation**

The staff recommends the Committee on Academic Affairs and Licensing approve the program leading to Master of Arts in Teaching, Teacher Residency in Special Education to be implemented in Fall 2019.

**Clemson University Student and Program Data**

<table>
<thead>
<tr>
<th>Graduate In-/Out-of-State Enrollment, Fall 2017</th>
<th>2,058 (41.28%)/2,927 (58.72%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Approved Programs in 10 Yrs. (FY 2008-2018)</td>
<td>37</td>
</tr>
<tr>
<td>Number of Terminated Programs in 10 Yrs. (FY 2008-2018)</td>
<td>18</td>
</tr>
</tbody>
</table>

**Industry Related Occupational Wages and Projections in South Carolina, 2016 – 2026**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Education, Training, and Library</td>
<td>$45,440</td>
<td>114,248</td>
<td>126,874</td>
<td>12,626</td>
<td>1.05%</td>
<td>11.05%</td>
</tr>
</tbody>
</table>

¹ “Occupational Field” represents the closest related occupation category that includes the occupations aligned with the program proposal.


* Data downloaded October 8, 2018; Most recent data available.
CAAL  
11/01/2018  
Agenda Item 2c

NEW PROGRAM PROPOSAL FORM

Name of Institution: Clemson University

Name of Program (include degree designation and all concentrations, options, or tracks):  
Teacher Residency in Special Education, Master of Arts in Teaching (MAT), Multi-Categorical

Program Designation:

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

Consider the program for supplemental Palmetto Fellows and LIFE Scholarship awards?

☐ Yes  ☐ No

Proposed Date of Implementation: Fall 2019

CIP Code: 13:1001

Delivery Site(s): Online, Hybrid

Delivery Mode:

☐ Traditional-face-to-face  ☑ Distance Education
☐ 100% online
☐ Blended/hybrid (50% or more online)
☐ Blended/hybrid (25-49% online)
☐ Other distance education (explain if selected)

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

Dr. Michelle Cook, , Interim Associate for Undergraduate Studies, mccook@clemson.edu, 864-656-5199-

• Dr. Debbie Jackson, Professor Emeritus  
dbj@clemson.edu; 864-650-0667

• Dr. Jeremy King, Associate Provost for Institutional Effectiveness  
jking2@clemson.edu ; 864-656-5274 or 864-656-4592

Institutional Approvals and Dates of Approval (include department through Provost/Chief Academic 
Officer, President, and Board of Trustees approval):

Department Curriculum Committee: April 13, 2018
College Curriculum Committee: April 17, 2018
Dean, College of Education, April 18, 2018
University Graduate Curriculum Committee: May 11, 2018
Provost: June 30, 2018
Background Information

State the nature and purpose of the proposed program, including target audience, centrality to institutional mission, and relation to the strategic plan.

The Clemson University College of Education (COE) is developing Teacher Residency master’s programs, and this is the fourth TR program to be made available to Clemson undergraduate education majors. The purpose of this program is to create fundamental systemic change, build the teaching profession in South Carolina’s most high-needs fields and locations, and develop leaders in schools and communities by attracting, developing, retaining, and supporting high-quality educators.

The focus of the Teacher Residency program is on developing teacher leaders who can accelerate growth and achievement in rural and underserved school districts throughout the state. Teacher Residency is an evidence-based practice providing both pre-service teachers and current classroom teachers with unique learning experiences, opportunities for mentorship, and pathways for career development. Faculty in the Clemson University College of Education have developed the coursework, programming, and clinical experience and contracts with school districts to implement the program. Current undergraduate students who are studying P-12 educational fields such as early childhood, elementary, and secondary education are currently enrolled in Teacher Residency degrees (approved by the SCDE as part of an innovation program and approved by the SC CHE on 3/1/18). A MAT in Teacher Residency for Middle Level Education has been submitted for CHE review and approval at this time. The addition of Special Education Teacher Residency MAT will allow students in all teacher preservice programs at Clemson to have an opportunity to participate in a Teacher Residency experience.

The 2018 SC Department of Education identification of critical needs subject areas identified special education in their list of subject areas. The SC Annual Education Supply and Demand Reports for 2017-18 reports: "In recent years, special education vacancies have always made up the largest share (more than 20%) of unfilled teaching positions in the state. This year, about the same number of vacancies are in special education positions, but the proportion dropped to less than 18%." But it is not just the number of vacancies that are addressed by Teacher Residency programs. It is the number of teachers that leave education.

The 2018 SC Annual Education Supply and Demand Report sums up the issue facing P-K school districts and the statistics are consistent with the previous year:

- 38% had five or fewer years of classroom experience and
- 12% had been teaching no more than one year

Of the first-year teachers hired for the 2016-17 school year

- 30% did not return to the same position in 2017-18;
- 22% neither returned to the same position nor took a teaching position in any other SC public school district

Teacher Residents will have rich, immersive experiences with trained master teachers. The curriculum plan is based on the BA/BS-MAT combined program philosophy, in such, that qualified students will take twelve hours of graduate course work their senior year in place of a traditional student teaching
experience. The following fall, students will enroll in a two-semester Teacher Residency course and complete the remaining hours toward their MAT degree. This pairing for a full-year classroom apprenticeship within master-level education is a critical component. It allows students to integrate coursework and clinical experience prior to employment as a teacher-of-record. In addition to the 12 credit hours their first semester in Teacher Residency, the graduate students have 12 credit hours in a two-semester immersive internship and accompanying seminar and complete six hours in a research course and a capstone project for a total of 30 credit hours. The details and breakdown of required courses by semester can be found on page 10.

Teacher Residency programs have been done with great success for 15 years in many other states. This proposed program adds Special Education to the Teacher Residency options at Clemson University. Best practice research shows these teachers stay in the classroom longer and are better prepared to thrive in more challenging settings. While similar, but not a Teacher Residency program, Furman has an induction year for selected students who have completed an undergraduate degree, work with an experienced teacher, and earn credit toward a master’s degree.

Teacher Residency experiences will greatly help the teacher pipeline because data has shown that teacher residency programs cut the attrition rate for both the Teacher Residents who tend to stay in the classroom longer and for the Master Teachers serving as mentors who are likely to stay in teaching longer because they are assuming leadership roles in the school. The graduate course work completed in the MAT program adds to the graduate student’s abilities and skills in the classroom, including a focus on educational instruction and student assessment that improves K-12 student learning outcomes. Below is a table of findings from three teacher residency programs:

<table>
<thead>
<tr>
<th>Teacher Residency Program</th>
<th>Retention Results</th>
<th>Student Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boston Teacher Residency</td>
<td>80% of graduates were still teaching in Boston Public Schools in Year 3 vs. 63% of non-resident teachers still teaching in Year 3.</td>
<td>Achievement gains of graduates’ students were initially comparable to those of other novice teachers’ students in English Language Arts and mathematics, but graduates’ students’ achievement gains in mathematics “improve[d] rapidly over time” such that by their fourth or fifth year of teaching, BTR graduates outperformed veterans by 7% of a standard deviation.</td>
</tr>
<tr>
<td>Memphis Teacher Residency</td>
<td>95% of graduates were still teaching in Tennessee public schools in Year 3 compared with 41% of teachers statewide still teaching in public schools in Year 3.</td>
<td>MTR graduates had higher student achievement gains than other beginning teachers and larger gains than veteran teachers on most, but not all, Tennessee Comprehensive Assessment Program (TCAP) exams, the standardized tests taken by Tennessee public school students.</td>
</tr>
<tr>
<td>San Francisco Teacher Residency</td>
<td>80% of graduates still teaching in Year 5 compared with 38% of non-resident teachers.</td>
<td>100% of SFUSD principals say SFTR graduates are more effective than other new teachers. Students taught by SFTR graduates have high levels of confidence in their teachers’ competence. On one survey administered to more than 1,700 middle and high school students taught by SFTR graduates, students were especially confident in their teachers’ ability to engage students, develop personal relationships, and employ academic rigor, high expectations, and strong instructional methods with</td>
</tr>
</tbody>
</table>
High school students also rated their teachers as having strong expertise in creating a positive classroom culture.

Source: *The Teacher Residency: An Innovative Model for Preparing Teachers* (a 2016 report by the Learning Policy Institute)

**Alignment with the Clemson Forward Plan**

The proposed teacher residency program is directly linked to the College of Education’s vision and mission: being a transformative leader in improving education; serving underperforming schools and underserved communities; engaging in active service throughout the state and nation to improve life outcomes for the greater benefit of society; and addressing the current and future challenges of access, poverty, and innovative teaching throughout our state and nation are all central to our work and this program. This program will adhere to CAEP policy and be directly tied to CAEP standards for accreditation. Additionally, this program will adhere to South Carolina EPP policies and standards and will exceed South Carolina requirements related to clinical experiences.

**Assessment of Need**

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

1. **Student Meetings:** Thirty juniors met with advisors in the spring of 2017 and filled out the GS6-Bachelor-to-Master form expressing their intent to participate in the program (this was achieved with very little communication about the program).

2. **Survey Results:** A survey of all education majors (40% return rate) showed that 60% of students were very interested in pursuing this option.

3. **Recruitment:** Finally, as this option has been discussed informally during orientation sessions with students and parents there seems to be very strong interest in this option. In fact, multiple students have selected Clemson in the fall because they will be able to pursue this option. Thus, we are expecting (though have not included it in the numbers) that Teacher Residency will be an incentive as accepted undergraduate students make their final decisions.

4. **Enrollment** in the first three Teacher Residency programs (Early Childhood, Elementary Education, and Secondary Education) was 23 students in January 2018. These students will begin the TR portion of the graduate curriculum in the fall of 2018, graduating in the spring of 2019.

5. **School districts** have requested that we add Special Education to our options for Teacher Residency due to persistent vacancies in Special Education.

**Transfer and Articulation**

Identify any special articulation agreements for the proposed program. Provide the articulation agreement or Memorandum of Agreement/Understanding.

There are no agreements proposed.
Employment Opportunities

<table>
<thead>
<tr>
<th>Occupation</th>
<th>State</th>
<th>National</th>
<th>Data Type and Source</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of Jobs in Special Education 2017-18</td>
<td>Expected Number of Jobs in Special Education, 2016</td>
<td>Employment Projection, 2017-18</td>
</tr>
</tbody>
</table>

Supporting Evidence of Anticipated Employment Opportunities
Provide supporting evidence of anticipated employment opportunities for graduates.

The SC CERRA 2017-18 report indicated a 4% growth in teaching positions from the previous year. Of the 53,000 positions, ten percent were in special education (5,374). The available positions include 2572 in elementary/early childhood school, 1288 in middle level and 1513 in high schools. Newly certified teachers filled 804 special education openings in 2017-18. At the beginning of the 2017-18 school year, 96.35 special education positions remained unfilled.

Description of the Program

<table>
<thead>
<tr>
<th>Year</th>
<th>Projected Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall Headcount</td>
</tr>
<tr>
<td>Spring 2020</td>
<td>5</td>
</tr>
<tr>
<td>2020-21</td>
<td>5</td>
</tr>
<tr>
<td>2021-22</td>
<td>5</td>
</tr>
<tr>
<td>2022-23</td>
<td>5</td>
</tr>
<tr>
<td>2023-24</td>
<td>5</td>
</tr>
</tbody>
</table>

Explain how the enrollment projections were calculated.

The numbers on the projected enrollment table are cumulative, with a new class of students being added each spring semester. In this table, in the Spring of 2020, we anticipated 5 second semester senior students in special education enrolling in 12 credits of graduate coursework, these 5 students will
enroll in 9 credits in the fall semester of 2020. In the Spring of 2021, the 5 students will enroll their final 9 credits, plus we will begin our second class of second semester senior students with 5 new students projected. The total enrollment in the Spring of 2021 is therefore 10 students. The program enrollment will continue to add 5 new students each Spring. If the current pattern of applications into Teacher Residency (Early Childhood, Elementary, Secondary) is used as a model, more students apply for Teacher Residency than are accepted.

**Besides the general institutional admission requirements, are there any separate or additional admission requirements for the proposed program? If yes, explain.**

- [x] Yes
- [ ] No

The MAT Teacher Residency program information will be provided to all enrolled pre-service undergraduate education majors students in early childhood, elementary, special education, and secondary education programs through a variety of avenues including, but not limited to advising sessions, focus groups, and printed materials. The Undergraduate and Graduate catalogs provide detailed information on the overarching Combined Bachelors to Master’s program of study policies and procedures. The MAT Teacher Residency meets the standards and requirements under the policy as a combined program. Students must complete a standard request form (GS6-Bachelor to Graduate Request for Combined Education Plan). Students who are interested in Teacher Residency will complete an application form in the Spring of their Junior year. Students who have followed the published plan of study in the University catalog should have 90 hours at the end of their junior year of university study.

All pre-service undergraduate education majors in special education are eligible for the teacher residency program. Those opting for teacher residency will complete an application and necessary forms to apply and enroll in the combined BA/BS to the master’s TR program fall of their senior year.

1. Students with at least a 3.4 GPA and 90 hours are eligible for the TR program.
2. Applicant screening with formal interviews will occur early fall of their senior year. During this interview, district officials and Clemson faculty will work together to evaluate TR candidates using a rubric that assesses: evidence of instructional effectiveness (pre-service teaching samples), recommendations from faculty and preceptors regarding classroom interactions, an applicant essay, and dispositional scores.
3. Passing scores on PRAXIS II (PLT and subject assessment) are required before enrolling in the Teaching Residency and Seminar sequence. (see discussion under Curriculum)
4. Once selected for the program, TRs will begin graduate courses toward the Masters in Teacher Residency spring term senior year.

**Curriculum**

**New Courses**

List and provide course descriptions for new courses.

No new courses are required for this program.
The MAT in Teacher Residency program is not shorter in credit hours, but in time to completion of the two degree programs. Students will still complete a minimum of 150 credit hours (120 hours in undergraduate coursework and 30 hours of graduate coursework). The proposed model allows students to progress in a time frame that is more economical for the student. By SACSCOC standards, undergraduate degrees are 120 credit hours, at a minimum. Graduate programs required a minimum of 30 credit hours. (SACSCOC 2018 Standards of Accreditation, Section 9, Program Length, page 8).

Clemson students have a high success rate on the Praxis II (PLT and subject assessment tests). Special education student results are below.

<table>
<thead>
<tr>
<th>Praxis II (PLT and Subject Assessment) 2016-2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test</td>
</tr>
<tr>
<td>Total N</td>
</tr>
<tr>
<td>Principles of Learning and Teaching: Grades K-6 (5622)</td>
</tr>
<tr>
<td>Special Education: Core Knowledge and Applications (5354)</td>
</tr>
<tr>
<td>Special Education: Teaching Students with Learning Disabilities (5383)</td>
</tr>
<tr>
<td>Special Education: Core Knowledge and Mild to Moderate Applications (5543)</td>
</tr>
</tbody>
</table>

Most of Clemson University students waive the Praxis CORE by meeting minimum ACT or SAT standards. Transfer students also provide ACT and SAT scores, and if they do not meet the minimum standards would take the Praxis CORE. Any student applying to the MAT Teacher Residency program would have meet the Praxis CORE requirements before admission into the program of study.

For example, 108 new freshmen were admitted in 2017-18 in the College of Education with following ACT and SAT scores.

<table>
<thead>
<tr>
<th>2017-18 Freshmen Scores in the College of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>Elementary</td>
</tr>
<tr>
<td>Early Childhood</td>
</tr>
<tr>
<td>Secondary Education</td>
</tr>
<tr>
<td>Mathematics Teaching</td>
</tr>
<tr>
<td>Science Teaching</td>
</tr>
<tr>
<td>Special Education</td>
</tr>
</tbody>
</table>

Students who are accepted into the Teacher Residency program through the completion and approval of the GS6 Form GS6-Bachelor to Graduate Request for Combined Education Plan (https://www.clemson.edu/graduate/files/pdfs/GS6-bachelor-to-graduate.pdf) designed for all graduate programs that allow a combined education plan. Students remain an undergraduate student until they completed their undergraduate degree. They will have 12 graduate hours of coursework at the time of their undergraduate degree graduation. After their undergraduate graduation, they are formally admitted as graduate students in the MAT degree program. It is important that students complete the
correct Graduate School Form. There are two GS6 forms, one for undergraduate students taking graduate courses, the second form for students requesting a Bachelor to Graduate combined education plan. The GS6-Bachelor to Graduate Plan has no limit on the number of graduate courses.
The Form GS6 Bachelor to Graduate Plan reads:

1. A maximum of 12 credit hours of graduate courses may be applied to the bachelor’s program.
2. The total credit hours taken for the bachelor’s and master’s must be at least 150 credit hours; that is, the credit hours counted towards the bachelor’s degree plus the credit hours taken after the bachelor’s is awarded must total at least 150. For the bachelor’s and PhD, the total must be 180 credit hours.
3. This total may contain a maximum of 6 credit hours of thesis/dissertation research, and all credit hours to be included in the total that are completed after receiving the bachelor’s degree must be in 6000-level or higher courses.
4. The total course workload for an undergraduate student in any semester that includes a graduate-level course must not exceed 18 hours.
5. As determined by the participating bachelor’s program, 7000 or 8000-level courses may be substituted for required undergraduate courses and 6000, 7000 or 8000-level courses may be applied to the bachelor’s degree as electives or technical electives.
6. Under no circumstances may 6000-level counterparts of 4000-level courses required for the bachelor’s degree be counted toward graduate degree requirements. [addressed below as related to ED 6900]

The ED 6900 would only be limited if the student had taken ED 4900 as an elective, then the student would need another graduate level course to replace the ED 4900 in their Graduate Plan of Study. If a student had enrolled in and earned credit with ED 4900, this would be managed on a one-by-one basis with a faculty committee advising the student on an appropriate alternative course, and the approved course would be included in the completed GS-2 Form: Plan of Study approved and signed by the student and faculty committee. ED4900 is not a required course in any of the undergraduate teaching preparation curriculum plans.

How do students meet the 150-credit hour requirement for the two degrees? The Office of Institutional Research ran a report on the number of AP and IB hours of entering freshmen in the College of Education. The data are provided below. Based on these average numbers, students under 12 credit hours, on average, would need one additional course taken during their first three and a half years at Clemson to have meet the combined degree requirements. Since students must enroll and complete 30 credit hours per academic year to maintain their Life Scholarships, students should have an excess of credit hours.

<table>
<thead>
<tr>
<th>Degree Program</th>
<th>Number of Students</th>
<th>Total AP/IB Credits</th>
<th>Average Number of Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA Special Education</td>
<td>52</td>
<td>488</td>
<td>9.38</td>
</tr>
<tr>
<td>Continuing</td>
<td>34</td>
<td>309</td>
<td></td>
</tr>
<tr>
<td>New Freshmen</td>
<td>18</td>
<td>179</td>
<td></td>
</tr>
</tbody>
</table>

According to the Instructions for Completing the GS6-Bachelor to Graduate Plan, the purpose of the plan is to reduce the time to complete both degrees or for direct entry into doctoral programs that do not require master’s degree for entry. Students who enter with significant advanced placement, IB or transfer coursework may be ready for graduate studies before other undergraduate students. The admission process into the MAT in Teacher Residency is designed to support these students.

In addition, we examined the students who have been accepted into our SC Department of Education, Teacher Residency Innovative Program initiated in January 2018. All the students accepted into the
Teacher Residency innovation program will have more than 120 earned credit hours. We expect Special Education Level majors to be consistent in number of earned credit hours.

Table 2: Student GPA and Completed Hours Entering TR Innovation Program January 2018

<table>
<thead>
<tr>
<th>Undergraduate Major</th>
<th>GPA</th>
<th>Earned Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE</td>
<td>3.97</td>
<td>127</td>
</tr>
<tr>
<td>ECE</td>
<td>3.90</td>
<td>124</td>
</tr>
<tr>
<td>ECE</td>
<td>3.82</td>
<td>127</td>
</tr>
<tr>
<td>ECE</td>
<td>3.76</td>
<td>125</td>
</tr>
<tr>
<td>ECE</td>
<td>3.89</td>
<td>125</td>
</tr>
<tr>
<td>ECE</td>
<td>3.80</td>
<td>141</td>
</tr>
<tr>
<td>ELED</td>
<td>3.81</td>
<td>129</td>
</tr>
<tr>
<td>ELED</td>
<td>4.00</td>
<td>134</td>
</tr>
<tr>
<td>ELED</td>
<td>3.93</td>
<td>127</td>
</tr>
<tr>
<td>ELED</td>
<td>3.89</td>
<td>130</td>
</tr>
<tr>
<td>ELED</td>
<td>4.00</td>
<td>138</td>
</tr>
<tr>
<td>ELED</td>
<td>4.00</td>
<td>149</td>
</tr>
<tr>
<td>ELED</td>
<td>3.69</td>
<td>138</td>
</tr>
<tr>
<td>ELED</td>
<td>3.72</td>
<td>127</td>
</tr>
<tr>
<td>ELED</td>
<td>3.85</td>
<td>128</td>
</tr>
<tr>
<td>ELED</td>
<td>3.54</td>
<td>138</td>
</tr>
<tr>
<td>SECE - English</td>
<td>3.51</td>
<td>144</td>
</tr>
<tr>
<td>SECE - History</td>
<td>3.53</td>
<td>163</td>
</tr>
<tr>
<td>SECE - History</td>
<td>3.90</td>
<td>147</td>
</tr>
<tr>
<td>SECE - History</td>
<td>3.43</td>
<td>131</td>
</tr>
<tr>
<td>STCH - Chemistry</td>
<td>3.44</td>
<td>128</td>
</tr>
</tbody>
</table>

Appendix A (page 34) provides the approved Plan of Study for an undergraduate degree in Special Education. All coursework is required through seven semesters, and as noted in the plan of study in the second semester of the Senior Year, students would enroll in the following four courses as part of the Non-Certification emphasis area:

- ED 6900 Classroom Learning Environments (3 credits)
- ED 8650 Curriculum Theory (3 credits)
- EDF 8080 Contemporary Issues in Assessment (3 credits)
- ED 8250 Cultural Diversity in Education (3 credits)
Total Credit Hours Required: **30**

### Curriculum by Year

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Credit Hours</th>
<th>Course Name</th>
<th>Credit Hours</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1</strong></td>
<td></td>
<td><strong>Spring 1</strong></td>
<td></td>
<td><strong>Fall</strong></td>
<td></td>
</tr>
<tr>
<td>ED 6900 Classroom Learning Environments (Traditional)</td>
<td>3</td>
<td>ED 8600 Classroom-Based Research (Hybrid)</td>
<td>3</td>
<td>ED 8990 Capstone Project (Hybrid)</td>
<td>3</td>
</tr>
<tr>
<td>ED 8650 Curriculum Theory (Traditional)</td>
<td>3</td>
<td>ED 8090 Teacher Residency Internship (Field)</td>
<td>3</td>
<td>ED 8090 Teacher Residency Internship (Field)</td>
<td>3</td>
</tr>
<tr>
<td>EDF Contemporary Issues in Assessment (Traditional)</td>
<td>3</td>
<td>ED 8480 Teacher Residency Seminar (Traditional)</td>
<td>3</td>
<td>ED 8480 Teacher Residency Seminar (Field)</td>
<td>3</td>
</tr>
<tr>
<td>ED 8250 Cultural Diversity in Education (Traditional)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Semester Hours</strong></td>
<td>12</td>
<td><strong>Total Semester Hours</strong></td>
<td>9</td>
<td><strong>Total Semester Hours</strong></td>
<td>9</td>
</tr>
</tbody>
</table>
Course Delivery Definitions are provided below. The delivery methodology for each course is found in the Curriculum by Year table on page 10.

- Traditional (primarily face to face, but may include online or web-based activities)
- Online (taught online, students do not typically meet with their teachers or classmates in person, however a face-to-face interaction may be included)
- Hybrid (a mixture of face to face and online)
- Field (off-site and experiential)

In Teacher Residency, the course tuition is the same for online, hybrid, and traditional delivery methodologies.

The Residency Year
ED8090 (TR Internship) and ED 8480 (TR Seminar) are repeated twice, for a total of six credit hours each. The course syllabi approved and submitted as part of the Teacher Residency programs (in Early Childhood, Elementary, and Secondary) are provided below. Clemson University does not require different “codes” for courses that can be repeated as part of the course design. A student would only be allowed to sign up for three semester hours during any given semester.

- ED 8090 Teacher Residency Internship:
  This course is a supervised, clinical field experience in which teacher residents apply newly acquired knowledge in a school setting. The purpose of this twice-repeatable residency internship is to expand the typical clinical teaching semester into a year-long teacher residency.

- ED 8480 Teacher Residency Seminar
  Seminar course accompanying a supervised teacher residency internship. Students reflect upon and solve problems related to the teacher residency internship, share effective teaching practices, and devise ways to document dimensions of effective teaching. The purpose of this twice-repeatable residency seminar is to provide a course for students in residency internships to reflect on what is occurring in their classrooms and schools, to use feedback from their course instructor and peers to solve problems, and to explore issues related to classroom teaching.

The seminar allows the opportunity for graduate students and faculty to discuss the field experience and make changes in their field experiences as indicated. Graduate students have an opportunity to share with each other and their faculty as they move through this immersive experience. The internship and seminar compose the full-year classroom apprenticeships integrating coursework and clinical experiences.

Cooperating Teachers
In the first semester of the program when students are taking 12 hours of graduate credit, they have supervised clinical field experience associated with their coursework and spend at least two full days/week in the field. Students work with a cooperating teacher that semester who evaluates formally at least two lessons. Students also work under the direction of a university supervisor, who meets with them regularly and evaluates formally at least three lessons. The teacher and supervisor collaborate to provide a final evaluation for the student.

Cooperating teachers must attend the SC Teaching Standards Rubric Training. The training includes resources that support cooperating teachers in serving in this role and evaluating students using the standard state rubrics. Clemson provides additional resources on its website, including forms to be used to evaluate lesson plans. (http://www.clemson.edu/education/academics/field-experiences/cooperating-teachers-site-mentors.html)
Master Teachers

In the year-long residency experience, students will work with a master teacher. Master teachers are recruited and selected by building and district partners in conjunction with faculty from the College of Education. Master teachers apply for the program and must submit 1-2 recommendations. Master teachers have a minimum of 3-5 years teaching experience, have completed SC mentor and evaluator training, have demonstrated effectiveness in terms of student outcomes, have likely served as a cooperating teacher in the past, and are evaluated for dispositions closely aligned with the needs of this program.

Master teachers will at a minimum take two master’s level courses in instructional coaching (ED 8750 Elements of Instructional Effectiveness and ED 8760 Curriculum, Instruction, Assessment, & Learning from a Mentor Perspective) along with a summer institute. Several of our master teachers have taken two other instructional coaching courses; the four courses in instructional coaching satisfy the state-level “Teacher Leader” endorsement. Like cooperating teachers in our traditional initial certification programs, master teachers will formally evaluate lessons and other assignments produced by the students in conjunction with the university supervisor.

The Master Teachers are paid by their districts, not the University. This includes any courses, stipends, or substitute teachers if needed. The districts see this as a means to develop their instructional leadership capacity within the schools. The districts also see this as a way to value teachers in their buildings who are not interested in administration/leadership roles in the school nor university teaching positions. It provides an opportunity to value and retain strong and innovative teachers in K-12.
### Similar Programs in South Carolina offered by Public and Independent Institutions

Identify the similar programs offered and describe the similarities and differences for each program.

<table>
<thead>
<tr>
<th>Program Name and Designation</th>
<th>Total Credit Hours</th>
<th>Institution</th>
<th>Similarities</th>
<th>Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education, MAT</td>
<td>48 cr. hrs.</td>
<td>College of Charleston</td>
<td>Leads to recommendation for a multi-categorical special education teaching certificate. Pedagogy and content knowledge are similar, and both include courses addressing effective learning environments, special learning needs and educational teaching strategies for students with emotional, learning, and mental/behavioral disabilities. Both programs meet national standards.</td>
<td>The program is 48 credit hours versus 30 credit hours, admission requirement at Clemson requires undergraduate special education core classes and field experiences, GPA requirement is a 2.5, versus a 3.4 for the TR program; the length of time spent in supervised field experience differs (one semester versus two). Clemson’s 30 credit hour degree program recognizes the content and educational coursework from the student’s undergraduate program and focuses on graduate level course work including a year-long teaching residency.</td>
</tr>
<tr>
<td>Special Education, MAT</td>
<td>55 cr. hrs.</td>
<td>Converse College</td>
<td>Converse programs leads to recommendation in intellectual and or learning disabilities, while Clemson’s program is multi-categorical. Pedagogy and content knowledge are similar, and both include courses addressing effective learning environments for students with intellectual or learning disabilities. Both programs meet national standards.</td>
<td>Converse program is designed for a person with an undergraduate degree in an area other than education. Converse has designed a flexibility schedule to assist students who are employed. Classes for the MAT in special education are held on the main campus. The program is 55 credits including directed teaching. Students at Converse also are eligible for elementary education certification. Clemson’s 30 credit hour degree program recognizes the content and educational coursework from the student’s undergraduate program and focuses on graduate level course work including a year-long teaching residency.</td>
</tr>
<tr>
<td>MA, Education, Special Education (Learning)</td>
<td>33-36 cr. hrs., plus 9</td>
<td>Furman</td>
<td>Program is designed to allow teachers to add on a specific area of special education to their existing certification.</td>
<td>Furman does not offer an undergraduate degree in special education students and...</td>
</tr>
<tr>
<td>Disabilities, Emotional/Behavioral Disorders</td>
<td>undergraduate cr. hrs.</td>
<td>education. Furman allows students to earn up to 6 hours toward a master’s degree in their undergraduate program, while Clemson students earn 12 credits in the TR semester of their senior year. Clemson’s program prepares graduates for certification in Multi-Categorical. Therefore students would have to do the add on certification in special education to another teacher education certification and the timeline is extended and could be completed within fifteen months of their undergraduate graduation. Students would need to take 9 hours of specific additional undergraduate courses to pursue this option in the Teacher to Teacher Program.</td>
<td>Furman students are hired employees when they enter the year-long internship and are considered certified teachers, under an approval with the SC Department of Education for an Internship Certificate. The Teacher to Teacher weblink <a href="http://www.furman.edu/academics/education/program-overview/Pages/Teacher-to-Teacher.aspx">http://www.furman.edu/academics/education/program-overview/Pages/Teacher-to-Teacher.aspx</a> reads in part, “Teacher to Teacher Program participants may be given the opportunity of becoming induction year teachers at the start of the K-12 academic year following graduation from Furman. An “induction year” refers to an individual’s first year as an official teacher in a South Carolina public school.” For a candidate to be offered an induction year contract, a local school district must have a vacancy (and funding for the vacancy) in the candidate’s certification area; the candidate must receive passing scores on PRAXIS subject exams; and Furman and school district officials must endorse the candidate as eligible for an induction year contract. Participating school districts will not honor contracts that might have been</td>
<td></td>
</tr>
</tbody>
</table>
previously offered to candidates if the candidate does not successfully complete all aspects of the Senior Block/Practicum, as indicated by the cooperating teacher and university supervisor on the candidate’s final evaluation.

The school district hires (offers a contract) for the induction year and pays the salary of the “intern” who has been provided one-year Internship Certificate from the SC Department of Education. After completion of the induction year, Furman endorses the induction teacher for Initial SC Teacher Certification.

During the induction year, students can earn 9 hours of graduate credit. As an undergraduate student, the Teacher to Teacher inductee may earn additional graduate credit as noted below. Clemson students earn 12 credits toward their graduate degree as an undergraduate and completes the master’s degree at the same time they receive Clemson’s endorsement for Initial SC Teacher Certification. Two semesters after completing their undergraduate degree, Clemson students have earned a master’s degree (9 months) versus 15 months after completing an induction year.

From the weblink provide by SC CHE above: “Teacher to Teacher candidates who have completed their required prerequisites as undergraduates may add additional areas of licensure and graduate with an M.A. degree. Several graduate programs may be
<table>
<thead>
<tr>
<th>Program</th>
<th>Credit Hours</th>
<th>Institution</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education, MAT</td>
<td>60 cr. hrs.</td>
<td>USC Columbia</td>
<td>The USC-Columbia program is for individuals with an undergraduate degree in another field. Clemson’s program is designed for Clemson’s undergraduate students majoring in special education. Both programs lead to special education SC teacher certification.</td>
</tr>
<tr>
<td>Special Ed (Visual Impairment) MEd</td>
<td>39 cr. hrs.</td>
<td>USC-Upstate (collaboratively with SC School for the Deaf and Blind)</td>
<td>Both degrees are in special education. But programs have course work in research and curriculum design. While the course work for the VI program is online, students attend courses during two summers on the campus of the SCSD. Students must be certified at the time of admission. The admission requirements are different. Clemson students have completed coursework in the multi-categorical certification area. While the Upstate program focuses on visual impairment.</td>
</tr>
</tbody>
</table>

completed in approximately 15 months after receiving the B.A. degree, but candidates may elect to extend the program of study over 2-3 years. In the Teacher to Teacher Program, candidates earn between six and nine graduate hours during their induction year that may apply to the M.A. degree at Furman University. Teacher to Teacher Program candidates who satisfactorily complete all Senior Block courses (including the Practicum experience) and who are eligible to enroll in EDEP-670: Teaching Internship may gain provisional graduate admittance for study in the summer session prior to the completion of the teaching internship.”
### Faculty

<table>
<thead>
<tr>
<th>Rank and Full- or Part-time</th>
<th>Courses Taught for the Program</th>
<th>Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major</th>
<th>Other Qualifications and Relevant Professional Experience (e.g., licensures, certifications, years in industry, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Professor #1, Chair, F</td>
<td>EDF 8080 Contemporary Issues in Assessment, 3, Sp</td>
<td>BA, Mathematics, University of Texas 1976. ME, Education Psychology, University of Illinois, 1987. PhD, University of Illinois, 1993</td>
<td></td>
</tr>
<tr>
<td>Professor #1 (F) Alumni Professor</td>
<td>EDSP 4910 Ed Assess Ind W/Dis, 2 UT (SP) EDSP 4911 Ed as Ind W/Dis Lab, 2 UT (SP) EDSP 8530 Legal/Pol Issues Sp Ed, 3 G (FA)</td>
<td>BA, Elementary Education, Hellenic College 1983. ME, Administration, Virginia Commonwealth University 1986. EdD, Education Administration Special Ed-Behavior Disorders, College of William and Mary 1989.</td>
<td></td>
</tr>
<tr>
<td>Professor #2 (F) Named Professor</td>
<td>EDSP 4930 Clsrn/Beh Mgmt Sp Ed, 3 UT (FA) EDSP 9360 Single Subject Rsch, 3 G (SP)</td>
<td>BS, Business Administration, University of Arizona 1984. MBA, Business Administration, University of West Florida 1992. ME, Science Education, Old Dominion University 1995. PhD, Special Education, University of Nebraska-Lincoln 2004.</td>
<td></td>
</tr>
<tr>
<td>Associate Professor #2 (F)</td>
<td>EDSP 4900 Teaching Writing Disabilities, 1 UT (FA) EDSP 8130 Characterist of Indiv with EBD, 3 G (SP) EDSP 8200 Lang Arts Ind W/Dis, 3 G (FA) EDSP 9350 Research in Tchr Ed, 3 G (SP)</td>
<td>BS, Elementary Education, Memphis State University 1976. MA, Mental Retardation, University of North Alabama 1983. PhD, Special Education, Vanderbilt University 1995.</td>
<td></td>
</tr>
</tbody>
</table>
| Associate Professor #3 (F) | ED 8650 Curriculum Theory, 3 Su, Sp | BA, Classics and History, Trinity University 1997.  
MA, Classics, University of Texas 1999.  
PhD, Curriculum and Instruction, University of Texas 2006. |
|----------------------------|-----------------------------------|---------------------------------------------------|
| Assistant Professor #1 (F) | EDSP 3750 Early Intervention Spec Needs, 3 UT (SP/FA)  
EDSP 3751 Early Intervention Sp Need Lab, 1 UT (SP/FA)  
EDSP 4940 Tchg Rdg Mild Dis, 3 UT (FA)  
EDSP 9370 Rsch Disabilities, 3 G (SP) | BS, Speech and Hearing Science, University of Illinois 2004.  
MS, Research in Communication Sciences and Disorders, Saint Louis University 2006.  
MEd, Education Policy and Management, Harvard Graduate School of Education 2012.  
PhD, Special Education, University of Missouri 2016. |
| Assistant Professor #2 (F) | EDSP 3740 Char & Strat Emot/Behav Disord, 3 UT (FA)  
EDSP 3741 Char & Strat Emo/Behav Dis Lab, 1 UT (FA)  
EDSP 3700 Intro to Special Ed (HON), 3 UT (SP)  
EDSP 3700 Intro to Special Education, 3 UT (SP)  
EDSP 8130 Characterist of Indiv with EBD, 3 G (SP)  
EDSP 8560 Intensive Behavior Intervent, 3 G (FA)  
EDSP 9500 Teaching & Supv in Special Ed, 1 G (SP) | BS, Social Work, University of Vermont 2004.  
MEd, Special Education, Vanderbilt University 2009.  
PhD, Special Education, University of Virginia 2016. |
| Assistant Professor #3 (F) | ED 8600 Classroom Based Research, 3, Fa  
MA, Teaching, Belhaven University 2005.  
EdD, Nova Southeastern University 2014 |
| Assistant Professor #4 (F) | ED 8250 Cultural Diversity in Education, 3, Sp  
ED 9940 Directed Research, 1 Su | BA, English Literature, Rhodes College 2001.  
PhD, Educational Studies – Literacy, Emory University 2010. |
| Instructor #1 (F) | ED 6900 Classroom Learning Environments, 3, Sp | BS, Biological Science, Clemson University 2002.  
MEd, Math, Science and Technology, The Ohio State University, 2005.  
PhD, |
<table>
<thead>
<tr>
<th>Lecturer #1 (P)</th>
<th>EDSP 3700 Intro to Special Ed (HON), 3 UT (FA)</th>
<th>Curriculum and Instruction, Texas Tech University, 2017.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EDSP 3700 Intro to Special Education, 3 UT (FA)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDSP 4950 Comm &amp; Collab Sp Ed, 3 UT (SP)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BA, Special Education, Clemson University 1997.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MEd, Special Education, Clemson University 1998.</td>
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<tr>
<td></td>
<td>PhD, Special Education, University of North Carolina-Charlotte 2010.</td>
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<tr>
<td>Lecturer</td>
<td>EDSP 3700 Intro to Special Education, 3 UT (FA)</td>
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<tr>
<td>Clinical Assistant</td>
<td>EDSP 3720 Char &amp; Instr Individ with LD, 3 UT (FA)</td>
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<tr>
<td>Professor #1 (F)</td>
<td>EDSP 3721 Char &amp; Instr Indiv with LD Lab, 1 UT (FA)</td>
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<td></td>
<td>EDSP 8120 Learning Disabilities Prac Lab, 1 G (FA)</td>
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<tr>
<td></td>
<td>EDSP 8121 Prac in Learning Disabil Lab, 6 G (FA)</td>
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<tr>
<td></td>
<td>EDSP 8550 Intensive Acad Intvn Ind w Dis, 3 G (FA)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BA, Psychology, Randolph-Macon College 2000.</td>
<td></td>
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<tr>
<td></td>
<td>PhD, Special Education, University of Virginia 2007.</td>
<td></td>
</tr>
<tr>
<td>Clinical Assistant</td>
<td>EDSP 3700 Intro to Special Education, 3 UT (FA)</td>
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</tr>
<tr>
<td>Professor #2 (F)</td>
<td>EDSP 3730 Char &amp; Instr of ID &amp; Autism, 3 UT (SP)</td>
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<td></td>
<td>EDSP 3731 Char &amp; Instr of ID &amp; Atsm Lab, 1 UT (SP)</td>
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<tr>
<td></td>
<td>EDSP 4960 Sp Ed Field Exp, 9 UT (FA)</td>
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<td></td>
<td>EDSP 4970 Sec Meth Ind W/Dis, 3 UT (FA)</td>
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<tr>
<td></td>
<td>EDSP 4980 Directed Teaching, 34 UT (SP)</td>
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</tr>
<tr>
<td></td>
<td>EDSP 8580 Directed Teaching Special Ed, 39 G (SP)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BS, Special Education, University of Arkansas-Little Rock 1982.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MEd, Special Education, University of Missouri 1989.</td>
<td></td>
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<tr>
<td></td>
<td>PhD, Special Education, University of Missouri 1993.</td>
<td></td>
</tr>
<tr>
<td>Ad Hoc Instructor #1 (P)</td>
<td>EDSP 3700 Intro to Special Education, 3 UT (SP)</td>
<td>BS, Education, Southern Wesleyan University 1999.</td>
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<tr>
<td></td>
<td>PhD, Educational Leadership, Clemson University 2016.</td>
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<tr>
<td>Ad Hoc Instructor #2 (P)</td>
<td>EDSP 4980 Directed Teaching, 34 UT (SP/FA)</td>
<td>BA, Psychology, Clemson University 1972.</td>
</tr>
<tr>
<td></td>
<td>EDSP 8580 Directed Teaching Special Ed, 39 G (SP/FA)</td>
<td>MEd, Elementary Education, Clemson University 1975.</td>
</tr>
</tbody>
</table>

**Total FTE needed to support the proposed program:**

- **Faculty:** 0.23 FTE
- **Staff:**
- **Administration:** 0.045 FTE
Faculty, Staff, and Administrative Personnel
Discuss the Faculty, Staff, and Administrative Personnel needs of the program.

All program administration, faculty and support staff are in place for the implementation of the MAT in Teacher Residency in Special Education.

Resources

Library and Learning Resources
Explain how current library/learning collections, databases, resources, and services specific to the discipline, including those provided by PASCAL, can support the proposed program. Identify additional library resources needed.

The Clemson University library resources required for the proposed program are already in place; therefore, there is no need for additional library resources. All major journals in our files are available online or through open access. The Clemson University Libraries hold more than 1.8 million items including books, periodicals, electronic resources, digital media collections, government publications and patents, musical recordings, maps and microforms. Over 4,000 print journal titles, 49,000 e-journals, 170,000 e-books, and 480 online databases are available. Cooper Library is linked electronically to the On-line Computer Library Center Inc. and WorldCat database providing access to more 71,000 libraries worldwide for interlibrary loan services. PASCAL and Kudzu Consortium provide access to 12 million volumes held by academic libraries in SC and 30 million volumes by 17 SE universities.

Students request journal articles through interlibrary loan and are emailed in 2-3 days. Reference librarians assist students by telephone, text, instant message and in-person consultation 79 hours per week and the College of Education has a dedicated research librarian. In addition to annual expenditures, current Library policy allocates additional funds for the exclusive purchase of materials for newly approved doctoral programs, if needed. Prioritizing funds for electronic resources, CU demonstrates a commitment to online educational programs and no new funding is required to support the library and learning resources.

My Library Account: Students enrolled in off campus programs can log in to their My Library Account to search the Clemson Libraries catalog and request the delivery of print books. In addition to print books, Clemson affiliates have access to 458,239 electronic books via individual subscriptions, aggregator databases, and consortia agreements.

Books and Articles not owned by Clemson University Libraries: Students may use the PASCAL Delivers service to borrow books from any college or university in South Carolina. Requests are made through the Clemson University Libraries home page and delivered to a participating Charleston library. Students can borrow up to 25 books for six weeks, with an additional three-week renewal period.

If a book is not owned by the Clemson University Library and is not available via PASCAL Delivers, students may directly request the item from the Reference Librarian. Approved books will be rush ordered/cataloged and sent to the requesting patron, who will be responsible for returning them to Cooper Library (via either mail or return to a PASCAL Delivers library.)
Articles owned by Clemson University Libraries: Students requiring articles from print journals owned by the Library may request a scanned copy via http://www.clemson.edu/culib/forms/secure/ill/emp/dd-rp.php. Articles not available from Clemson University Libraries: Students also have free access to interlibrary loan to request copies of articles from journals not available at Clemson. Students must create an account prior to borrowing via the following website: http://libguides.clemson.edu/ill.

Reference Assistance: Students encountering difficulties finding resource materials may contact the Reference Librarian, who will respond to requests often immediately or within 24 hours. Students also have access to the Ask a Librarian service to request immediate assistance via phone/chat/text or email during normal Reference Desk hours.

Student Support Services
Explain how current academic support services will support the proposed program. Identify new services needed and provide any estimated costs associated with these services.

Student services are in place for the proposed program. Each student is assigned a faculty advisor (i.e., a “major professor”) with whom they will collaborate to develop a degree plan until the student forms his/her graduate committee. In addition, graduate students will be assigned to a master teacher who serves as a mentor for teacher residency experience. The graduate advisory committee will review both the student’s course plan and teacher residency. University policy dictates the details and procedures that are required for graduate degrees at the University. The nature of graduate study is individualized, and graduate students and their graduate committees develop and approve the Plan of Study (GS-2) for each student which includes any core requirements, other courses that may be selected by the student with faculty approvals.

Physical Resources/Facilities
Identify the physical facilities needed to support the program and the institution’s plan for meeting the requirements.

The College of Education is in Tillman Hall. The facility encompasses recently renovated space that includes housing department offices, graduate student offices, a technology center, digital media center, technology labs, and classrooms as well as space for research and general use. The existing facilities will be adequate for the proposed program.

Equipment
Identify new instructional equipment needed for the proposed program.

No new instructional equipment is needed.

Impact on Existing Programs
Will the proposed program impact existing degree programs or services at the institution (e.g., course offerings or enrollment)? If yes, explain.

☒ Yes
☒ No

The MAT in Teacher Residency in Special Education students will be in classes with students enrolled in the Teacher Residency programs (early childhood, elementary, and secondary education.)
traditional MAT in Special Education (for students who do not have a background in teacher preparation) will not be impacted by the proposed program.

To be eligible to participate in the Teacher Residency program in special education, all pre-requisite Special Education coursework at the undergraduate level is required. Please see Appendix A (page 34) for detailed undergraduate coursework. Students in other education majors are not likely to apply, they would need to have taken all the special education undergraduate coursework to meet requirements.

We do not anticipate an impact on education programs at other SC state universities because the target population for the teacher residency MAT programs are currently enrolled Clemson University students majoring in early childhood, elementary, middle level, science, mathematics and secondary education students and this proposal will add middle level education students.

In addition, there should be no impact on SC State University teacher education programs, nor on the SC State University’s placement of students in school districts that SC State University currently uses. If Clemson has an opportunity to place students in districts used by other universities, we work with those universities and school districts before any placement decisions are reached.

While it is possible to transfer to Clemson University in the teacher education programs, it is highly uncommon at the junior and senior level. The transfer admission process would require a student to have completed a minimum of 90 specific undergraduate credit hours or hold an undergraduate degree. An audit of the applicant’s transcript would be required to ensure that all pre-requisite pedagogical and content coursework was completed, including PRAXIS II passing scores. In addition, the same screening process used for ongoing Clemson undergraduate students would be required. Interested applicants who do not meet the pre-requisites can be advised with a list of missing coursework or redirected to an existing non-teacher residency MAT program. The coursework requirement is critical, because an applicant would need to meet the requirement for an undergraduate degree to be awarded by Clemson University in an approved teacher preparation program. This includes meeting the residency requirement (37 of the last 43 hours of undergraduate coursework are taken at Clemson University).

Students who have previously graduated from an undergraduate program would require an audit of the applicant’s transcript to ensure that all pre-requisite pedagogical and content coursework was completed, including PRAXIS II passing scores. In addition, the same screening process used for ongoing Clemson undergraduate students would be required. Interested applicants who do not meet the pre-requisites can be advised with a list of missing coursework or redirected to an appropriate program of study.
## Financial Support

### Sources of Financing for the Program by Year

<table>
<thead>
<tr>
<th>Category</th>
<th>1st Spring 2020</th>
<th>2nd 2020-21</th>
<th>3rd 2021-22</th>
<th>4th 2022-23</th>
<th>5th 2023-24</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition Funding</td>
<td>41,437</td>
<td>41,437</td>
<td>53,370</td>
<td>53,370</td>
<td>54,971</td>
<td>54,971</td>
</tr>
<tr>
<td>Program-Specific Fees</td>
<td>5,000</td>
<td>5,000</td>
<td>5,000</td>
<td>5,000</td>
<td>5,150</td>
<td>5,150</td>
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<td>Special State Appropriation</td>
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<tr>
<td>Reallocation of Existing Funds</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Funding (Endowment)</td>
<td>2,273</td>
<td>4,167</td>
<td>4,006</td>
<td>3,846</td>
<td>3,676</td>
<td>17,968</td>
</tr>
<tr>
<td>Total</td>
<td>2,273</td>
<td>46,437</td>
<td>50,604</td>
<td>58,370</td>
<td>62,376</td>
<td>63,967</td>
</tr>
</tbody>
</table>

### Estimated Costs Associated with Implementing the Program by Year

<table>
<thead>
<tr>
<th>Category</th>
<th>1st Spring 2020</th>
<th>2nd 2020-21</th>
<th>3rd 2021-22</th>
<th>4th 2022-23</th>
<th>5th 2023-24</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Administration and Faculty/Staff Salaries</td>
<td>11,221</td>
<td>21,249</td>
<td>21,099</td>
<td>20,930</td>
<td>20,669</td>
<td>95,168</td>
</tr>
<tr>
<td>Facilities, Equipment, Supplies, and Materials</td>
<td>96</td>
<td>1,894</td>
<td>85</td>
<td>87</td>
<td>1,774</td>
<td>3,936</td>
</tr>
<tr>
<td>Library Resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (TR Prog Specific)</td>
<td>5,000</td>
<td>5,000</td>
<td>5,000</td>
<td>5,000</td>
<td>5,150</td>
<td>5,150</td>
</tr>
<tr>
<td>Other (State debt service; Admin Overhead)</td>
<td>17,562</td>
<td>17,562</td>
<td>21,088</td>
<td>21,088</td>
<td>22,000</td>
<td>22,000</td>
</tr>
<tr>
<td>Total</td>
<td>11,317</td>
<td>22,562</td>
<td>45,705</td>
<td>47,272</td>
<td>47,150</td>
<td>48,167</td>
</tr>
</tbody>
</table>

Net Total (Sources of Financing Minus Estimated Costs)

|                                               | (9,044) | 23,875 | 4,899 | 32,282 | 15,104 | 32,971 | 15,800 | 33,643 | 14,876 | $122,771 | $41,635 |

**Note:** New costs - costs incurred solely as a result of implementing this program. Total costs - new costs; program’s share of costs of existing resources used to support the program; and any other costs redirected to the program.
Budget Justification
Provide an explanation for all costs and sources of financing identified in the Financial Support table. Include an analysis of cost-effectiveness and return on investment and address any impacts to tuition, other programs, services, facilities, and the institution overall.

The new financial tables ask for the cost of the implementation of a program, new and total. There are no new costs in implementing the Teacher Residency in Special Education. The administration, faculty, and staff for Teacher Residency are operational and in place. There are no new courses for the TR in Special Education.

The calculations for the Financial Table have taken the total cost of the Teacher Residency programs (Special, Early Childhood, Elementary, Secondary Education, and Middle Level) and have allocated the cost of the delivery of the Special Education based on the number of students enrolled in special education as a percentage of the total cost of operating Teacher Residency and on the total number of students enrolled in all Teacher Residency programs.

The tuition and program fees would be considered new and are offset by program fee expenses and debt service for the final two graduate semesters of the program. Students in the first semester of the program are considered undergraduates and their tuition and fees are not new to the university.

Expense Highlights:
- **Personnel Costs:**
  - No new faculty, support staff or administrators are required for the program implementation.
  - The College of Education will maximize efficiency by leveraging capacity in existing TR courses to support the TR in Special Education master’s program.
- **Operational Costs:**
  - Facilities, equipment, supplies, and materials include routine replacement costs of office equipment (software, monitors) and the ADA compliance/Course Capture of online and hybrid courses on a three-year cycle. The cost for TR special education is a percentage of the total cost based on number of TR Special Education students as a part of the total number of TR students in (Early, Elementary, Secondary, and Middle).
- **Teacher Residency Program Expenses:**
  - The program fee is $500 per semester and is used during the semester it is paid to cover the cost of the teacher residency experiences. The fee supports the supervision of the residency experience, field placement, and teacher residency supervision by university faculty (such as travel costs). The program fee is equivalent to lab fees that are charged at the undergraduate level for students engaged in their teacher practicums. The MAT Teacher Residency program requires more supervision and engagement by faculty with the K-12 schools and with the individual graduate students thus the fee is necessary to cover expenses. It is a pass-through on the budget table line items, i.e., income of the program fees is equal to expenses of the program fees.
- **Other Costs:**
  - Administrative overhead, intended to represent general and administrative costs are identified, as is the debt service.
Revenue Highlights:

- **Tuition and Fees**: An online Tier 5 rate of $447 per credit hour for in-state and out-of-state students for the master’s program, increasing to projected Tier 4 online rates of $593 per credit hour in the third year of the program. The revenue model uses a projection of an annual three percent tuition increase. There is no difference in the cost per credit hour based on course delivery methodology (traditional, online, hybrid).

  Formula for calculating tuition in table: # of graduate students x 18 credit hours x $ per credit hour

- **Teacher Residency Program Fee**: A $500 per semester program fee will be charged to students during their second and third semesters to support administration, field placement, and teacher residency supervision. The program fee is equivalent to lab fees that are charged at the undergraduate level for students engaged in their teacher practicums. The MAT Teacher Residency program requires more supervision and engagement by faculty with the schools and the graduate students thus the fee is necessary for us to cover our expenses.

- **Endowed Funds**: Recurring resources from the Eugene T. Moore endowed fund will support the Teacher Residency program and is shown in the table. Endowment funds are used for co-curricula activities for students, faculty, and master teacher experiences. Examples include field trips, callback meetings, conference attendance, or situations in which state funds cannot be used. Meals, or even coffee, must be paid out of non-state funds.

- **Reallocated Resources**: The College of Education will maximize the effectiveness of the existing teacher residency programs by using existing personnel (faculty, administration) and courses taught in TR.

The first semester of the Teacher Residency program, the student is an undergraduate student and continues to pay their undergraduate student tuition and fees, and the student continues to receive any undergraduate scholarships they have been awarded.

After graduating with their bachelor’s degree, the student pays graduate tuition.

The student will pay $4023 in tuition per semester for two semesters (of a three-semester program of study). As stated above, the tuition is $447/credit hour and a program fee $500/semester. The total cost of earning the Teacher Residency master’s degree is $9046.

A student who graduates with a baccalaureate degree who later decides to return to school for a master’s degree would spend $13,470 for a 30-credit hour master’s degree, spending more money than if they completed a teacher residency.

Students will not be paid for their teacher residency. There is no promise of financial incentives nor stipends at this time. The program must be successful without the promise of grant funding providing stipends or other incentives for students, because grant programs are not reliable as a source of persistent, renewable funding.

The College has been working closely with school districts in identifying and preparing master teachers to serve as mentors for the Teacher Residency graduate students. Our school districts believe training their own teachers to be leaders in the district to work with new teachers is an important step in...
retaining their existing teachers. This relationship between the College, the School District, and master teachers is a potential success of the program.

Teachers with a master’s degree make more money as first year teachers than those without a master’s degree. The amount of increase varies by district. The differentiation of income as they become certified teachers (with a master’s degree) is a benefit and over time, will offset the cost of education. The Return on Investment (ROI) from the master’s degree is a decision reached by each individual student and their families.

In our research, the financial aid commitments serve as a recruitment tool to enroll in residency programs. The local market conditions in upstate South Carolina are different from those found in San Francisco, Boston, and Memphis. With our Teacher Residency model and the information collected on student interest, we have a robust pipeline of undergraduate students wanting to enter in the teacher residency program. Our students are interested in this program without tuition reductions, health care benefits, and housing and other stipends. Our students and their parents see this an opportunity to produce a better prepared teacher upon graduation who has earned a master’s degree at a reduced cost. In our financial model, we plan to double the number of teacher residents in our second year to 50 students. Our initial information sessions and applications for the second year suggest that we will have many more students applying for the program than spots available.

As we developed the teacher residency program, we looked to the models and research available from programs like the ones in Boston, Memphis, and San Francisco. Source: The Teacher Residency: An Innovative Model for Preparing Teachers (a 2016 report by the Learning Policy Institute). We recognized the need to explore the success of their educational programs but recognized that we would have to make the Teacher Residency fit Clemson University, our students, and our partners. We have made decisions in collaboration with our seven district partners. Clemson and our partner districts believe that if we provide a robust teacher preparation program with a clinical residency experience, a highly trained master teacher, and building- and district-level supports, our graduates will not only be successful in the classrooms in terms of student outcomes but will also stay in the profession long than their non-residency counterparts. As our students graduate and move into their induction years, we will be collecting the data to evaluate the program.
## Evaluation and Assessment

<table>
<thead>
<tr>
<th>Program Objectives</th>
<th>Student Learning Outcomes Aligned to Program Objectives:</th>
<th>Methods of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>The following are program goals and objectives:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase recruitment, quality, and retention of educators through an immersive teacher residency program, aligned with the priorities of our partner districts.</td>
<td>Students will be able to:</td>
<td>Program Assessment Teacher Residents (#1): Annually, we will collect CU TR data and comparable data from non-residents enrolled in Clemson’s College of Education, including demographic data, admission scores, grade point averages, and grades earned in required education courses. We will collect other performance information such as performance on student teaching evaluations and other assessments tied to SPA reviews. Student Learning Outcome Assessment Courses: ED 8090 and ED 8480: Evaluations of individual lesson plans overtime that indicate the student’s use of assessment and evidence-based data that drive changes in classroom strategies. Project: Case Study Analysis, K-12 Student Learning Impact Assignment</td>
</tr>
<tr>
<td>• Increase the selection criteria for teachers in areas of content knowledge and pedagogical experience</td>
<td>Identify, implement and evaluate research-based instructional and assessment practices to improve classroom outcomes.</td>
<td></td>
</tr>
<tr>
<td>• Enhance professional development of in-service teachers</td>
<td>Demonstrate leadership skills in the classroom, in collaboration with school partners, in work with parents and family, and in professional organizations.</td>
<td></td>
</tr>
<tr>
<td>• Increase K-12 student achievement, teacher performance, and teacher effectiveness</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Clemson University, MAT, Teacher Residency, Special Education, CAAL, 11/01/2018 – Page 30
Increase quality of instructional leadership and retention in our partner districts through an immersive master teacher program.
- Decrease teacher turnover in SC school districts
- Reduce financial barriers to high-quality preparation

<table>
<thead>
<tr>
<th>Students will be able to:</th>
<th>Program Assessment Master Teachers (# 2): We will conduct focus groups and interviews with MTs. After MTs have completed coursework on mentoring, coaching, and inquiry-based instruction we will ask about preparedness to serve as effective MTs and about the MT’s experiences with the TR. MTs will be surveyed on their TRs’ readiness to become a teacher of record, ability to reflect upon and critically analyze their own instruction, and their growth during residency. For those MTs supporting TRs after the residency year, we will ask about the types of supports they are providing and the TR’s continued growth as a teacher of record. We will gather data to see if enrollment in the required MT courses leads to pursuit of other specialization or degree programs. Finally, we will track the employment of MTs to explore whether the teacher residency program helps retain MTs in classroom teaching positions. We have mentors excited to engage in this. They see the value and are extremely interested. We are implementing a pilot program this year with the permission of the SC Department of Education, and currently, we have more Master Teachers interested and willing to pursue training than we have Teacher Residents. We will continue to build the pipeline of Master Teachers in the school districts so that we can rotate teachers over the years.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement a variety of intentional instructional practices in the classroom.</td>
<td><strong>School/District Leaders:</strong> Annually, we will conduct interviews and focus groups with SLs, including superintendents, principals, and instructional coaches and/or support specialists, beginning the</td>
</tr>
</tbody>
</table>
first year the TRs become teachers of record. We will ask SLs about TRs’ abilities to succeed in the classroom, the level of support they need, their ability to integrate quickly into the school’s faculty, and other items deriving from the SC-ADEPT assessment system.

Student Learning Outcome Assessment

<table>
<thead>
<tr>
<th>Courses:</th>
<th>Students will be able to:</th>
<th>Program Assessment K-12 Student Achievement (# 3):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed 8090: Observations of K-12</td>
<td>Students will be able to:</td>
<td>Districts will provide information regarding the</td>
</tr>
<tr>
<td>students in classroom settings.</td>
<td>Critically examines how relationships between</td>
<td>achievement of K-12 students (without K-12 student</td>
</tr>
<tr>
<td>Project: Video Analysis of Teaching</td>
<td>curriculum ideologies affect decisions of</td>
<td>names) in MT classrooms. After the TR graduates,</td>
</tr>
<tr>
<td>ED 8090 and ED 8480: Evaluations</td>
<td>practice</td>
<td>partnering districts will continue to provide</td>
</tr>
<tr>
<td>of K-12 student work for critical</td>
<td></td>
<td>achievement data for K-12 students in TR</td>
</tr>
<tr>
<td>thinking, analysis, and changes</td>
<td></td>
<td>classrooms as well as for K-12 students in non-TR</td>
</tr>
<tr>
<td>in lesson plans based on evidence.</td>
<td></td>
<td>classrooms. The major student outcome measure</td>
</tr>
<tr>
<td>Projects: Video Analysis of</td>
<td></td>
<td>will be K-12 students’ growth score from the</td>
</tr>
<tr>
<td>Teaching, Critical Reflections,</td>
<td></td>
<td>Northwest Evaluation Association’s (NWEA)</td>
</tr>
<tr>
<td>Case Study Analysis</td>
<td></td>
<td>Measures of Academic Progress (MAP) assessments</td>
</tr>
<tr>
<td>ED 8990: Capstone Project</td>
<td></td>
<td>in English/Language Arts (ELA) and Mathematics,</td>
</tr>
<tr>
<td>assignments</td>
<td></td>
<td>administered in each of the participating</td>
</tr>
<tr>
<td></td>
<td></td>
<td>districts. NWEA has demonstrated that MAP is</td>
</tr>
<tr>
<td></td>
<td></td>
<td>well-aligned with the SC READY assessment system;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MAP reading scores consistently predicted K-12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>students’ proficiency levels on the SC READY ELA</td>
</tr>
</tbody>
</table>

Improve student achievement by focusing on recruitment, preparation, and retention of teachers through a residency approach.

- Develop data systems to support continuous improvement, accountability, and information exchange among partners.
of the time and 86-89% of the time on the SC READY mathematics assessment (NWEA, 2016).

Student Learning Outcome Assessment Courses:
ED 8650: Curriculum Ideology essay. Reflection upon how their own curriculum ideology has changed over time and how it affects practice in the present, grounded in major 20th/21st century curriculum theories.

Explain how the proposed program, including all program objectives, will be evaluated, along with plans to track employment. Describe how assessment data will be used.

All of Clemson College of Education initial licensure programs use the SC academic standards as the clear set of shared goals and expectations for the knowledge, skills, and practices K-12 students need in the various disciplines to be college and career ready. These standards are embedded in the coursework for all the MAT programs. As examples, we have included two ways the state academic standards will be included in the MAT courses.

- In the Teacher Residency Internship and Seminar, all assignments involving planning of instruction, implementation of instruction, assessment of instruction on K12 learning involve the understanding and inclusion of the state academic standards relevant to the grade level and content area of instruction.
- In the Capstone Project, students will be analyzing student data to modify instruction appropriately in an assignment. In order to collect student data, students must have a clear understanding how to unpack each performance indicator in the standards, how the indicators relate to the objectives and assessments included in the lesson, and how instruction might need to be modified to better meet the performance indicators.

Likewise, state academic standards are incorporated in all corresponding undergraduate teacher preparation programs. For example, our special education undergraduates take methods courses in various content disciplines as can be seen by courses in the program. Our special education students focus specifically on the standards for multi-categorical special education certification.

The Master of Arts in Teaching in TR Special Education adheres to content specific professional and ethical principles and standards for professional practice. Coursework and practical experiences will address these, and candidates’ knowledge, skills, and dispositions across the principles and standards will be assessed through course assignments, observation and evaluation of teaching in practicum experiences, and state and national teaching exams (PRAXIS). Candidates who complete the MAT in Special Education will demonstrate competence across content specific standards and meet requirements for recommendation for initial teaching certification in South Carolina.

All assignments and key assessments related to candidate learning outcomes will be evaluated. The College of Education’s new assessment and accreditation system, Chalk & Wire, will maintain candidate
data, over time. This new system will allow faculty, the program coordinator, students and stakeholders to assess candidate performance, continuous improvement of the program and meet accreditation and reporting needs.

Entering academic credentials for program participants will be analyzed and evaluated to determine potential strengths or concerns related to background information or previous undergraduate majors.

The following program outcomes will be analyzed annually and across time:

A. All participants who enroll in the program will graduate within the time allocated for the program.
B. All program graduates will pass the state required PRAXIS exam in their area of concentration.
C. All program graduates will report positive self-efficacy ratings across knowledge and skills addressed within the program (e.g. explicit instruction, assessment, curriculum-based measurement, IEP development, research-based academic and behavioral interventions).
D. All program graduates will be employed in their field of study within one year of graduation.
E. Employers will rate program graduates’ teaching competency as effective.

Data will be collected annually and will be analyzed to facilitate program improvement. Data plan includes:

Departmental tracking of students’ incoming credentials (GRE, undergraduate degree, experience).
Departmental tracking of program graduates.
Departmental tracking of PRAXIS scores for all candidates.
End-of-program survey of students’ self-efficacy ratings related to program components.
Follow-up survey of program graduates regarding employment position/location.
Follow-up survey of graduates’ employers related to graduates’ teaching competency.

To that end, we will conduct formative and summative evaluations to provide timely information to our leadership team at Clemson, to partner districts, and to CHE and SCDE to identify successes and address challenges. We will rely on a quasi-experimental design to compare TRs with matched non-TRs on a variety of measures during the program and after graduation.

We will conduct interviews and focus groups with TRs. After TRs complete first semester graduate coursework, but before beginning residency, we will survey TRs regarding their level of preparation for residency. At midpoint, and again at the end of the residency, TRs will be surveyed on their experiences and how well their coursework prepared them for the residency. Questions about the residency will focus on connections with students, ability to reflect on and adjust instructional methods, the extent to which the MT provided tools and techniques, and the extent to which they feel prepared to become teachers of record (TOR). They will also be asked questions to inform program improvement.

Finally, we will follow students beyond graduation by tracking their employment information and working with districts to collect teacher evaluation data (including sub-scores on SC Teaching Standards domains and indicators) for TRs and for those identified as comparison non-resident teachers.

SACSCOC has clear policy statements about the need for advanced degrees to show advanced content and expectations. The MAT in Teacher Residency has 30 graduate credit hours required. The content of
those 30 hours, including the Teacher Residency experiences is more advanced than the undergraduate courses and field placements. The M.Ed. curriculum, served as model for the MAT Teacher Residency, has been reviewed by SACSCOC Accreditation teams during its visits to campus, and the evidence supporting its relevance for graduate education has not been questioned.

The rationale for faculty to develop ED 8090 and ED 8480 is that the expectations in the field, the student learning outcomes, and the assessment criteria of graduate students is beyond that taught in the traditional undergraduate directed teaching semester. TR graduate students must document that they meet the minimum standard for initial certification and meet the goals for Teacher Residency that exceed the minimum standard, meeting graduate level expectations for Teacher Residency in the classroom, in the teaching clinical classroom and in graduate seminars. Students are also required to complete a graduate level capstone and research courses as well.

Student Learning Outcomes and Expectations for the MAT in Teacher Residency are outlined in the table above. These are graduate level outcomes and build on the undergraduate degree. Graduates of the Teacher Residency MAT will demonstrate research, evidence-based practice in classroom settings.

**Accreditation and Licensure/Certification**

Will the institution seek program-specific accreditation (e.g., CAEP, ABET, NASM, etc.)? If yes, describe the institution's plans to seek accreditation, including the expected timeline.

- Yes
- No

The College of Education (COE) will seek and maintain unit accreditation as an Educator Preparation Program under our state entered partnership accreditation organization, the Council for the Accreditation of Educator Preparation (CAEP). The COE is currently (AY 2017-2018) beginning a three-year data gathering cycle to prepare our CAEP Self Study to be submitted Spring of 2020. The COE will undergo site review by CAEP in Spring 2021. All our programs seek program review and program recognition. The MAT in Special Education, will seek program recognition by the content specific accreditation organization. Data collection and program recognition will coincide with the initial cohort in the program.

Will the proposed program lead to licensure or certification? If yes, identify the licensure or certification.

- Yes
- No

Explain how the program will prepare students for this licensure or certification.

Candidates will have clinical experiences throughout their undergraduate and graduate studies, gradually increasing in scope and responsibility, with placements in classrooms, schools and districts that have longstanding commitments to high quality educational experiences for all children. Beginning with early tutoring experiences during their freshmen year and continuing with a variety of early field observations throughout the sophomore, junior and senior years, students are prepared for entry into the MAT Teacher Residency program and the culminating practicum and yearlong clinical residency experience. By the end of teacher residency, candidates recommended for certification will have a strong base of disciplinary/content knowledge, classroom management skills, pedagogical and
professional skills and a deep understanding of foundational issues related to academic success and educational opportunities.

If the program is an Educator Preparation Program, does the proposed certification area require national recognition from a Specialized Professional Association (SPA)? If yes, describe the institution’s plans to seek national recognition, including the expected timeline.

☐ Yes
☐ No

The MAT in Special Education, will seek program recognition by the content specific accreditation organization, the Council for Exceptional Students. Data collection and program recognition will coincide with the initial cohort in the program.

Appendix B (page 37) provides attached documentation to address the South Carolina Department of Education Requirements for program proposals and the SPA professional association standards requirements for Special Education. Section III and Section IV of the SCDE guidelines for Educator Preparation Programs are provided in detail.

Attached are the South Carolina Department of Education Requirements and SPA or Other National Specialized and/or Professional Association Standards required for Teacher Preparation programs.
Appendix A

SPECIAL EDUCATION
Bachelor of Arts
Non-Certification Option

Freshman Year

First Semester
2 - ED 1050 Orientation to Education
3 - HIST 1240 Environmental History Survey or
3 - HIST 1220 History, Technology, and Society
3 - MATH 1150 Contemporary Mathematics for Elementary School Teachers I
3 - Modern Language Requirement\(^1\)
4 - Natural Science Requirement\(^2\)
15

Second Semester
3 - ENGL 1030 Composition and Rhetoric
3 - GEOG 1030 World Regional Geography
3 - MATH 1160 Contemporary Mathematics for Elementary School Teachers II
3 - Modern Language Requirement\(^1\)
4 - Natural Science Requirement\(^2\)
16

Sophomore Year

First Semester
3 - EDF 3010 Principles of American Education
3 - EDSP 3700 Introduction to Special Education
3 - MATH 2160 Geometry for Elementary School Teachers
3 - Arts and Humanities (Literature) Requirement\(^3\)
4 - Natural Science Requirement\(^2\)
16

Second Semester
3 - COMM 1500 Intro. to Human Comm. or
3 - COMM 2500 Public Speaking
3 - EDF 3020 Educational Psychology
3 - EDF 3340 Child Growth and Development
3 - Arts and Humanities (Non-Lit.) Requirement\(^4\)
3 - History Requirement\(^5\)
15
Junior Year

First Semester
3 - EDEL 3100 Arts in the Elementary School
3 - EDF 4800 Foundations of Digital Media and Learning
3 - EDLT 4600 Teaching Reading in the Elementary Grades: 2–6
3 - EDSP 3720 Char. and Instruction of Individuals with Learning Disabilities
3 - EDSP 3740 Char. and Strat. for Individuals with Emotional/Behavioral Disorders
15

Second Semester
3 - EDEL 4510 Elem. Meth. in Science Teaching
3 - EDEL 4870 Elementary Methods in Social Studies Teaching
3 - EDSP 3730 Characteristics and Instruction of Individuals with Intellectual Disabilities and Autism
3 - EDSP 3750 Early Intervention Strategies for Young Children with Special Needs
3 - EDSP 4910 Educational Assessment of Individuals with Disabilities
15

Senior Year

First Semester
1 - EDSP 4900 Teaching Writing to Students with Disabilities
3 - EDSP 4920 Mathematics Instruction for Individuals with Mild Disabilities
3 - EDSP 4930 Classroom and Behavior Management for Special Educators
3 - EDSP 4940 Teaching Reading to Students with Mild Disabilities
3 - EDSP 4960 Special Education Field Experience
3 - EDSP 4970 Secondary Methods for Individuals with Disabilities
16

Second Semester
15 – Emphasis Area Requirement

123 Total Degree Hours

1Students must complete through 2020 in a modern language. See Modern Languages Requirement at Clemson University.
2See General Education Requirements. Eight credit hours must be in a sequence. Biological and physical sciences must be represented. PHSC 1070, 1080, and BIOL 1090 are recommended.
3ENGL 2120, 2130, 2140, or 2150.
4See General Education Requirements.
5HIST 1010, 1020, 1720, 1730, or 1930.
6EDLT 4600 and EDSP 3720 and 3740 must be taken concurrently during the fall semester of junior year.
7EDEL 4510 and 4870, EDSP 3730, 3750, and 4910 must be taken concurrently during the spring semester of the junior year.
8EDSP 4900, 4920, 4930, 4940, 4960, and 4970 must be taken concurrently during the fall semester of the senior year.
9Completion of one of the following emphasis areas is required.
(1) Teacher Certification Emphasis Area
The following courses must be taken concurrently during the spring semester of the senior year.
12 cr hrs – EDSP 4980 Directed Teaching in Special Education
3 cr hrs – EDSP 4950 Communication and Collaboration in Special Education

(2) Non-Certification Emphasis Area
The non-certification option allows 15 credit hours of elective coursework to be substituted in lieu of the 12 credit hours of student teaching/internship and 3-credit capstone course. Courses must be selected in consultation with faculty advisor after changing into the non-certification option.

If participating in the Teacher Residency in Special Education the student will enroll in the following 12 credits, plus additional hours if needed reach the 150 total hours required for a combined degree:

Teacher Residency Combine Bachelor-Master Program:
ED 6900 Classroom Learning Environments (3 credits)
ED 8650 Curriculum Theory (3 credits)
EDF 8080 Contemporary Issues in Assessment (3 credits)
ED 8250 Cultural Diversity in Education (3 credits)
APPENDIX B

South Carolina Department of Education New or Modified Program Proposal Guidelines for Educator Preparation Programs for Public Institutions of Higher Education

Attached are the South Carolina Department of Education Requirements and SPA or Other National Specialized and/or Professional Association Standards required for Teacher Preparation programs.

The MAT in Special Education is aligned with International Council for Exceptional Students (CEC) preparation standards and will be submitted for approval through the program review process.

The SCDE relies on the outcomes of national unit accreditation and national program recognition as well as outcomes related to standards adopted by the State Board of Education (SBE) specific to the state and CAEP. Standards unique to the state are based on state law, state regulations, and State Board–approved policies and guidelines. Standards Related to state laws and regulations include: ADEPT performance standards, South Carolina Teaching Standards 4.0, EEDA standards, Standards of Conduct, standards associated with the Safe Schools Climate Act, and South Carolina PK–12 Academic Curriculum Standards. Standards Related to Board of Education Policies include: ISTE Standards for Technology in Education, meeting admission requirements, field and clinical experience requirements, and meeting eligibility for initial certification requirements. The material included in Sections III reflects the assessment of the SCDE standards.

Section III: South Carolina State Department of Education Requirements

A. ADEPT

Clemson’s College of Education’s assessment system for initial educator preparation programs effectively incorporates all components of the SC Expanded ADEPT competencies as evidenced by the following table.

<table>
<thead>
<tr>
<th>ADEPT Performance Dimension</th>
<th>Course Where Addressed</th>
<th>Assignment(s)/Task(s) Addressing the APS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to ADEPT Evaluation</td>
<td>ED 1050 Orientation to Education</td>
<td>ADEPT APS 1-10 Orientation</td>
</tr>
<tr>
<td>APS 1 Long-Range Planning</td>
<td>ED 8090 Teacher Residency Internship</td>
<td>Long-Range Plan Evaluation</td>
</tr>
<tr>
<td>APS 2 Short-Range Planning</td>
<td>EDSP 4960 Special Education Field Experience</td>
<td>Formative and Summative Lesson Observations</td>
</tr>
<tr>
<td></td>
<td>ED 8090 Teacher Residency Internship</td>
<td>Unit Plan assignment, Unit Evaluation, Mid-Term and Final Summary Evaluations</td>
</tr>
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<td></td>
<td>ED 8480 Teacher Residency Seminar</td>
<td>Unit Plan assignment, Unit Evaluation</td>
</tr>
<tr>
<td></td>
<td>EDSP 4960 Special Education Field Experience</td>
<td>Formative and Summative Lesson Observations</td>
</tr>
</tbody>
</table>
### Agenda Item 2c

<table>
<thead>
<tr>
<th>APS 3 Planning Assessments and Using Data</th>
<th>ED 8090 Teacher Residency Internship</th>
<th>Unit Plan assignment, Unit Evaluation, Formative and Summative Lesson Observations, Mid-Term and Final Summary Evaluations</th>
</tr>
</thead>
<tbody>
<tr>
<td>APS 4 Establishing and Maintaining High Expectations for Learning</td>
<td>EDSP 4960 Special Education Field Experience</td>
<td>Formative Lesson Observations, IEP Assignment</td>
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<td></td>
<td>ED 8090 Teacher Residency Internship</td>
<td>Formative and Summative Lesson Observations, Mid-Term and Final Summary Evaluations</td>
</tr>
<tr>
<td>APS 5 Using Instructional Strategies to Facilitate Learning</td>
<td>EDSP 4960 Special Education Field Experience</td>
<td>Formative Lesson Observations, IEP Assignment</td>
</tr>
<tr>
<td></td>
<td>ED 8090 Teacher Residency Internship</td>
<td>Formative and Summative Lesson Observations, Mid-Term and Final Summary Evaluations</td>
</tr>
<tr>
<td>APS 6 Providing Content for Learners</td>
<td>EDSP 4960 Special Education Field Experience</td>
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<td></td>
<td>ED 8090 Teacher Residency Internship</td>
<td>Formative and Summative Lesson Observations, Mid-Term and Final Summary Evaluations</td>
</tr>
<tr>
<td>APS 7 Monitoring and Enhancing Learning</td>
<td>EDSP 4960 Special Education Field Experience</td>
<td>Formative and Summative Lesson Observations</td>
</tr>
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<td></td>
<td>ED 8090 Teacher Residency Internship</td>
<td>Formative and Summative Lesson Observations, Final Summary Evaluations, Portfolio Presentation</td>
</tr>
<tr>
<td>APS 8 Maintaining and Environment that Promotes Learning</td>
<td>EDSP 4960 Special Education Field Experience</td>
<td>Formative Lesson Observations, IEP Assignment</td>
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<td></td>
<td>ED 6900 Classroom Learning Environments</td>
<td>Formative Lesson Observations, Final Summary Evaluation</td>
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<td></td>
<td>ED 8090 Teacher Residency Internship</td>
<td>Formative and Summative Lesson Observations, Final Summary Evaluations, Portfolio Presentation</td>
</tr>
<tr>
<td>APS 9 Managing the Classroom</td>
<td>EDSP 4960 Special Education Field Experience</td>
<td>Formative and Summative Lesson Observations</td>
</tr>
<tr>
<td></td>
<td>ED 6900 Classroom Learning Environments</td>
<td>Formative Lesson Observations, Final Summary Evaluation</td>
</tr>
</tbody>
</table>
The Unit effectively implements the SC Expanded ADEPT system in field and clinical experiences. SC Expanded ADEPT Standards are integrated in the practice for all initial programs through the use of the following assessments:

- Formative Lesson Observation Form (practicum, internship)
- Long Range Planning (internship)
- Unit Plan and Unit Plan Evaluation (internship)
- Summative Lesson Observation Form (internship)
- Mid-Term Summary Evaluation (internship)
- Final Summary Evaluation (internship)

**ADEPT Performance Standards (APSs)**

- Formative and Summative Lesson Observations are submitted to Chalk & Wire by the university supervisor and cooperating teacher. Formative and Summative Lesson Observations are aligned to SC Expanded ADEPT Performance Standards 1-10. All data will be downloaded to Excel spreadsheets to aggregate and summarize.
- Candidates submit all lesson and unit plans to Chalk & Wire. All lesson and unit plans are aligned with the South Carolina College-and-Career-Ready Standards.
- Mid-Term and Final Summary Evaluations are submitted to Chalk & Wire by the university supervisor. Mid-Term and Final Summary Evaluations are aligned to SC Expanded ADEPT Performance Standards 1-10.

**Clinical Practice: Formal Assessments and Assistance**

- University Supervisors: meet with interns a minimum of seven times in accordance with state guidelines. The university supervisor is required to meet with the intern and cooperating teacher within the first two weeks of the internship.
- Formal Observations: University supervisors conduct a minimum of three formative observations and a minimum of one summative observation (minimum of four observations). Cooperating teachers conduct a minimum of two formative observations and a minimum of one summative observation (minimum of three observations).
- Seminars: Candidates’ internship is held in conjunction with a faculty led seminar. SC Expanded ADEPT Performance Standards 1-10 are discussed in context.
CAAL
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• Self-reflection: Candidates reflect on their internship learning and self-assess their understanding of each of the SC Expanded ADEPT Performance Standard 1-10. In addition to their reflection and self-assessment, candidates provide artifacts that represent their understanding and learning in a cumulative Portfolio Presentation.

Clinical Experiences include a minimum of the following:

Candidate Orientation
• Review College of Education Internship Handbook, required assignments and forms, review the South Carolina Teaching Standards Rubric, professionalism expectations, Code of Conduct, Safe Schools Climate Act and Bullying

Cooperating Teacher Orientation
• Review South Carolina Teaching Standards Rubric, required assignments and forms, and required technology (Chalk & Wire)

University Supervisor Orientation
• Review South Carolina Teaching Standards Rubric (new supervisors undergo extensive training and pass the required certification examination), required assignments and forms, and required technology (Chalk & Wire)

B. PADEPP (Applicable to Educational Leadership Programs Only) – NA

C. Education Economic Development Act (EEDA)
Candidates in the teacher education preparation programs have the knowledge, skills, and dispositions to achieve EEDA performance standards for teacher education programs.

<table>
<thead>
<tr>
<th>EEDA Performance Standard</th>
<th>Activity/Course Where Addressed</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1: Career Guidance</td>
<td>Internship/Teacher Residency Orientation</td>
<td>Professionalism and career rubric</td>
</tr>
<tr>
<td></td>
<td>ED 8480 Teacher Residency Seminar</td>
<td></td>
</tr>
<tr>
<td>Standard 2: Career Clusters and Individual Graduation Plan</td>
<td>ED 8480 Teacher Residency Seminar</td>
<td>Pre-Post Assessment</td>
</tr>
<tr>
<td>Standard 3: Career Guidance Model</td>
<td>ED 8480 Teacher Residency Seminar</td>
<td>Pre-Post Assessment</td>
</tr>
<tr>
<td>Standard 4: Character Education</td>
<td>ED 6900 Classroom Learning Environments</td>
<td>Classroom Management Plan</td>
</tr>
<tr>
<td>Standard 5: Contextual Teaching</td>
<td>ED 8090 Teacher Residency Internship</td>
<td>Summative Lesson Observation, Mid-Term and Final Summary Evaluation</td>
</tr>
<tr>
<td>Standard 6: Cooperative Learning</td>
<td>ED 8090 Teacher Residency Internship</td>
<td>Summative Lesson Observation, Mid-Term and Final Summary Evaluation</td>
</tr>
<tr>
<td>Standard 7: Accommodating Diverse Learning Styles</td>
<td>EDSP 4960 Special Education Field Experience</td>
<td>Lesson Observations, IEP Assignment</td>
</tr>
<tr>
<td></td>
<td>ED 8480 Teacher Residency Seminar</td>
<td>Lesson Plan template and rubric</td>
</tr>
</tbody>
</table>
D. South Carolina Standards of Conduct

Candidates are informed in writing of the state Standards of Conduct (59-25-160; 59-25-530; 63-17-1060) required for initial certification. All initial licensure candidates attend a mandatory Orientation session in preparation for the internship; during the meeting the South Carolina Code of Conduct is addressed. Additionally, candidates are provided with a Code of Conduct Handout and the handout is reviewed.

E. South Carolina Safe School Climate Act

Candidates in all initial licensure programs have the knowledge, skills, and dispositions to identify and prevent bullying, harassment, and intimidation in schools. All initial licensure candidates attend a mandatory Orientation session in preparation for the internship. During the Orientation, students are introduced to and have opportunities to discuss in-depth bullying, harassment, and intimidation and the effects of those acts. Students are also introduced to the Safe Schools Climate Act. All initial licensure candidates demonstrate their knowledge and skills related to this act through completion of the assessment listed in the table below.

<table>
<thead>
<tr>
<th>South Carolina Safe School Climate Act</th>
<th>Activity/Course Where Addressed</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Internship/Teacher Residency</td>
<td>Bullying Awareness Quiz</td>
</tr>
</tbody>
</table>

F. P-12 Academic Standards

Candidates in all certification programs know, understand, and can apply the South Carolina College-and-Career-Ready P-12 Academic Standards in the area in which they seek certification. Candidates in all programs align their lesson plans with the South Carolina College-and-Career-Ready Academic Standards for their certification area.

Educator preparation programs must provide evidence that candidates in all certification programs know, understand, and can apply South Carolina State Board of Education K-12 standards in the area in which they seek to be certified, including College- and Career-Ready Standards and Indicators. The Lesson Plan Template demonstrates this alignment to the standards referenced in the previous sentence. In addition, all interns are required to include the South Carolina College-and-Career-Ready P-12 Academic Standards in their Long Range Plan (LRP), Unit Plan, and Lesson Plans.

G. Admission Requirements (Assurance of Compliance)

Candidates admitted to initial educator preparation programs demonstrate basic academic proficiencies by meeting the standards set by the State Board of Education on Praxis Core Academic Skills for Educators tests or on the SAT or ACT. All students seeking to complete Special Education must meet all admission requirements and be formally admitted before they are allowed to enroll in restricted professional courses.

Students must fulfill Clemson University admission requirements to enroll in general education or program specific courses. Transfer students are required to have a 2.75 cumulative GPA in all previous
college-level work. They must also be in good standing and eligible to return to the institution last attended.

Students are admitted to the professional level during their second year of enrollment in the university if they meet the following requirements:

- at least 60 credit hours of coursework;
- passing scores on all areas of the Praxis CORE; (Praxis CORE may be exempted if the student meets minimum ACT or SAT requirements as determined by the South Carolina State Department of Education);
- minimum cumulative GPA of 2.75.

There are admission criteria specific to this program. Prior to being admitted to the Teacher Residency track, the student must:

- have been admitted to the professional level;
- have completed a minimum of 90 hours of undergraduate credits;
- have a cumulative GPA of 3.4 or higher;
- have a grade of “C” or better in professional-level coursework;
- meet with academic advisors to discuss the Teacher Residency track;
- submit an application with recommendations;
- undergo faculty and district review.

Additional requirements after entering the Teacher Residency track:

- attendance at the Internship/Teacher Residency Orientation;
- Criminal Background Check and Full Disclosure Statement from the State Law Enforcement Division (SLED);
- meet with academic advisors at least twice per academic year to assure that they are in meeting the above requirements.

H. Field and Clinical Experience Requirements

Candidates at the initial undergraduate level have completed a minimum of 100 hours of field experiences prior to clinical practice.

Special Education

Field experiences and clinical practice are critical components of the College of Education Special Education teaching degree program. Candidates are prepared for successful teaching positions in grades P-12 classrooms by engaging in diverse clinical experiences and with diverse populations. Through field experiences and clinical practice, teacher candidates are provided opportunities to apply their knowledge, skills, and dispositions in a variety of settings. Candidates participate in numerous and diverse clinical experiences focusing on a variety of settings beginning their first academic year. South Carolina’s minimum requirement for field hours prior to student teaching is 100 hours; candidates in Special Education teacher education program exceed this minimum state requirement by 333 hours. All candidates are also required to complete a culminating, year-long residency teaching internship in a public school setting, which exceeds the state’s certification requirements of 60 days. Altogether, Special Education candidates spend at least 1,513 hours engaged in clinical experiences throughout their course of study. The Office of Field and Clinical Partnerships and Outreach in the College of Education coordinates field and student teaching internships for candidates.
During their early clinical experiences (prior to residency internship/student teaching), candidates have opportunities to work one-on-one with elementary students (ED 1050), engage in purposeful, challenging, diverse, and supervised field-based observations, tutoring, and co-teaching (EDF 3340, EDSP 3720, EDSP 3740, EDSP 3730, EDSP 3750), and lesson planning, assessment development, data analysis, differentiated teaching practices, and reflective practices (EDSP 4960, ED 8090, ED 8480). In all that they do throughout their coursework and associated clinical experiences, candidates focus on and develop their content knowledge, pedagogical content knowledge, and their pedagogical knowledge.

Our candidates apply and reflect on their content, professional, and pedagogical knowledge, skills, and dispositions in a variety of field experiences prior to their student teaching internship. Field experiences represent a variety of early and ongoing school-based opportunities in which candidates may observe, assist, tutor, instruct, or conduct applied research. These field experiences align to and extend beyond South Carolina’s Expanded ADEPT (Assisting, Developing, and Evaluating Professional Teaching) performance standards.

All field experiences are monitored to ensure that candidates have the opportunity to work with exceptional students and students from different ethnic, racial, gender, and socioeconomic groups. Candidates are surveyed at the completion of each field experience to determine the diversity of students with whom the candidates observed/worked with to ensure a diverse spectrum of future experiences. Our candidates have the opportunity to work with Appalachian, African America, Hispanic, and a variety of socio-economic backgrounds in rural and urban settings.

All residency interns/student teacher candidates work under the mentorship of a cooperating teacher and are assigned a university supervisor mentor/evaluator. Teachers selected to serve as Cooperating Teachers must have an interest in supervising candidates as part of their responsibility to the profession; possess full certification for the area in which they are teaching; have taught successfully for a minimum of three years; have the capacity to mentor with skills in observation, providing feedback, holding professional conversations, and working collaboratively; be aware of new teaching methods, flexible, and receptive to new ideas; demonstrate the ability to have a positive impact on student learning; have a positive attitude toward their profession, the candidate, and others; work with candidates and supervisors using the SC Expanded ADEPT Performance Standards; and be recommended by a school or district administrator. University Supervisors must have a minimum of a master’s degree, three years of experience teaching in grades P-12 or in an institution of higher education, a solid foundation in professional education, and a strong academic background in the certification area of the assigned candidates. Additionally, all University Supervisors must take and pass South Carolina’s SC Teaching Standards 4.0 Rubric certification exam.

As the below table indicates, candidates complete a minimum of 433 hours prior to entering ED 8090 Teacher Residency Internship.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description of the Field Experience and clinical practice (practica and internships)</th>
<th># of hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 1050</td>
<td>Orientation to Education: Candidates (typically freshman year) tutor in public schools to begin their training as educators and acquaint themselves with school age student behaviors.</td>
<td>10</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title and Description</td>
<td>Credit Hours</td>
</tr>
<tr>
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</tr>
<tr>
<td>EDF 3340</td>
<td>Child Growth and Development: Candidates (typically sophomore year) observe students’ development and behavior in an elementary setting.</td>
<td>5</td>
</tr>
<tr>
<td>EDSP 3720</td>
<td>Characteristics and Instruction of Individuals with Learning Disabilities: Candidates (typically junior year) participate in field experiences focused on characteristics and identification procedures for individuals with learning disabilities.</td>
<td>10</td>
</tr>
<tr>
<td>EDSP 3740</td>
<td>Characteristics and Strategies for Individuals with Emotional/Behavioral Disorders: Candidates (typically junior year) participate in field experiences focused on characteristics and identification procedures for individuals with emotional or behavioral disorders.</td>
<td>10</td>
</tr>
<tr>
<td>EDSP 3730</td>
<td>Characteristics and Instruction of Individuals with Intellectual Disabilities and Autism: Candidates (typically junior year) participate in field experiences focused on the etiology, assessment procedures, learning and behavioral characteristics, and effective instructional strategies related to the education of individuals with intellectual disabilities and autism.</td>
<td>10</td>
</tr>
<tr>
<td>EDSP 3750</td>
<td>Early Intervention Strategies for Young Children with Special Needs: Candidates participate in field experiences focused on an early intervention services, the characteristics of young children with special needs and their families, and effective instructional techniques for working with this population.</td>
<td>10</td>
</tr>
<tr>
<td>EDSP 4960</td>
<td>Special Education Field Experiences: Candidates participate in a supervised field experience, focused on preparing them to teach individuals with mild/moderate disabilities.</td>
<td>168</td>
</tr>
<tr>
<td>EDSP 6900</td>
<td>Classroom Learning Environments: Candidates are placed in a public elementary or high school where they observe, assist, co-teach with their cooperating teacher, and teach.</td>
<td>210</td>
</tr>
<tr>
<td>ED 8090</td>
<td>Teacher Residency Internship (Year-Long Student Teaching): Candidates are placed in a public elementary or high school classroom where they observe, assist, and teach under the supervision of their cooperating teacher and a university supervisor.</td>
<td>1,080</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td></td>
<td><strong>1,513</strong></td>
</tr>
</tbody>
</table>

Procedures for Monitoring Candidates’ Progress

Transition Point 1: Admission to Special Education
Initial Undergraduate Level:

1. The undergraduate candidate applies to Clemson University Office of Admissions. Upon acceptance, the College of Education receives a list of students identifying themselves as pre-professional majors in Special Education.
2. Pre-professional majors are assigned an academic advisor who facilitates and monitors progression through the program.
3. Pre-professional majors complete a minimum of 60 credit hours in general education coursework and pre-professional coursework with a minimum GPA of 2.75, successfully pass
the Praxis Core (Praxis CORE may be exempted if the student meets minimum ACT or SAT requirements as determined by the South Carolina State Department of Education);

4. Pre-professional majors meet with an academic advisor and apply to the professional level prior to the semester they wish to enter the program.

5. The academic advisor verifies the satisfactory completion of all requirements with the applicant and recommends the candidate to the professional education program.

6. Advancement to the professional level is noted in the candidate’s records so that course holds can be lifted which allows students to take professional level courses.

Transition Point 2: Transition to the Teacher Residency Track

1. Candidates, with the assistance of their academic advisor, compete and submit the GS6 Bachelor-to-Graduate form.

2. Candidates, with the assistance of their academic advisor, complete the Change of Major form (to non-certification emphasis area) and acknowledgement form. (Note: candidates will not meet the South Carolina Department of Education requirement for initial teacher certification through their undergraduate program and will not be recommended for initial teacher certification by the Clemson University College of Education until they have completed their graduate teacher residency internship/field experience.)

3. Academic advisors ensure candidates have a minimum cumulative GPA of 3.4 and a minimum of 90 credits.

Transition Point 3: Admission to Internship

1. All candidates complete the State Department of Education online application for a South Carolina Teaching Certificate and schedule an appointment for electronic fingerprinting prior to their internship.

2. The Certification Coordinator monitors and verifies the completion of all requirements for admission to the internship.

3. The Teacher Residency Steering Committee, in conjunction with the Office of Field and Clinical Partnerships and Outreach, begins to coordinate the placement process.

4. Candidates pass the required Praxis II exam and the Praxis II PLT prior to internship placement. The Office of Field and Clinical Partnerships and Outreach verifies that each candidate has passed the required Praxis II exams (content and PLT).

5. Candidate records indicate the candidate is ready to register for internship course(s) and accompanying seminar course(s).

6. The Teacher Residency Steering Committee, in conjunction with the Office of Field and Clinical Partnership and Outreach, finalize internships. Candidates are notified of their internships the semester prior to the beginning of their internship.

Transition Point 4: Completion of Internship

1. Candidate’s progress during the internship is monitored and assessed by the university supervisor and cooperating teacher for required coursework completion.

2. The Office of Field and Clinical Partnership and Outreach verifies and documents the completion of all requirements for the internship.

Transition Point 5: Program Completion and Recommendation for Certification
7. The candidate submits a Graduation Application prior to graduation.
8. The Office of Field and Clinical Partnerships and Outreach again verifies that each candidate has passed the required Praxis II exams (content and PLT).
9. The Office of the Registrar audits the candidate’s completion of program requirements.
10. The Office of Field and Clinical Partnerships and Outreach, specifically, the Certification Coordinator, submits the names and appropriate documentation to the South Carolina State Department of Education for initial licensure. The signed original Verification of Program Completion is mailed to the South Carolina Department of Education Office of Educator Services (certification) and one copy is retained in the candidate’s file.

I. Eligibility for Certification

Candidates for Special Education certification are prepared to teach individuals with mild disabilities in grades P-12. The curriculum is designed to meet the competencies outlined by the Council for Exceptional Children (CEC) for beginning special education teachers. Students completing the program receive instruction and practical experiences that lead to Licensure in Multi-Categorical Special Education. Candidates with a specialty area in Multi-Categorical must complete the following Praxis Subject Assessment: Special Education: Core Knowledge and Mild-to Moderate Applications (5543, 158*) (see below table). All candidates must also take and pass one of the Principles of Learning (PLT) exams. Typically, our candidates complete the following PLT exam: Principles of Learning and Teaching: Grades K-6 (5622, 160*).

Special Education candidates’ curriculum is such that they can easily add-on Elementary certification. For this reason, Special Education candidates are encouraged to take one or more of the Praxis Subject Assessments for Elementary Education (these exams are not included in the below table): Elementary Education: Reading and Language Arts Subtests (5002, 157*), Elementary Education: Mathematics Subtest (5003, 157*), Elementary Education: Social Studies Subtest (5004, 155*), Elementary Education: Science Subtest (5005, 159*). Additionally, Special Education candidates may take one of the following Principles of Learning (PLT) exams not listed in the table below: Principles of Learning and Teaching: Early Childhood (5621, 157*), Principles of Learning and Teaching: Grades 5-9 (5623, 160*), or Principles of Learning and Teaching: Grades 7-12 (5624, 157*).

<table>
<thead>
<tr>
<th>Praxis Subject Assessment Test</th>
<th>CDT Code</th>
<th>Qualifying Score</th>
<th>Test Name</th>
<th>CDT Code</th>
<th>Qualifying Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education: Core Knowledge and Applications</td>
<td>5354</td>
<td>151*</td>
<td>Principles of Learning and Teaching: Grades K-6</td>
<td>5622</td>
<td>160*</td>
</tr>
<tr>
<td>Special Education: Core Knowledge and Mild to Moderate Applications</td>
<td>5543</td>
<td>158*</td>
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</tbody>
</table>

* [https://www.ets.org/praxis/sc/requirements](https://www.ets.org/praxis/sc/requirements)

J. Annual Reports (AACTE/CAEP and Title II)
Annual reports (e.g., Diversity Plan, Unit Assessment System, Title II, and AACTE/CAEP) will be completed and submitted at the required deadlines.
K. Commitment to Diversity Assurance

*Clemson’s College of Education mission statement and coursework reflects its commitment to diversity. Annual reports will provide evidence of this commitment to diversity in the following ways.*

- **Candidates possess a strong knowledge of cultural diversity issues that includes global and multicultural perspectives.**
  
  Clemson’s College of Education general education program includes a distribution of the requirements on global and multicultural understanding.

- **Candidates can teach all students, regardless of exceptionalities or backgrounds.**
  
  Assignments in EDSP 3720 (Characteristics and Instruction of Individuals with Learning Disabilities), EDSP 3740 (Characteristics and Strategies for Individuals with Emotional/Behavioral Disorders), EDSP 3730 (Characteristics and Instruction of Individuals with Intellectual Disabilities and Autism), and EDSP 3750 (Early Intervention Strategies for Young Children with Special Needs) and lesson plans during the internship (EDSP 4960) serve as the primary measurements of candidates’ abilities to teach all students.

L. Professional Development Courses – NA

M. Advanced Programs for the Preparation of Teachers Alignment with NBPTS – NA

N. Experimental or Innovative Programs-NA

O. ISTE National Educational Technology for Teachers (NETS.T) Standards Alignment

*This educator preparation program integrates the ISTE National Educational Technology Standards throughout candidate’s time in the program. ISTE Standards are presented in the EDF 4800, Foundations of Digital Media and Learning course and are added to rubrics throughout the program. To view the alignment, see the table below.*

<table>
<thead>
<tr>
<th>ISTE NETS-T</th>
<th>Courses Where Addressed</th>
<th>Assignment/Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitate and inspire student learning and creativity</td>
<td>EDF 4800 Foundations of Digital Media and Learning</td>
<td>Tech to Try assignment</td>
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<tr>
<td></td>
<td></td>
<td>Reflections and Connections assignments</td>
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<td>Final Project</td>
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<td>Mid-Term Summary Evaluation</td>
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<td>Final Summary Evaluation</td>
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</table>
Design and develop digital age learning experiences and assessments

Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the Standards.

a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources
d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform learning and teaching

Model digital age work and learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation
c. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats
d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

Promote and model digital citizenship and responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for

<table>
<thead>
<tr>
<th>Design and develop digital age learning experiences and assessments</th>
<th>EDLT 4800 Foundations of Adolescent Literacy</th>
<th>Tech to Try assignment</th>
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<tbody>
<tr>
<td></td>
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<td>Reflections and Connections assignments</td>
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<td>EDF 4800 Foundations of Digital Media and Learning</td>
<td>Tech to Try assignment</td>
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<td>ED 8090 Teacher Residency Internship</td>
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<thead>
<tr>
<th>Engage in professional growth and leadership</th>
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<th>ED 4800 Foundations of Digital Media and Learning</th>
<th>Tech to Try assignment</th>
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<td>Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.</td>
<td>Formative and Summative Lesson Observations</td>
<td>Reflections and Connections assignments</td>
<td>Final Project</td>
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<td>a. Participate in local and global learning communities to explore creative applications of technology to improve student learning</td>
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<td>Final Project</td>
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<td>b. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others</td>
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<td>c. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning</td>
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<td>d. Contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community</td>
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**Section IV: National Accreditor and SPA Standards, and Assessments**

**A. Context**

State or Institutional Policies that Influence Application of SPA Standards

Clemson University, located in Clemson, South Carolina, is a public institution accredited by Southern Association of Colleges and Schools and holds a Carnegie classification of a highest research activity institution (R1). Clemson has over 19,000 undergraduate and nearly 5,000 graduate students. Clemson College of Education programs share the vision of being a transformative leader in systematically improving education. We continuously use data to monitor and improve programs. Our mission is to engage candidates in high quality applied research, professional learning, and immersive experiences. We prepare culturally competent scholar practitioners who promote the growth, education, and development of all individuals, with emphasis on underperforming schools and underserved communities across the state and nation. The College of Education has over 1,500 students in initial teacher preparation programs and other Masters, Educational Specialist and Doctoral level programs. Educator Preparation Programs in South Carolina adhere to review by a two-way partnership with the SC Department of Education and CAEP, and are required to meet CAEP and SC Department of Education standards.
The South Carolina Educator Licensure Manual provide information about requirements for certification to teach in the state. The requirements for this program are as follows:

1. Bachelor’s degree
2. Initial, or professional certificate in early childhood, middle, secondary or pre-K– 12 level
3. Minimum qualifying score(s) on the content-area examination(s) required by the State Board of Education
4. Specialized Preparation (Multicategorical Special Education)
   - Multicategorical Special Education
     - Introduction to Exceptional Learners/Special Education 3
     - Characteristics of Learning Disabilities 3
     - Characteristics of Intellectual Disabilities 3
     - Characteristics of Emotional Disabilities 3
     - Methods/Procedures for Learning Disabilities 3
     - Methods/Procedures for Intellectual Disabilities 3
     - Methods/Procedures for Emotional Disabilities 3
     - Behavior Management 3
     - Assessment of Exceptional Learners 3
     - Practicum in Instruction for Students with Emotional Disabilities, and/or, Learning Disabilities, and/or Intellectual Disabilities 6


During the reported years, ADEPT was South Carolina’s system for Assisting, Developing, and Evaluating Professional Teaching. Beginning in 2016-2017, Clemson candidates were introduced to the new National Institute for Excellence in Teaching (NIET) Teaching Standards 4.0 rubric, which the South Carolina Department of Education adopted as the South Carolina Teaching Standards (SCTS) 4.0 Rubric. This rubric forms the basis for the Expanded ADEPT Support and Evaluation System. This new rubric is being fully implemented across the state in academic year 2018-2019. This expanded system is designed for the continuous professional development of educators at all performance levels through a valid and reliable evaluation system that produces actionable and constructive feedback in support of professional growth. The performance standards are aligned with nationally recognized professional standards. In addition to its applications to classroom-based teachers, the ADEPT system also includes standards and models for assisting, developing, and evaluating special-area educators. Clemson’s College of Education evaluates each teacher candidate on the ADEPT standards at three points during the fall prior to student teaching clinical practice and at nine points during student teaching clinical practice using rubrics based on the SCTS and the ADEPT standards.

To be admitted to the professional level of an undergraduate program, candidates must have successfully completed 60 credit hours, passed all parts of the PRAXIS I pre-professional skills test (PPST) and have a cumulative grade point ratio of 2.75 on a 4.0 scale. A candidate may exempt the PPST by meeting minimum ACT or SAT requirements as determined each year by the SC Department of Education. The following conditions apply to students enrolling in the MAT Teacher Residency Program:
1. Students with at least a 3.4 GPA and 90 hours are eligible for the TR program.
2. Applicant screening with formal interviews will occur early fall of their senior year. During this interview, district officials and Clemson faculty will work together to evaluate TR candidates using a
rubric that assesses: evidence of instructional effectiveness (pre-service teaching samples), recommendations from faculty and preceptors regarding classroom interactions, an applicant essay, and dispositional scores.

3. Passing scores on PRAXIS II (PLT and subject assessment) are required before enrolling in the Teaching Residency and Seminar sequence.

4. Once selected for the program, TRs will begin graduate courses toward the Masters in Teacher Residency spring term senior year.

Field and Clinical Experiences Required for the Program
The EPP guidelines provide information about the field and clinical experiences required for all teacher preparation programs. Section III, H will provide specific information about the field and clinical experiences required for this program.

- Educator preparation programs and other school personnel preparation programs must provide field experiences (also known as the practicum) that provide candidates with a variety of progressive experiences in multiple and diverse settings. All candidates must complete a minimum of 100 hours of field experiences prior to clinical practice (student teaching) at the initial undergraduate level. At the initial graduate level, all candidates must complete a minimum of 75 hours of field experiences prior to clinical practice. Given the importance of these experiences in educator preparation, the state has specific requirements that must be met.

- All educator preparation programs, including programs for the preparation of other school personnel, must provide candidates with a variety of progressive experiences in multiple and diverse settings. Units must present evidence that
  - Teacher education candidates at the initial undergraduate level complete a minimum of 100 hours of field experiences in multiple and diverse settings prior to their clinical experience (student teaching).
  - Teacher education candidates at the initial graduate level must complete a minimum of 75 hours of field experiences prior to their clinical experience.
  - Teacher education candidates have an intensive, continuous clinical experience in a public school in the state of South Carolina. Occasionally extraordinary circumstances arise when the candidate has completed all work but the clinical phase of training and the candidate wishes to request a variance to complete the clinical in a public school in another state. If the unit in South Carolina that will ultimately recommend the candidate for certification agrees to supervise the candidate and fulfill all state requirements of this section, the unit may appeal to the Education Professions Committee (EPC) of the State Board of Education, describing in detail how the unit will ensure that the candidate meets all South Carolina criteria for completion of the clinical, including especially clinical supervision of the candidate by unit faculty. The unit will submit its proposal to the South Carolina Department of Education Division of School Effectiveness. After a staff review of the unit proposal, the proposal will be place on the EPC agenda. If the EPC approves the proposal, it will be taken to the State Board for final review.
  - The clinical experience must be the equivalent of a minimum of twelve weeks or sixty full days.
  - The candidate must teach independently a minimum of ten full days in one setting.
  - During the clinical phase, the candidate adheres to the daily schedule of the cooperating teacher including activities such as bus duty, faculty meetings and parent conferences.
  - Each candidate is supervised by one or more institutional clinical faculty who has preparation in both the supervision of education and in the teaching area of the candidate and is ADEPT-trained.
  - Each candidate must be supervised by one or more school-based clinical faculty (the cooperating teacher) who is trained in the ADEPT system.
• Each candidate must receive formative ADEPT evaluations and assistance from both their institutional clinical faculty and their school-based clinical faculty. These formative evaluations will provide the candidate with written and oral feedback in terms of all ADEPT standards and must be based on a minimum of four classroom observations (at least two by the institutional clinical faculty and two by the cooperating teacher). Formative ADEPT evaluations, based on appropriate ADEPT standards, are also required for candidates preparing to work as other school personnel.

Each candidate must receive at least one summative ADEPT evaluation prepared by both the institutional clinical faculty and the cooperating teacher. The summative evaluation must be aligned with all ADEPT formal evaluation guidelines; must include all evaluation procedures, including at least one summative evaluation by the faculty supervisor and one summative evaluation by the cooperating teacher; and must ensure that the candidate receives both oral and written feedback on all ADEPT standards. Summative evaluations based on appropriate ADEPT standards are also required for candidates preparing to work as other school personnel.

• Each candidate’s background must be screened and approved through a SLED check prior to participation in any field experience.

• Each candidate’s background must be reviewed and cleared by SLED and the Federal Bureau of Investigation prior to clinical practice.

• Each candidate must be advised that prior arrests or convictions could affect ability to complete the clinical experience and qualify for certification in South Carolina.

Program of Study and Faculty Information
This information is included in the full CHE proposal under Description of the Program, Curriculum, and Faculty

B. List of Assessments

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Name of Assessment</th>
<th>Form of Assessment</th>
<th>When Administered</th>
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<tbody>
<tr>
<td>Assessment 1</td>
<td>PRAXIS II #5543 Special Education: Core Knowledge and Mild-to-Moderate Applications</td>
<td>State licensure test for certification in multicategorical special education (knowledge)</td>
<td>Senior year prior to completion of undergrad degree</td>
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<tr>
<td>Assessment 2</td>
<td>IEP Project</td>
<td>Case study that includes transition (applied—rubric based)</td>
<td>EDSP 4970: Secondary Methods for Students with Mild/Moderate Disabilities Fall of Senior Year</td>
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<tr>
<td>Assessment 3</td>
<td>Instructional Unit Plan</td>
<td>Field-based project of academic instruction and assessment (performance—rubric based)</td>
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<td>Assessment</td>
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<tr>
<td>Assessment 4</td>
<td>Final Summary (Student Teaching)</td>
<td>Summative performance evaluation based on SC’s Teaching Standards 4.0 (performance—rubric based)</td>
<td>Administered in ED 8090 Teacher Residency Internship</td>
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<td>Assessment 5</td>
<td>Curriculum-Based Measurement Project</td>
<td>Field-based project for academic progress monitoring used for instructional planning and intervention (performance—rubric based)</td>
<td>EDSP 4940: Teaching Reading to Students With Mild/Moderate Disabilities Fall of Senior Year</td>
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<td>Assessment 6</td>
<td>Behavior Change Project</td>
<td>Field-based project with hypothesis generation, development/implementation of behavior intervention, and data collection (performance—rubric based)</td>
<td>EDSP 4930: Classroom and Behavior Management for Students with Mild/Moderate Disabilities Fall of Senior Year</td>
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<td>Assessment 7</td>
<td>Assessment Report</td>
<td>Field-based application project that includes practice with formal assessments and appropriate interpretation of data (performance—rubric based)</td>
<td>EDSP 4910: Educational Assessment of Students with Mild/Moderate Disabilities Spring of Junior Year</td>
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<td>Assessment 8</td>
<td>Assistive Technology Project</td>
<td>Case study project including development of low-tech device (applied—rubric based)</td>
<td>EDSP 3730: Teaching Students with Intellectual Disabilities and Autism Spring of Junior Year</td>
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C. Relationships of Assessments to Standards
# D. Planned Evidence for Meeting Standards

**Assessment 1: Praxis—Special Education: Core Knowledge and Mild-to-Moderate Applications (5543)**

**Description and Use of Assessment in the Program:** Candidates for the MAT degree in Special Education are required to pass the Praxis Core Knowledge and Subject Assessment— Special Education: Core Knowledge and Mild-to-Moderate Applications (5543) exam for licensure/certification in South Carolina. This national examination serves as our program assessment for content knowledge. This Praxis exam is

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designed to measure the knowledge of candidates who plan to teach students with mild-to-moderate disabilities at any grade level from preschool through grade 12. The focus of the assessment is on five major content areas: Development and Characteristics of Learners (14% of content), Planning and Managing the Learning Environment (17% of content), Instruction (17% of content), Assessment (14% of content), and Foundations and Professional Responsibilities (13% of content). The 90 selected-response questions assess the knowledge and understanding of principles and practices related to special education and mild-to-moderate applications over those five major content areas. The final component of the Praxis assessment, Integrated Constructed-Response Questions (25% of content), includes three constructed-response questions that assess an examinee’s knowledge of students with mild-to-moderate disabilities as related to instruction and assessment, learning environment and classroom management, and collaboration. Candidates are required to take the Praxis Subject Assessment exam during the senior year of their program and must have an official score to graduate from the program and a passing score of 158 or above on file to begin their 5th year residency.

Alignment with CEC Standards/Elements Cited: Based on the description from Educational Testing Service (ETS) for this examination and the domains assessed, we were able to align this exam to CEC standards. The Praxis II Special Education: Core Knowledge and Mild-to-Moderate Applications addresses five domains. Based on the names and descriptions provided for each domain, first we aligned domains of the test to the CEC standards. Then we used the detailed descriptions to determine which CEC elements appeared to be addressed within each domain. Both descriptions of the domains and alignment to standards and specific elements can be found in the scoring rubric for the assessment.

Standard 1 (1.1, 1.2): Development and Individual Learning Differences—The Praxis test domain of Development and Characteristics of Learners aligns with CEC Standard 1. Specifically, this domain aligns with Elements 1.1 and 1.2 by addressing such topics as environmental influences on student development and achievement; impact of language, cultural, and gender differences on the identification process; and impact of disabilities on individuals, families, and society across the lifespan.

Standard 2 (2.1, 2.2, 2.3): Learning Environments—The Praxis test domain of Planning and the Learning Environment aligns with CEC Standard 2. Specifically, this domain aligns with Elements 2.1, 2.2, and 2.3 by addressing such topics as design and maintenance of a safe and supportive classroom, understanding of how to manage student behavior, and learning objectives that are measurable and appropriately challenging.

Standard 4 (4.1, 4.2, 4.3): Assessment—The Praxis test domain of Assessment aligns with CEC Standard 3. Specifically, this domain aligns with Elements 4.1, 4.2, and 4.3 by addressing such topics as evidence-based assessments that are effective and appropriate, defines and uses various assessments, and interprets results.

Standard 5 (5.1, 5.3, 5.4, 5.5, 5.6): Instructional Planning and Strategies—The Praxis test domain of Instruction aligns with CEC Standard 5. Specifically, this domain addresses Elements 5.1, 5.3, 5.4, 5.5, and 5.6 by addressing such topics as appropriate instructional techniques considering ages and abilities, strategies that support transition goals, selection/implementation of supplementary and functional curricula, options for assistive technology, and selection of strategies that facilitate maintenance and generalization.

Standard 6 (6.1, 6.2, 6.3, 6.4, 6.5, 6.6): Professional Learning and Ethical Practice as well as Standard 7 (7.1, 7.2, 7.3): Collaboration—The Praxis test domain of Foundations and Professional Responsibilities aligns with CEC Standard 6. Specifically, this domain addresses Elements 6.1, 6.2, 6.3, 6.4, 6.5 and 6.6 by addressing such topics as requirements for prereferral, referral, and identification; roles and responsibilities of the special educator; components of a legally defensible IEP; major legislation; and safeguards of the rights of stakeholders. This domain also aligns with Elements 7.1, 7.2, and 7.3 by addressing such topics as roles and responsibilities of professionals who deliver special education
services, strengths and limitations of various collaborative approaches, communication with stakeholders, and potential bias issues that may impact teaching and interactions with students and their families.

**Assessment Tool/Rubric:**

**Praxis Exam: CEC Assessment #1**

**Special Education: Core Knowledge and Mild-to-Moderate Applications (5543)**

The purpose of this examination is to demonstrate appropriate content knowledge for a beginning special educator working with P-12 students with mid-to-moderate disabilities in a variety of settings. A passing score on this test is required for recommendation for teacher certification in Multicategorical Special Education in SC. Multiple-choice items are included in five areas: Development and Characteristics of Learners, Planning and Managing the Learning Environment, Instruction, Assessment, and Foundations and Professional Responsibilities. Scores are provided for each domain, although the overall test score determines whether the candidate passes. In addition, several constructed responses require candidates to integrate their knowledge across multiple domains. This performance assessment aligns CEC standards and elements to the domains addressed on the Praxis exam. Six of seven standards, including 22 elements, are aligned with the content on this subject assessment. An overall score of 158 is required for passing the exam in the State of SC.

<p>| Standard 1 | Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities. |
| Standard 2 | Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. |
| Standard 4 | Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions. |
| Standard 5 | Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. |
| Standard 6 | Beginning special education professionals use foundational knowledge of the field and the professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession. |
| Standard 7 | Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences. |</p>
<table>
<thead>
<tr>
<th>CEC Standard/Element</th>
<th>PRAXIS II Domain</th>
<th>Task Components/Test Topics</th>
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<td><strong>CEC Standard 1:</strong> Understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.</td>
<td>Development and Characteristics of Learners</td>
<td>Human development and behavior; Theoretical approaches to student learning and motivation; Basic characteristics and defining factors for each of the major disability categories; Impact of disabilities on individuals, families, and society across the life span; Impact of language, cultural, and gender differences on the identification process; Co-occurring conditions; How family systems contribute to the development of individuals with disabilities; Environmental and societal influences on student development and achievement.</td>
<td>Candidate understanding of development and learning differences and how language, culture, and family background influence learning is not demonstrated by at least a passing score on the PRAXIS II--Special Education: Core Knowledge and Mild-to-Moderate Applications (5543) exam.</td>
<td>Candidate understanding of development and learning differences and how language, culture, and family background influence learning is demonstrated by an overall passing score on the PRAXIS II--Special Education: Core Knowledge and Mild-to-Moderate Applications (5543) exam.</td>
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<tr>
<td><strong>CEC Standard 2:</strong> Create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.</td>
<td>Planning and the Learning Environment</td>
<td>Characteristics of good lesson plans; Basic elements of effective lesson plans; Learning objectives that are measurable and appropriately challenging; Means of providing access to the curriculum; Organizing the learning environment; Understands how to manage student behavior; Design and maintenance of a safe environment.</td>
<td>Candidate understanding of creating safe, inclusive, culturally responsive learning activities and social interactions; using motivational and instructional interventions; and knowing how to intervene safely and</td>
<td>Candidate understanding of creating safe, inclusive, culturally responsive learning activities and social interactions; using motivational and instructional interventions; and knowing how to intervene safely and</td>
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### CEC Standard/Element

**Beginning special education professionals:**

- **PRAXIS II Domain:** and supportive classroom environment that promotes student achievement
- **Task Components/Test Topics:**
  - Responsive learning activities and social interactions.
  - Use motivational and instructional interventions to teach individuals with exceptionalities in meaningful learning activities and social interactions.
  - Know how to intervene safely and appropriately with individuals with exceptionalities in crisis.

### CEC Standard 4: Use multiple methods of assessment and data-sources in making educational decisions.

- **Assessment:** Evidence-based assessments that are effective and appropriate; Defines and uses various assessments; Interprets assessment results; Understands and uses the results of assessments
- **Components/Test Topics:**
  - Candidate understanding of selecting and using technically sound formal and informal assessments; interpreting assessment results to guide educational decisions; and using multiple types of assessment information in making decisions is not demonstrated by at least a passing score on the PRAXIS II--Special Education: Core Knowledge and Mild-to-Moderate Applications (5543) exam.
  - Candidate understanding of selecting and using technically sound formal and informal assessments; interpreting assessment results to guide educational decisions; and using multiple types of assessment information in making decisions is demonstrated by an overall passing score on the PRAXIS II--Special Education: Core Knowledge and Mild-to-Moderate Applications (5543) exam.

### CEC Standard 5: Select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

- **Instruction:**
  - Instructional strategies/techniques that are appropriate, considering students’ ages and abilities; Instructional
  - Candidate understanding of the learning experiences, assistive technologies,
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<th>CEC Standard/Element</th>
<th>PRAXIS II Domain</th>
<th>Task Components/Test Topics</th>
<th>Inadequate</th>
<th>Proficient</th>
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<td><strong>Beginning special education professionals:</strong></td>
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<td>5.1: Consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.</td>
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<td>strategies for ensuring individual academic success in one-to-one, small group, and large group settings; Instructional strategies that facilitate maintenance and generalization of concepts; Selection and implementation of research-based interventions for individual students; Selection and implementation of supplementary and/or functional curriculum; Options for assistive technology; Instructional strategies/techniques that support transition goals; Preventive strategies and intervention strategies for at-risk learners</td>
<td>strategies to enhance language development and communication skills, variety of education and transition plans, and mastery and generalization of learning</td>
<td>strategies to enhance language development and communication skills, variety of education and transition plans, and mastery and generalization of learning is demonstrated by an overall passing score on the PRAXIS II--Special Education: Core Knowledge and Mild-to-Moderate Applications (5543) exam.</td>
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<td>5.3: Are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.</td>
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<td>5.4: Use strategies to enhance language development and communication skills of individuals with exceptionalities</td>
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<td>5.5: Develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.</td>
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<td>5.6: Teach to mastery and promote generalization of learning.</td>
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<td><strong>CEC Standard 6:</strong> Use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.</td>
<td>Federal definitions; Federal requirements for the pre-referral, referral, and identification; Federal safeguards of the rights of stakeholders; Components of a legally defensible</td>
<td>Candidate understanding of professional standards; foundational knowledge; diversity; lifelong learning; advocacy and</td>
<td>Candidate understanding of professional standards; foundational knowledge; diversity; lifelong learning; advocacy and</td>
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<tr>
<td>CEC Standard/Element Beginning special education professionals:</td>
<td>PRAXIS II Domain</td>
<td>Task Components/Test Topics</td>
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<td>6.1: Use professional Ethical Principles and Professional Practice Standards to guide their practice.</td>
<td>individualized education program; Major legislation; Roles and responsibilities of the special education teacher; Roles and responsibilities of other professionals who deliver special education services; Strengths and limitations of various collaborative approaches; Communication with stakeholders; Potential bias issues that may impact teaching and interactions with students and their families.</td>
<td>mentoring; guidance to paraeducators, tutors, and volunteers; effective communication; collaborative resource; and promoting well-being is not demonstrated by at least a passing score on the PRAXIS II--Special Education: Core Knowledge and Mild-to-Moderate Applications (5543) exam.</td>
<td>mentoring; guidance to paraeducators, tutors, and volunteers; effective communication; collaborative resource; and promoting well-being is demonstrated by an overall passing score on the PRAXIS II--Special Education: Core Knowledge and Mild-to-Moderate Applications (5543) exam.</td>
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<td>range of settings and collaborators.</td>
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Assessment 2: IEP Project

EDSP 4970: Secondary Methods for Individuals With Disabilities

Description and Use of Assessment in the Program: Assessment 2 The Individualized Education Program (IEP) Project is a requirement in EDSP 4970 Secondary Methods for Individuals With Disabilities taken during the fall of the senior year. The IEP project requires candidates to examine a case study for a middle or high school student. Candidates are provided extensive assessment data and background information for the project. Candidates use this case study to develop a draft IEP using ENRICH, South Carolina’s Web-based software for SC public schools. ENRICH has an option for colleges to use the software with candidates in preservice programs. Candidates complete required components of the IEP, including present level of academic achievement and functional performance (PLAAFP), transition goals, annual goals, benchmarks or short-term objectives, accommodations and modifications. Candidates develop the draft IEP that includes transition goals with the understanding that the IEP is ultimately a collaborative program established by the IEP team. Candidates facilitate the instructional planning.

Through the development of the IEP/transition plan, candidates demonstrate their knowledge related to the IEP process based upon individual student characteristics and needs. Candidates demonstrate the ability to consider important communication/collaboration issues related to IEP development. They also must be able to link student annual and transition goals to an instructional plan/program of study for the student included in the case study.

Alignment with CEC Standards/Elements Cited:
1.1 Candidates’ descriptions of learners’ present levels of academic achievement and functional performance (PLAAFP) include impact of student’s language, culture, academic strengths and needs, and behavioral skills and limitations. Candidates identify appropriate accommodations and modifications to address learner needs.
4.2 Candidates’ descriptions of the PLAAFP incorporate appropriate evaluation and interpretation of assessment data. Transition and annual IEP goals were developed based upon accurate interpretation of assessment results.
4.3 Candidates describe required participants and delineated roles of each participant required for collaboration in the development of the IEP. In addition, multiple types of assessment information are included in the case study.
5.2 Candidates use State-based software to develop the IEP and to describe appropriate accommodations and technological support for the student.
5.5 Candidates develop appropriate transition goals according to student interest and capacity based upon assessment information, appropriate for postsecondary settings across the areas of education/training, employment, and daily living. Candidates describe collaborative efforts to enhance the student’s IEP/Transition Plan.
7.2 Candidates description of the recommended program of study demonstrates their knowledge of research-based strategies and interventions and addresses information to be shared with specific IEP team members. Reflection demonstrates candidate’s understanding of cultural background of student
Assessment Tool/Rubric:
Assessment #2: Individual Education/Transition Plan
EDSP 4970: Secondary Methods for Individuals with Disabilities

The purpose of this project is for candidates to examine and address students’ individual abilities and needs, the learning environment and cultural and linguistic factors through the process of developing an individual education/transition plan. The candidate will demonstrate understanding of the process for instructional planning in a collaborative context including the individuals, families, professional colleagues, and personnel from other agencies as appropriate with particular attention to the families’ cultural and linguistic differences. Candidates (a) review a case study of a middle/secondary-aged student with transition-related needs, (b) develop a draft IEP using IEP software used by the state (ENRICH), including transition goals, for the student, (c) identify appropriate accommodations/ modification to meet the student’s needs within the general education curriculum, and (d) describe a systematic process for collaboration among the key stakeholders in the IEP process.

CEC Content Standards Addressed:

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<tr>
<th>Standard</th>
<th>Description</th>
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<tbody>
<tr>
<td>1</td>
<td>Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.</td>
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<td>4</td>
<td>Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.</td>
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<td>5</td>
<td>Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</td>
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<tr>
<td>7</td>
<td>Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.</td>
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</table>

Assume you are a secondary level special education teacher and are leading the IEP team in the development of your student’s IEP/Transition Plan. Although the IEP is developed by the IEP team your role is to gather the information and facilitate the IEP process. As the team leader in the process you will ensure that all team members are involved in assessment information and the development of the plan. Prepare a draft of the IEP to present to the IEP team using information from the case study provided. The IEP should be developed using the State-adopted software and should include all required components as described below. In addition, a plan for communication and collaboration with general education teachers, paraeducators, and parents must be included. In the plan the rationale for the aspects highlighted within the IEP (e.g. specific special education services, related services, accommodations) should be delineated. Provide a brief summary of research to support the accommodations recommended within the IEP. Finally, include a reflection of additional expertise you would need to develop or persons you would include to provide needed expertise.

Components:

1. **Review, analysis, and summary**: Review all data relevant to making decisions regarding ALL present levels of performance including academic, social, behavioral, and functional (if relevant). This should be a combination of the following: student and parent input, standardized testing,
curriculum-based measures, formal and informal inventories, results of previous statewide assessments, formal classroom observation, and previous class work. Analyze assessment information to determine appropriate goals, services, accommodations, and modifications to the curriculum.

2. **Transition Goals**: Develop three observable/measureable transition goals, based on student/family future vision, that address postschool outcomes in education/training, employment, and independent/daily living.

3. **Present levels of educational performance**: Provide a brief but detailed description of the student’s current levels of academic achievement and functional performance as well as problems that interfere with the students’ educational progress. Include information about the learner’s cultural and linguistic differences that may impact learning. Academic, social, behavioral, functional, vocational aspects (if relevant) must be addressed. Test scores and curriculum-based measures should be included. Specific information about the learner’s language needs, including typical/atypical language must be addressed. A statement of how the student’s disability affects involvement in the curriculum should be included. Candidates must communicate clearly and effectively the learner’s abilities and areas of need related to learners communication/language skills.

4. **Annual measurable goals**: At least two goals must be developed for each Transition Goal. Goals must address comprehensive content/skills to be learned across the year and must reflect appropriate interpretation of assessment results described in the present level of performance.
   - Three corresponding observable and measurable objectives (assume this is a requirement of your district): Objectives for each goal must be provided. These objectives must include the four components and must measure incremental growth toward the annual goal.

5. **Statement of specific services**: A statement and explanation of specific special educational services the student will receive must be provided. Rationale for these services should be included.

6. **Extent to which the student will not participate in general education**: A statement regarding the extent the student will not participate in general education must be provided. A rationale for this decision must also accompany the statement.

7. **Modifications or accommodations in instruction and on state-wide assessments**: Accommodations necessary for the student’s success in the general education curriculum or modifications to the curriculum should be described. Specific consideration of technology to assist the student in accessing content must be included. A rationale for the use of the specified accommodation must be included.

8. **Initiation of services and estimated completion dates**: Initiation and estimated completion dates of individual objectives must be provided. These dates must be logically staggered to reflect the acquisition of prerequisite skills and concepts.

9. **Measurement procedures toward progress on annual goals**: Multiple measures of progress and a rationale for each type of measure for individual goals must be provided.

10. **Related services**: A brief description for any related services (e.g. speech/language services, occupational therapy, physical therapy, counseling) that are necessary for the student to receive benefit from his/her educational program or to reach postsecondary goals. Rationale for these services should be included in your summary/reflection.

11. **Participants of the IEP meeting**: Provide a brief description of the participants and explain their role in the development of the IEP. Although all aspects of IEP development require collaboration among multiple stakeholders, including students, parents, teachers, administrators, and related service personnel, this component demonstrates candidates’
knowledge and understanding of legal requirements as well as instructional and programmatic needs. Describe your systematic process for collaboration with stakeholders in the IEP process.
## Assessment #2: Individualized Education Program (IEP) Project

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<tr>
<th>CEC Standard/Element</th>
<th>Task Components</th>
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<tr>
<td>1.1: Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities</td>
<td>*Present level of academic achievement and functional performance: Appropriate description of impact of student’s language, culture, academic strengths and needs, and behavioral skills and limitations. *Consideration of special factors to include communication needs. *Accommodation and modifications match learner needs</td>
<td>Candidate knowledge of impact of language, culture, and family background is not demonstrated through appropriate and meaningful description in present level of performance. Consideration of special factors doesn’t account for communication or language needs identified in present level of performance. Present level of performance, consideration of special factors, and accommodations are not logical based upon assessment information.</td>
<td>Candidate uses knowledge of language, culture, and family background is demonstrated through appropriate and meaningful description in present level of performance. Consideration of special factors accounts for communication or language needs identified in present level of performance. Present level of performance, consideration of special factors, and accommodations are appropriate and logical based upon assessment information.</td>
<td>Candidate used knowledge of language, culture, and family background to develop high-quality description of student’s present level of performance; Candidate specifically addresses communication and language needs appropriately in the IEP; Candidate includes highly appropriate accommodations/modifications based upon student’s language, culture, and background.</td>
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<td>4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.</td>
<td>*Present level of academic achievement and functional performance: PLAAFP indicates appropriate evaluation and interpretation of assessment data *Transition and Annual IEP Goals: Goals based upon appropriate interpretation of assessment results</td>
<td>Candidate did not demonstrate sufficient knowledge of measurement principles and practices in the development of present level of performance; candidates included inappropriate or incorrect interpretation of assessment data. Candidates developed transition goals and objectives that reflected inaccurate</td>
<td>Candidate knowledge was demonstrated through appropriately developed and well-documented present level of performance that allowed for development of Annual IEP goals and included generally appropriate interpretation of assessment data. Transition goals and objectives reflect mostly appropriate</td>
<td>Candidate knowledge was demonstrated through thorough and descriptive present level of performance that allowed for development of Annual IEP goals that included highly appropriate interpretation of assessment data. Transition goals and objectives reflected exceptional understanding of and</td>
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<td><strong>4.3 Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities.</strong></td>
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<td><strong>Candidate did not demonstrate understanding of multiple types of assessment information in the development of the IEP. Their description included none or only a few of the required participants of the IEP team and/or inadequately described their roles.</strong></td>
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<td><strong>Candidate demonstrated appropriate understanding of multiple types of assessment information in the development of the IEP. Candidate included a required participants of the IEP team and described their roles appropriately.</strong></td>
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<td><strong>Candidate demonstrated exceptional understanding of multiple types of assessment information in the development of the IEP. Candidate included all required participants of the IEP team and described their roles in the decision-making process for determining appropriate services for the student.</strong></td>
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<td><strong>5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.</strong></td>
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<td><strong>Candidates developed a draft IEP that demonstrated incorrect use of the state-adopted IEP software and accommodations described within the IEP did not include appropriate technology where appropriate.</strong></td>
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<td><strong>Candidates developed a draft IEP that demonstrated generally correct use of the state-adopted IEP software and accommodations described within the IEP included appropriate technology where appropriate.</strong></td>
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<td><strong>Candidates developed a draft IEP that demonstrated appropriate use of the state-adopted IEP software and accommodations described within the IEP included highly relevant and appropriate technology.</strong></td>
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<td><strong>5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning</strong></td>
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<td><strong>Candidates failed to develop transition goals in education/training, employment, and daily living and/or goals were inappropriate for the student based upon assessment results.</strong></td>
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<td><strong>Candidates developed appropriate transition goals in education/training, employment, and daily living that were generally appropriate for the student based upon appropriate interpretation of assessment data.</strong></td>
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<td><strong>Candidates developed highly appropriate transition goals in education/training, employment, and daily living that were most relevant and appropriate for the student based upon appropriate interpretation of assessment data.</strong></td>
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<th>experiences in collaboration with individuals, families, and teams.</th>
<th>g, employment, and daily living</th>
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<tr>
<td>7.2 Beginning special education professionals serve as a collaborative resource to colleagues.</td>
<td>*Summary and Reflection: Description of recommended program of study includes research-based strategies and interventions and addresses information to be shared with specific IEP team members. *Reflection demonstrates candidate’s understanding of cultural background of student and family and needed collaborations by other team members.</td>
<td>Candidates failed to demonstrate the capacity to serve as a collaborative resource to colleagues. They were not able to describe acceptable program of study and plan for communication and collaboration with parents, general education colleagues and/or paraeducators. Reflection does not include indication of consideration for student and family’s language and culture.</td>
<td>Candidates demonstrated the capacity to serve as a collaborative resource to colleagues by describing an acceptable plan for communication and collaboration with parents, general education colleagues and/or paraeducators. Reflection included indication of consideration for student and family’s language and culture.</td>
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**Assessment 3: Instructional Unit Plan**

**ED 8090: Teacher Residency Internship**

**Description and Use of Assessment in the Program:** The Instructional Unit Plan is a requirement of *ED 8090: Teacher Residency Internship* conducted during the 5th year graduate program. We use the Instructional Unit Plan to gauge candidate performance on their deeper understanding of content, appropriate pedagogical practices, and a variety of methods of assessment. For the Instructional Unit Plan, candidates are expected to apply principles of explicit instructional practices to the development and implementation of a unit of instruction that spans at least 10 instructional days. Candidates collaborate with their master teacher to determine appropriate student content, as they plan engaging, meaningful, and challenging learning experiences that are designed to culminate in mastery of a particular body of content or set of skills. This instructional unit should address appropriate content for a small group of students (minimum of three) and be based on our State’s standards for a particular grade and subject area. Candidates must collect pre-assessment and post-assessment data to document
their effect on student performance beyond that of an individual lesson. Candidates specify observable, measurable unit goals, short-term objectives, and daily lesson objectives. In addition, they develop assessments to match these expectations. This Instructional Unit Plan requires candidates to synthesize their knowledge and skills across the program and demonstrate their competence in delivering effective instruction to a group of learners that includes adjusting instruction to meet the needs of each learner within the group. Candidates are observed at least once during implementation of this unit. They submit documentation of all components of the unit, including unit goals, short-term objectives, their corresponding assessments, lesson plans describing instructional practices and accurate content knowledge, instructional materials, and evidence of student performance.

Alignment with CEC Standards/Elements Cited:
1.2 Candidates’ descriptions of students’ present levels of performance in the subject area and task-related behaviors are appropriate. Candidates write objectives and unit goals that are meaningful and challenging and that are based upon students’ developmental levels and individual academic strengths and needs.
3.1 Candidates’ explicit lesson plans within the instructional unit include appropriate content for learners and integrate content and skills from multiple disciplines while emphasizing the central concepts and structures of the particular subject area. Explicit lesson plans follow a systematic and logical structure that highlight an appropriate and meaningful progression of skills and learning experiences across time.
3.2 Candidates’ instructional units address state standards and link content across curricular areas appropriate for students with varying needs within the instructional group and address any needed accommodations to individualize learning.
3.3 Instructional units address appropriate curricular modifications within lessons and across the integrated unit to address individual learning needs to make content accessible for each student.
4.3 Through collaboration with the mentor teacher and other professionals and/or family, candidates develop and administer multiple forms of assessment to make decisions about appropriate targets for instruction and to gauge students’ ongoing progress.
5.2 Candidates integrate technologies to enhance planning, assessments, instruction, and mastery of lesson objectives within the unit.
5.4 Candidates consider cultural and linguistic differences and include instruction that supports language development and/or communication skills within their units.
5.7 Candidates include critical thinking or problem-solving skills as a part of unit instructional practices.

Assessment Tool/Rubric:
Assessment #3: Instructional Unit Plan
ED 8090: Teacher Residency Internship

The purpose of this project is to enable candidates to apply what they have learned about explicit instruction to the development and implementation of a unit of instruction that extends across multiple days/weeks. The candidate demonstrates deep understanding of content, pedagogical practices, and methods of assessment as well as knowledge of individuals in the planning of meaningful and challenging learning experiences that culminate student mastery of a body of knowledge or set of skills.

CEC Content Standards Addressed:

| Standard 1 | Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities. |

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Standard 3

Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

Standard 4

Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.

Standard 5

Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

Assignment Expectations

Develop and implement a (minimum) two-week unit plan based on state standards for a specific grade and subject OR a functional skills unit to address the SC Alternate (SC Alt) standards. The following steps should be taken:

1. Choose an appropriate grade level and academic or functional skill to teach that addresses critical content needed by one or more of your students in your residency placement. Assessment data must be provided to document students’ current skill in the specific content covered by the unit.

2. Go to [http://ed.sc.gov/agency/ccr/Standards-Learning/](http://ed.sc.gov/agency/ccr/Standards-Learning/) and determine which standard/standards within that grade level and subject are appropriate to teach to your students. Identify appropriate instructional materials for the unit. If you are developing a functional skills unit, identify the appropriate objectives from the SC Alt Standards (you also may use the LCE framework). Your unit should address multiple disciplines (e.g., science and literacy; math and literacy) and must include instruction in a critical thinking skill or problem-solving strategy that facilitates students’ independent learning. You will need to identify appropriate research to support your instructional methods.

3. Develop long-term and short-term objectives for the lessons based on the state standards. Each unit should have at least one long-term objective and two short-term objectives. All objectives must include conditions, learner, behavior (i.e., observable and measurable), and the criterion for mastery.

4. Determine the sequence of instruction for teaching the objectives. Also, specify when and how you will assess the students both informally and formally.

5. Identify how you will address cultural and language considerations to meet the needs of your students.

6. Describe technology used to enhance instruction and to address needed modifications and accommodations for individual students within the class.

7. Create a two-week calendar and map out your instruction for each unit. Provide daily, short-form lesson plans for the 10 days of instruction, including lesson objectives, procedures, and assessment.

8. When mapping out your instruction, you must include and designate research-based practices, interventions, or strategies appropriate to teach the content/skills.
9. Document that you have taught the skills according to your unit plan and provide detailed information regarding student performance on all measures of daily, weekly, and unit objectives.

10. Describe how you did or will modify your plan based upon student performance.
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</thead>
</table>
| 1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities. | • Describe students’ present levels of performance in the subject area and task-related behaviors.  
• Develop appropriate and meaningful lesson objectives and unit goals based upon students’ developmental levels and academic strengths and needs. | Candidate does not use knowledge of learning differences to develop goals that are measurable or observable nor is candidate responsive to student needs by failing to develop appropriate objectives or goals based upon assessment information and appropriate state standards. | Candidate uses knowledge of learning differences to develop appropriate lesson objectives and unit goals based upon student assessment information and state standards and that relates to meaningful, culturally responsive learning opportunities for individuals with exceptionalities. | Candidate uses knowledge of learning differences to develop appropriate and meaningful lesson objectives and unit goals that are measurable and observable and includes appropriate and reasonable criteria for mastery. Candidate demonstrates responsiveness to student learning needs by developing a goal based upon student differences and state standards. |
| 3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities. | • Develop explicit lesson plans that include appropriate content for learners.  
• Develop lesson plans that integrate content and skills from multiple disciplines  
• Develop lesson plans that follow a systematic and logical structure (e.g., easy to more difficult tasks; sufficient guided practice; all activities within lessons | Candidate failed to develop clear, systematic, and appropriately paced lesson plans that integrated skills across disciplines within the unit that were at the appropriate level for all learners. | Candidate developed generally clear, systematic, and appropriately paced lesson plans that integrated skills across disciplines within the unit that were at the appropriate level for most learners. | Candidate developed clear, systematic, and appropriately paced lesson plans that integrated skills across disciplines within the unit that were at the appropriate level for all learners. |
<table>
<thead>
<tr>
<th>Agenda Item 2c</th>
<th>3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.</th>
<th>Candidate failed to implement appropriate lessons and accommodations for learners as evidenced by student performance on lesson and unit assessments.</th>
<th>Candidate implemented appropriate lessons and accommodations for most learners as evidenced by student performance on lesson and unit assessments.</th>
<th>Candidate implemented appropriate lessons and accommodations for all learners as evidenced by student performance on lesson and unit assessments.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Develop and implement lessons appropriate for all learners within the group.</td>
<td>Candidate failed to implement appropriate lessons and accommodations for learners as evidenced by student performance on lesson and unit assessments.</td>
<td>Candidate implemented appropriate lessons and accommodations for most learners as evidenced by student performance on lesson and unit assessments.</td>
<td>Candidate implemented appropriate lessons and accommodations for all learners as evidenced by student performance on lesson and unit assessments.</td>
</tr>
<tr>
<td></td>
<td>• Develop and implement accommodations to address individual needs of learners within the group.</td>
<td>Candidate failed to include appropriate curricular modifications to address accessibility needs of individuals within the group or modifications were not appropriate as evidenced by lesson plans and student performance.</td>
<td>Candidate included appropriate curricular modifications to address accessibility needs of most individuals within the group as evidenced by lesson plans and student performance.</td>
<td>Candidate included appropriate curricular modifications to address accessibility needs of all individuals within the group as evidenced by lesson plans and student performance.</td>
</tr>
<tr>
<td></td>
<td>3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.</td>
<td>Candidate did not collaborate with others, use multiple sources of assessment information appropriately to make decisions about instructional objectives and goals for unit plans, or use formative assessment appropriately to gauge student progress throughout the unit.</td>
<td>Candidate did collaborate with others and used multiple sources of assessment information appropriately to make decisions about instructional objectives and goals for unit plans and used formative assessment information accurately to guide</td>
<td>Candidate collaborated with others and, as informed by state standards, used multiple sources of assessment information to devise appropriate and meaningful instructional objectives and goals for units plans and used formative assessment information accurately to guide</td>
</tr>
<tr>
<td></td>
<td>• Identify appropriate instructional modifications to each lesson or for the overall unit to address needs of individual students within the group.</td>
<td>Candidate failed to include appropriate curricular modifications to address accessibility needs of individuals within the group or modifications were not appropriate as evidenced by lesson plans and student performance.</td>
<td>Candidate included appropriate curricular modifications to address accessibility needs of most individuals within the group as evidenced by lesson plans and student performance.</td>
<td>Candidate included appropriate curricular modifications to address accessibility needs of all individuals within the group as evidenced by lesson plans and student performance.</td>
</tr>
<tr>
<td></td>
<td>4.3 Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities.</td>
<td>Candidate did not collaborate with others, use multiple sources of assessment information appropriately to make decisions about instructional objectives and goals for unit plans, or use formative assessment appropriately to gauge student progress throughout the unit.</td>
<td>Candidate did collaborate with others and used multiple sources of assessment information appropriately to make decisions about instructional objectives and goals for unit plans and used formative assessment information accurately to guide</td>
<td>Candidate collaborated with others and, as informed by state standards, used multiple sources of assessment information to devise appropriate and meaningful instructional objectives and goals for units plans and used formative assessment information accurately to guide</td>
</tr>
</tbody>
</table>
### Agenda Item 2c

<table>
<thead>
<tr>
<th>Instructional Unit and Students’ Ongoing Progress</th>
<th>Throughout the Unit</th>
<th>Decision Making Across the Unit</th>
</tr>
</thead>
</table>
| **5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.**
| • Describe how you will integrate technology to enhance instruction and mastery of lesson objectives within the unit. | Candidate failed to include instructional technology that enhanced access to the content for most learners or technology was not integral to the content/skills taught. | Candidate included instructional technology that was mostly related to the content/skills being taught and generally enhanced access to the content for most learners. |
| **5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities.**
| • Considering cultural/linguistic differences, include instruction that supports language development and/or communication skills for at least one student in the group. | Candidate failed to include instruction that supported language development or communication skills within any lesson across the instructional unit. | Candidate included instruction that supported language development or communication skills within at least one lesson across the unit for at least one student. |
| **5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.**
| • Include instruction to teach critical thinking or problem solving skills within the unit. | Candidate failed to include instruction in critical thinking or problem solving skills within any lesson across the instructional unit. | Candidate included instruction in critical thinking or problem solving skills within at least one lesson across the unit. |

**Assessment 4: Final Summary**

**ED 8090: Teacher Residency Internship**
Description and Use of Assessment in the Program: Assessment 4 Final Summary is a requirement of ED 8090: Teacher Residency Internship and is completed during 5th year graduate program. This assessment requires candidates to synthesize knowledge and skills acquired across the course of their program and to demonstrate competency in teaching all learners within the classroom. University supervisors observe candidates teaching a formal lesson at least four times each semester. The South Carolina Teaching Standards 4.0 (SCTS; based on the National Institute for Excellence in Teaching) rubric has been adopted in South Carolina for teaching evaluations throughout the State. We use the SCTS 4.0 rubric for each observation, which includes examination of candidate instructional plans, assessments, and progress monitoring as well as discussion/reflection with the candidate. This rubric includes 19 indicators cutting across the domains of instruction, planning, and environment, and it also uses four indicators to assess the domain of professionalism. Although multiple observations are scored with this rubric, candidates' last set of scores are reported, which reflect their cumulative work across student teaching.

Alignment with CEC Standards/Elements Cited:
1.1 Candidates’ demonstrate knowledge of students’ present levels of performance in the subject area, and task-related behaviors are appropriate with meaningful and challenging lesson objectives and unit goals that consider students’ language, culture, and family background influences.
2.1 Candidates’ classroom environments in special education and general education settings provide inclusive and safe places of learning that are culturally responsive and promote positive social interactions.
2.3 Candidates’ classroom management techniques demonstrate knowledge in safe intervention and focus on active learner engagement and contribute to students’ emotional well being and development of prosocial behaviors.
3.1 Candidates’ presentation of instructional content use visuals, models, and logical sequence to illustrate knowledge of central concepts and structures of the discipline and the integration of cross-disciplinary skills. Candidates organize knowledge to develop units that follow a meaningful progression.
3.2 Candidate’s content knowledge illustrates use of general and specialized content for teaching across curricular areas to individualize learning. Candidates highlight key concepts and ideas to promote student mastery of the subject and implements subject-specific strategies to support learning.
4.2 Candidates’ assessment plans exhibit knowledge of measurement principles and practices that support sound decision making to guide instruction. Candidates’ assessment plans include clear measurement criteria and incorporate multiple ways to assess and monitor student progress.
4.4 Candidates use academic feedback to engage their students to work toward quality learning experiences. Candidates provide frequent and specific oral and written academic feedback to guide students and for monitoring and adjusting instruction.
5.1 Candidates’ instructional plans address standards-aligned goals but also consider the individual abilities, interests, and cultural/linguistic factors of students in the development and adaptation of learning activities.
5.2 Candidates develop activities and materials that integrate technology to enhance instruction and promote mastery of lesson skills within the unit.
5.6 Candidates specify standards and develop and communicate objectives that are clear, ambitious, and are focused on student mastery and generalization of skills and content.
5.7 Candidates address student thinking by teaching explicitly critical thinking or problem solving skills within units of instruction that cross disciplines.
6.1 Candidates use professional and ethical demeanor and behavior and professional practice standards to guide interactions and instructional practices.
6.2 Candidates seek to enhance student learning by participating as an active learner and engaging in continued professional development to deepen foundational knowledge and to better understand current professional issues that affect the instructional contexts in which they work.

6.3 Candidates create a respectful culture that supports positive teacher-student interactions and demonstrates sensitivity toward varied interests and opinions, including diversity among families, cultures, and schools.

6.4 Candidates seek to enhance student learning by participating as an active learner and engaging in professional learning communities within their schools/district to support continued learning and growth as a professional and to recognize the significance of lifelong learning.

6.5 Candidates advocate for students by collaborating with others and by mentoring other professionals in the planning, design, and implementation of appropriate learning activities and assessments.

6.6 Candidates advocate for students by working with paraeducators, volunteers, tutors, and their mentor teachers to guide implementation of appropriate instructional activities and positive learning environments.

7.3 Candidates exhibit professionalism and advocacy of students through their collaboration with other professionals to support the well being of their students with exceptionalities through demonstration of fairness, kindness, dignity, and patience in the development of learning activities.

Assessment Tool/Rubric:

SOUTH CAROLINA TEACHING STANDARDS RUBRIC 4.0
Domain: Instruction

<table>
<thead>
<tr>
<th>Descriptive Evidence of Qualifying Measures</th>
<th>Consistent Evidence of Student Centered Learning/Student Ownership of Learning - Teacher Facilitates the Learning</th>
<th>Some Evidence of Student Centered Learning/ Student Ownership of Learning - Teacher Facilitates the Learning</th>
<th>Moving Towards Student Centered Learning/Student Ownership of Learning - Consistent Reliance on Teacher Direction</th>
<th>Heavy emphasis on Teacher Direction - Minimal Evidence of Student Ownership of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplary (4)</td>
<td>Proficient (3)</td>
<td>Approaching Proficient (2)</td>
<td>Unsatisfactory (1)</td>
<td></td>
</tr>
<tr>
<td>Standard(s) and Objective(s)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ADEPT 1B; 2A; 4A; 7A</td>
<td></td>
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</tr>
<tr>
<td>CEC 5.6</td>
<td>All learning objectives and state content standards are explicitly communicated.</td>
<td>Most learning objectives and state content standards are communicated.</td>
<td>Some learning objectives and state content standards are communicated.</td>
<td>Learning objectives and state content standards are not communicated.</td>
</tr>
<tr>
<td></td>
<td>Sub-objectives are aligned and</td>
<td>Sub-objectives are mostly aligned to the lesson’s major objective.</td>
<td>Sub-objectives are sometimes aligned to the lesson’s major objective.</td>
<td>Sub-objectives are rarely aligned to the lesson’s major objective.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learning objectives</td>
<td></td>
<td>Learning objectives are</td>
</tr>
<tr>
<td>Score: ___</td>
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<tr>
<td>logically sequenced to the lesson's major objective.</td>
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</tr>
<tr>
<td>Learning objectives are: (a) consistently connected to what students have previously learned, (b) know from life experiences, and (c) integrated with other disciplines.</td>
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<tr>
<td>Expectations for each student’s performance are clear, demanding, and high.</td>
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<tr>
<td>State standards are displayed, referenced throughout the lesson with explanations.</td>
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</tr>
<tr>
<td>There is evidence that most students demonstrate mastery of the objective.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning objectives are not clearly connected to what students have previously learned.</td>
<td></td>
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</tr>
<tr>
<td>Expectations for student performance are clear, demanding and high.</td>
<td></td>
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<tr>
<td>State standards are displayed and referenced in the lesson.</td>
<td></td>
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</tr>
<tr>
<td>There is evidence that some of the students demonstrate mastery of the objective.</td>
<td></td>
<td></td>
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<tr>
<td>rarely connected to what students have previously learned.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Expectations for student performance are vague.</td>
<td></td>
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<tr>
<td>State standards are not appropriately displayed.</td>
<td></td>
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</tr>
<tr>
<td>There is evidence that few students demonstrate mastery of the objective.</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Motivating Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADEPT 1E; 4B,C; 6C; 8B;</td>
</tr>
<tr>
<td>The teacher consistently and explicitly organizes the content so that it is personally meaningful, relevant and engaging to some students.</td>
</tr>
<tr>
<td>The teacher often organizes the content so that it is personally meaningful, relevant and intellectually engaging to students.</td>
</tr>
<tr>
<td>The teacher sometimes organizes the content so that it is personally meaningful, relevant and engaging to some students.</td>
</tr>
<tr>
<td>The teacher rarely organizes the content so that it is personally meaningful, relevant and engaging to students.</td>
</tr>
</tbody>
</table>
## 9A

### EEDA 5

**Score:** __

<table>
<thead>
<tr>
<th>intellectually engaging to all students.</th>
<th>engaging to most students.</th>
<th>The teacher consistently develops learning experiences where inquiry, curiosity and exploration are valued.</th>
<th>The teacher sometimes develops learning experiences where inquiry, curiosity and exploration are valued.</th>
<th>The teacher rarely develops learning experiences where inquiry, curiosity and exploration are valued.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- The teacher consistently develops learning experiences where inquiry, curiosity and exploration are valued.</td>
<td>- The teacher often develops learning experiences where inquiry, curiosity and exploration are valued.</td>
<td>- The teacher regularly reinforces and rewards effort.</td>
<td>- The teacher sometimes reinforces and rewards effort.</td>
<td>- The teacher rarely reinforces and rewards effort.</td>
</tr>
<tr>
<td>- The teacher consistently reinforces and rewards effort.</td>
<td>- The teacher sometimes develops learning experiences where inquiry, curiosity and exploration are valued.</td>
<td>- The teacher regularly reinforces and rewards effort.</td>
<td>- The teacher sometimes reinforces and rewards effort.</td>
<td>- The teacher rarely reinforces and rewards effort.</td>
</tr>
</tbody>
</table>

## Presenting Instructional Content

### ADEPT 5A,C; 6B,C

**CEC 3.1**

**Score:** ____

<table>
<thead>
<tr>
<th>Presentation of content always includes:</th>
<th>Presentation of content most of the time includes:</th>
<th>Presentation of content sometimes includes:</th>
<th>Presentation of content rarely includes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- visuals that establish the purpose of the lesson, preview the organization of the lesson, and include reflective internal summaries of the lesson.</td>
<td>- visuals that establish the purpose of the lesson, preview the organization of the lesson, and include reflective internal summaries of the lesson.</td>
<td>- visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson.</td>
<td>- visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson.</td>
</tr>
<tr>
<td>- Explicit examples, illustrations, analogies, and labels for new concepts and ideas.</td>
<td>- examples, illustrations, analogies, and labels for new concepts and ideas.</td>
<td>- examples, illustrations, analogies, and labels for new concepts and ideas.</td>
<td>- examples, illustrations, analogies, and labels for new concepts and ideas.</td>
</tr>
<tr>
<td>- modeling by the teacher to demonstrate his or her performance expectations throughout the lesson.</td>
<td>- modeling by the teacher to demonstrate his or her performance expectations.</td>
<td>- modeling by the teacher to demonstrate his or her performance expectations.</td>
<td>- modeling by the teacher to demonstrate his or her performance expectations.</td>
</tr>
<tr>
<td>- concise communication.</td>
<td>- concise communication.</td>
<td>- concise communication.</td>
<td>- concise communication.</td>
</tr>
<tr>
<td>- logical communication.</td>
<td>- logical communication.</td>
<td>- logical sequencing and segmenting.</td>
<td>- logical sequencing and segmenting.</td>
</tr>
<tr>
<td>Lesson Structure and Pacing</td>
<td>ADEPT 6C;9 B,C</td>
<td>Score: ____</td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td>----------------</td>
<td>-------------</td>
<td></td>
</tr>
</tbody>
</table>
| Activities and Materials   | ADEPT 2B; 5B,C; 6C | Activities and materials include all of the following:  
• support the lesson objectives. | Activities and materials include most of the following:  
• support the lesson objectives. | Activities and materials include some of the following:  
• support the lesson objectives. | Activities and materials include few of the following:  
• support the lesson objectives. |

| sequencing and segmenting.  
• all essential information.  
• no irrelevant, confusing, or non-essential information. | all essential information.  
• no irrelevant, confusing, or non-essential information. | all essential information.  
• no irrelevant, confusing, or non-essential information. | all essential information.  
• no irrelevant, confusing, or non-essential information. |

The lesson starts promptly.  
The lesson’s structure is coherent, with a significant beginning, middle, end, and extended time for reflection.  
Pacing is brisk, and provides many opportunities for individual students who progress at different learning rates.  
Routines for distributing materials are seamless.  
No instructional time is lost during transitions.  
The lesson starts promptly.  
The lesson’s structure is coherent, with a beginning, middle, and end and reflection.  
Pacing is appropriate, and sometimes provides opportunities for students who progress at different learning rates.  
Routines for distributing materials are efficient.  
Little instructional time is lost during transitions.  
The lesson starts somewhat promptly.  
The lesson’s structure is coherent, with a beginning, middle, and end.  
Pacing is appropriate for some students and rarely provides opportunities for students who progress at different learning rates.  
Routines for distributing materials are efficient.  
Instructional time is lost during transitions.  
The lesson does not start promptly.  
The lesson has a structure, but may be missing closure or introductory elements.  
Pacing is appropriate for few students, and does not provide opportunities for students who progress at different learning rates.  
Routines for distributing materials are inefficient.  
Considerable time is lost during transitions.  

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<table>
<thead>
<tr>
<th>Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EEDA 5, 6, 7</strong></td>
</tr>
<tr>
<td><strong>CEC 5.2</strong></td>
</tr>
<tr>
<td><strong>Score:</strong> ___</td>
</tr>
</tbody>
</table>

- are challenging.
- sustain students’ attention.
- elicit a variety of thinking.
- provide time for reflection.
- are relevant to students’ lives.
- provide opportunities for student to student interaction.
- induce student curiosity and suspense.
- provide students with choices.
- incorporate multimedia and technology which enhances student learning and thinking.
- incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulative s, resources from museums, cultural centers, etc).

- are challenging.
- sustain students’ attention.
- elicit a variety of thinking.
- provide time for reflection.
- are relevant to students’ lives.
- provide opportunities for student to student interaction.
- induce student curiosity and suspense.
- provide students with choices.
- incorporate multimedia and technology.
- incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulative s, resources from museums, cultural centers, etc).
beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, cultural centers, etc).

- In addition, sometimes activities are game-like, involve simulations, require creating products, and demand self-direction and self-monitoring.

<table>
<thead>
<tr>
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<tr>
<td>Exemplary (4)</td>
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<td>Approaching</td>
<td>Unsatisfactory (1)</td>
<td></td>
</tr>
<tr>
<td>Questioning</td>
<td>Proficient (2)</td>
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<td>-------------</td>
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</tr>
</tbody>
</table>
| ADEPT 5C; 7A | Teacher questions are varied and high quality providing a balanced mix of question types:  
- Knowledge and comprehension,  
- Application and analysis, and  
- Creation and evaluation. |
| Score: ____ | Teacher questions are varied and high quality providing for some, but not all, question types:  
- Knowledge and comprehension,  
- Application and analysis, and  
- Creation and evaluation. |
| Teacher questions are varied and high quality providing a consistently balanced mix of question types:  
- Knowledge and comprehension,  
- Application and analysis, and  
- Creation and evaluation. | Teacher questions are inconsistent in quality and include few question types:  
- Knowledge and comprehension,  
- Application and analysis, and  
- Creation and evaluation. |
<p>| Questions are consistently purposeful and coherent. | Questions are random and lack coherence. |
| A high frequency of questions is asked. | A low frequency of questions is asked. |
| Questions are consistently sequenced with attention to the instructional goals. | Questions are rarely sequenced with attention to the instructional goals. |
| Questions regularly require active responses (e.g., whole class signaling, choral responses, written and shared responses, or group and individual answers). | Questions rarely require active responses (e.g., whole class signaling, choral responses, or group and individual answers). |
| Wait time (3-5 seconds) is consistently provided. | Wait time is inconsistently provided. |
| The teacher calls on volunteers and non-volunteers, | The teacher mostly calls on volunteers and high ability students. |</p>
<table>
<thead>
<tr>
<th>Description of Qualifying Measures</th>
<th>Consistent Evidence of Student Centered Learning/Student Ownership of Learning - Teacher Facilitates the Learning.</th>
<th>Some Evidence of Student Centered Learning/Student Ownership of Learning – Teacher Facilitates the Learning</th>
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<th>Heavy emphasis on Teacher Direction – Minimal Evidence of Student Ownership of Learning</th>
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</thead>
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<td>Proficient (3)</td>
<td>Approaching Proficient (2)</td>
<td>Unsatisfactory (1)</td>
<td></td>
</tr>
<tr>
<td>Academic Feedback</td>
<td></td>
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<tr>
<td>ADEPT 7B,C</td>
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<tr>
<td>CEC 4.4</td>
<td></td>
<td></td>
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<tr>
<td>Score: _</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

- Oral and written feedback is consistently academically focused, frequent, and high quality.
- Feedback is frequently given during guided practice and homework review.
- The teacher circulates regularly during instructional activities to support engagement, and monitor

- Oral and written feedback is mostly academically focused, frequent, and mostly high quality.
- Feedback is often given during guided practice and homework review.
- The teacher circulates regularly during instructional activities to support engagement, and monitor

- Oral and written feedback is sometimes academically focused, frequent, and mostly high quality.
- Feedback is sometimes given during guided practice and homework review.
- The teacher circulates sometimes during instructional activities to support engagement,

- The quality and timeliness of feedback is inconsistent.
- Feedback is rarely given during guided practice and homework review.
- The teacher circulates during instructional activities, but monitors mostly behavior.
- Feedback from students
### Agenda Item 2c

- **student thinking, assess each student’s progress, and provide individual feedback.**
  - Feedback from students is consistently used to monitor and adjust instruction.
  - Teacher engages students in giving feedback to one another.

- **Feedback from students is regularly used to monitor student work.**
  - Feedback from students is sometimes used to monitor and adjust instruction.

- **Teacher engages students in giving feedback to one another.**

### Grouping Students

<table>
<thead>
<tr>
<th>ADEPT 5B,C</th>
<th>EEDA 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grouping arrangements (either whole class, small groups, pairs, individual; hetero-or homogenous ability)</td>
<td>The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero-or homogenous ability) consistently maximize student understanding and learning efficiency.</td>
</tr>
<tr>
<td>All students in groups know their roles, responsibilities, and group work expectations.</td>
<td>Most students in groups know their roles, responsibilities, and group work expectations.</td>
</tr>
<tr>
<td>All students participating in groups are</td>
<td>Some students in groups know their roles, responsibilities, and group work expectations.</td>
</tr>
<tr>
<td>Score: ___</td>
<td>Few students participating in groups are held accountable for group work and individual work.</td>
</tr>
</tbody>
</table>

- **The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero-or homogenous ability) inhibit student understanding and learning efficiency.**
  - Few students in groups know their roles, responsibilities, and group work expectations.
- **Instructional group composition** held accountable for group work and individual work.
  - Instructional group composition is varied (e.g., race, gender, ability, and age) to best accomplish the goals of the lesson.
  - Instructional groups facilitate opportunities for students to participate in groups are held accountable for group work and individual work.

- **Instructional group composition** is varied (e.g., race, gender, ability, and age) to best accomplish the goals of the lesson.
  - Instructional groups facilitate opportunities for students to set goals, reflect on, and evaluate their learning.

- Some students participating in groups are held accountable for group work and individual work.

- Instructional group composition is varied (e.g., race, gender, ability, and age) to most of the time, accomplish the goals of the lesson.

- Instructional group composition remains unchanged irrespective of the learning, and instructional goals of a lesson.

---

### Descriptive Qualifying Measures

<table>
<thead>
<tr>
<th>Description of Qualifying Measures</th>
<th>Consistent Evidence of Student Centered Learning/Student Ownership of Learning</th>
<th>Some Evidence of Student Centered Learning/Student Ownership of Learning</th>
<th>Moving Towards Student Centered Learning/Student Ownership of Learning</th>
<th>Heavy emphasis on Teacher Direction – Minimal Evidence of Student Ownership of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher Content Knowledge</strong></td>
<td>Teacher displays extensive content knowledge of all the subjects she or he teaches.</td>
<td>Teacher displays accurate content knowledge of all the subjects he or she teaches.</td>
<td>Teacher displays adequate content knowledge of all the subjects he or she teaches.</td>
<td>Teacher displays underdeveloped content knowledge in several subject areas.</td>
</tr>
<tr>
<td>ADEPT 5A; 6A,B,C</td>
<td>Teacher consistently implements a variety of subject-specific instructional strategies to enhance student content knowledge.</td>
<td>Teacher regularly implements subject-specific instructional strategies to enhance student content knowledge.</td>
<td>Teacher sometimes implements subject-specific instructional strategies to enhance student content knowledge.</td>
<td>Teacher rarely implements subject-specific instructional strategies to enhance student content knowledge.</td>
</tr>
<tr>
<td>CEC 3.2</td>
<td>The teacher regularly highlights key concepts and strategies to enhance student content knowledge. 2</td>
<td>The teacher regularly highlights key concepts and strategies to enhance student content knowledge. 2</td>
<td>The teacher regularly highlights key concepts and strategies to enhance student content knowledge. 2</td>
<td>The teacher rarely implements subject-specific instructional strategies to enhance student content knowledge.</td>
</tr>
<tr>
<td>Score: ___</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

*CAAL 11/01/2018 Agenda Item 2c*
- The teacher consistently highlights key concepts and ideas, and uses them as bases to connect other powerful ideas.
- Limited content is taught in sufficient depth to allow for the development of understanding.

### Teacher Knowledge of Students

<table>
<thead>
<tr>
<th>ADEPT 5A; 6B</th>
<th>EEDA 7</th>
<th>CEC 1.1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Score:</strong> ___</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Description of Qualifying

<table>
<thead>
<tr>
<th>Consistent Evidence of Student Centered Learning/Student Ownership of</th>
<th>Some Evidence of Student Centered Learning/Student Ownership of</th>
<th>Moving Towards Student Centered Learning/Student Ownership of</th>
<th>Heavy emphasis on Teacher Direction – Minimal Evidence of Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Teacher practices display understanding of student’s anticipated learning difficulties.</td>
<td>- Teacher practices regularly incorporate student interests and cultural heritage.</td>
<td>- Teacher practices demonstrate minimal knowledge of students’ anticipated learning difficulties.</td>
<td>- Teacher does not understand key concepts and ideas in the discipline, and therefore presents content in an unconnected way.</td>
</tr>
<tr>
<td>- Teacher practices consistently incorporate student interests.</td>
<td>- Teacher practices sometimes incorporate student interests.</td>
<td>- Teacher practices rarely incorporate student interests or cultural heritage.</td>
<td>- Teacher practices sometimes incorporate student interests.</td>
</tr>
<tr>
<td>- Teacher consistently provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.</td>
<td>- Teacher sometimes provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.</td>
<td>- Teacher practices demonstrate little differentiation of instructional methods or content.</td>
<td>- Teacher practices demonstrate minimal differentiation of instructional methods or content.</td>
</tr>
</tbody>
</table>

*CAAL 11/01/2018*
<table>
<thead>
<tr>
<th>Measures</th>
<th>Learning - Teacher Facilitates the Learning.</th>
<th>Learning – Teacher Facilitates the Learning</th>
<th>Learning- Consistent Reliance on Teacher Direction.</th>
<th>Ownership of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thinking</td>
<td>The teacher thoroughly teaches three types of thinking:</td>
<td>The teacher thoroughly teaches two types of thinking:</td>
<td>The teacher attempts to teach one type of thinking but does not thoroughly teach at least one type of thinking:</td>
<td>The teacher implements no learning experiences that thoroughly teach any type of thinking.</td>
</tr>
<tr>
<td>ADEPT 5B</td>
<td>• analytical thinking where students analyze, compare and contrast, and evaluate and explain information.</td>
<td>• analytical thinking where students analyze, compare and contrast, and evaluate and explain information.</td>
<td>• analytical thinking where students analyze, compare and contrast, and evaluate and explain information.</td>
<td>The teacher provides few opportunities where students:</td>
</tr>
<tr>
<td>EEDA 5</td>
<td>• practical thinking where students use, apply, and implement what they learn in real-life scenarios.</td>
<td>• practical thinking where students use, apply, and implement what they learn in real-life scenarios.</td>
<td>• practical thinking where students use, apply, and implement what they learn in real-life scenarios.</td>
<td>• generate a variety of ideas and alternatives.</td>
</tr>
<tr>
<td>CEC 5.7</td>
<td>• creative thinking where students create, design, imagine and suppose.</td>
<td>• creative thinking where students create, design, imagine and suppose.</td>
<td>• creative thinking where students create, design, imagine and suppose.</td>
<td>• analyze problems from multiple perspectives and viewpoints.</td>
</tr>
<tr>
<td>Score: ___</td>
<td>• research-based thinking where students explore and review a variety of ideas, models, and solutions to problems.</td>
<td>• research-based thinking where students explore and review a variety of ideas, models, and solutions to problems.</td>
<td>• research-based thinking where students explore and review a variety of ideas, models, and solutions to problems.</td>
<td>• instructional groups facilitate opportunities for students to set goals, reflect on and</td>
</tr>
<tr>
<td></td>
<td>• instructional groups facilitate opportunities for students</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

The teacher thoroughly teaches three types of thinking:
- Analytical thinking where students analyze, compare and contrast, and evaluate and explain information.
- Practical thinking where students use, apply, and implement what they learn in real-life scenarios.
- Creative thinking where students create, design, imagine and suppose.
- Research-based thinking where students explore and review a variety of ideas, models, and solutions to problems.
- Instructional groups facilitate opportunities for students to set goals, reflect on and
The teacher consistently provides opportunities where students:

• generate a variety of ideas and alternatives.
• analyze problems from multiple perspectives and viewpoints.
• monitor their thinking to insure that they understand what they are learning, are attending to critical information, and are aware of the learning strategies that they are using and why.

**Problem Solving**

**ADEPT 5B**

| Score: ____ |

<table>
<thead>
<tr>
<th>to set goals, reflect on and evaluate their learning.</th>
<th>evaluate their learning.</th>
<th>s for students to set goals, reflect on and evaluate their learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher consistently provides opportunities where students:</td>
<td>The teacher regularly provides opportunities where students:</td>
<td>The teacher sometimes provides opportunities where students:</td>
</tr>
<tr>
<td>• generate a variety of ideas and alternatives.</td>
<td>• generate a variety of ideas and alternatives.</td>
<td>• generate a variety of ideas and alternatives.</td>
</tr>
<tr>
<td>• analyze problems from multiple perspectives and viewpoints.</td>
<td>• analyze problems from multiple perspectives and viewpoints.</td>
<td>• analyze problems from multiple perspectives and viewpoints.</td>
</tr>
</tbody>
</table>

The teacher implements activities that teach and reinforce 3 or more of the following problem solving types:

• Abstraction
• Categorization
• Drawing Conclusions/Justifying Solutions
• Predicting Outcomes
• Observing and Experimenting

The teacher implements activities that teach and reinforce 2 of the following problem solving types:

• Abstraction
• Categorization
• Drawing Conclusions/Justifying Solution
• Predicting Outcomes
• Observing and Experimenting

The teacher implements activities that teach and reinforce 1 of the following problem solving types:

• Abstraction
• Categorization
• Drawing Conclusions/Justifying Solution
• Predicting Outcomes
• Observing and Experimenting

The teacher implements no activities that teach and reinforce any of the following problem solving types:

• Abstraction
• Categorization
• Drawing Conclusions/Justifying Solution
• Predicting Outcomes
• Observing and Experimenting
### Domain: Planning

<table>
<thead>
<tr>
<th>Description of Qualifying Measures</th>
<th>Consistent Evidence of Student Centered Learning/Student Ownership of Learning - Teacher Facilitates the Learning.</th>
<th>Some Evidence of Student Centered Learning/ Student Ownership of Learning – Teacher Facilitates the Learning</th>
<th>Moving Towards Student Centered Learning/ Student Ownership of Learning - Consistent Reliance on Teacher Direction.</th>
<th>Heavy emphasis on Teacher Direction – Minimal Evidence of Student Ownership of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exemplary (4)</strong></td>
<td><strong>Proficient (3)</strong></td>
<td><strong>Approaching Proficient (2)</strong></td>
<td><strong>Unsatisfactory (1)</strong></td>
<td></td>
</tr>
</tbody>
</table>

#### Instructional Plans

- **ADEPT 1A,B,C; 2A,2B**
- **CEC 5.1**

<table>
<thead>
<tr>
<th>Score:</th>
<th>Instructional plans include:</th>
<th>Instructional plans include:</th>
<th>Instructional plans include:</th>
<th>Instructional plans include:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• measurable and explicit goals aligned to state content standards.</td>
<td>• goals aligned to state content standards.</td>
<td>• some goals aligned to state content standards.</td>
<td>• few goals aligned to state content standards.</td>
</tr>
<tr>
<td></td>
<td>• activities, materials, and assessments that: o are aligned to state standards.</td>
<td>• activities, materials, and assessments that: o are aligned to state standards.</td>
<td>• activities, materials, and assessments that: o are aligned to state standards.</td>
<td>• activities, materials, and assessments that: o are rarely aligned to state standards.</td>
</tr>
<tr>
<td></td>
<td>o are sequenced from basic to complex.</td>
<td></td>
<td></td>
<td>o are sometimes aligned to state standards.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>o are rarely aligned to state standards.</td>
</tr>
</tbody>
</table>

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### Agenda Item 2c

- **Basic to Complex**
  - Build on prior student knowledge, are relevant to students’ lives, and integrate other disciplines.

- **Evidence**
  - Evidence that plan is appropriate for the age, knowledge, and interests of all learners.
  - Evidence that the plan provides regular opportunities to accommodate individual student needs.

##### Student Work

<table>
<thead>
<tr>
<th>Assignments require students to:</th>
<th>Assignments require students to:</th>
<th>Assignments require students to:</th>
<th>Assignments require students to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• organize, interpret, analyze, and evaluate information rather than reproduce it.</td>
<td>• interpret and analyze information rather than reproduce it.</td>
<td>• interpret information rather than reproduce it.</td>
<td>• mostly reproduce information.</td>
</tr>
<tr>
<td>• rarely draw conclusions and support them through writing.</td>
<td>• Sometimes draw conclusions and support them.</td>
<td>• rarely draw conclusions and support them through writing.</td>
<td></td>
</tr>
</tbody>
</table>
**Score:** ___

<table>
<thead>
<tr>
<th>Description of Qualifying Measures</th>
<th>Consistent Evidence of Student Centered Learning/Student Ownership of Learning - Teacher Facilitates the Learning</th>
<th>Some Evidence of Student Centered Learning/Student Ownership of Learning – Teacher Facilitates the Learning</th>
<th>Moving Towards Student Centered Learning/Student Ownership of Learning - Consistent Reliance on Teacher Direction</th>
<th>Heavy emphasis on Teacher Direction – Minimal Evidence of Student Ownership of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplary (4)</td>
<td>Proficient (3)</td>
<td>Approaching Proficient (2)</td>
<td>Unsatisfactory (1)</td>
<td></td>
</tr>
</tbody>
</table>

**Assessment**

**ADEPT 2C; 3A,B,C; 7B**

**CEC 4.2**

Assessment Plans:
- are consistently aligned with state content standards.
- have clear appropriate measurement criteria.
- measure student performance in more than two ways (e.g., in the form of a project, writing).

Assessment Plans:
- are aligned with state content standards.
- have clear measurement criteria.
- measure student performance in more than two ways (e.g., in the form of a project, writing).

Assessment Plans:
- are sometimes aligned with state content standards.
- have ambiguous measurement criteria.
- measure student performance in more than two ways (e.g., in the form of a project, writing).

Assessment Plans:
- are rarely aligned with state content standards.
- have ambiguous measurement criteria.
- measure student performance in more than two ways (e.g., in the form of a project, writing).
Score: ____

<table>
<thead>
<tr>
<th>Domain: Environment</th>
<th>Consistent Evidence of Student Centered Learning/Studen t Ownership of Learning-Teacher Facilitates the</th>
<th>Some Evidence of Student Centered Learning/Student Ownership of Learning-Teacher Facilitates the</th>
<th>Moving Towards Student Centered Learning/Student Ownership of Learning- Consistent Reliance on Teacher Direction.</th>
<th>Heavy emphasis on Teacher Direction – Minimal Evidence of Student Ownership of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of Qualifying Measures</td>
<td>performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test). • require written tasks. • include performance checks throughout the school year.</td>
<td>measure student performance in more than one way (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test). • require limited written tasks. • include performance checks but may not be monitored consistently.</td>
<td>measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test). • include performance checks, although the purpose of these checks is not clear.</td>
<td>measure student performance in less than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test). • require extended written tasks. • are portfolio-based with clear illustrations of student progress toward state content standards. • include descriptions of how assessment results will be used to inform future instruction.</td>
</tr>
</tbody>
</table>
## Learning.

### Facilitates the Learning Exemplary (4) Proficient (3) Approaching Proficient (2) Unsatisfactory (1)

### Expectations

**ADEPT 4A,B;8C; 9B**

**Score:** ___

- Teacher sets high and demanding academic expectations for every student.
- Teacher encourages students to learn from mistakes.
- Teacher creates learning opportunities where all students can experience success.
- Students take initiative and follow through with their own work.
- Teacher optimizes instructional time, teaches more material, and demands better performance from every student.
- Teacher sets high and demanding academic expectations for every student.
- Teacher encourages students to learn from mistakes.
- Teacher creates learning opportunities where most students can experience success.
- Students complete their work according to teacher expectations.
- Teacher sets high and demanding academic expectations for most students.
- Teacher encourages students to learn from mistakes.
- Teacher creates learning opportunities where some students can experience success.
- Teacher expectations for student work are not clear for all students.
- Teacher expectations are not sufficiently high for every student.
- Teacher creates an environment where mistakes and failure are not viewed as learning experiences.
- Students demonstrate little or no pride in the quality of their work.

### Managing Student Behavior

- Students are consistently well-behaved, and on task.
- Teacher and students
- Students are mostly well-behaved, and on task, some minor learning
- Student behavior is inconsistent with several
- Students are not well-behaved and are often off-task.
- Teacher
Establish clear rules and expectations for learning and behavior.
- The teacher consistently uses techniques such as intrinsic motivation, social approval, contingent activities, and consequences to maintain appropriate student behavior.
- The teacher overlooks inconsequential behavior.
- The teacher deals with students who have caused disruptions rather than the entire class.
- The teacher attends to disruptions quickly, firmly and consistently with no interruption to instruction.

Disruptions may occur.
- Teacher establishes rules for learning and behavior.
- The teacher uses several techniques such as intrinsic motivation, social approval, contingent activities, and consequences to maintain appropriate student behavior.
- The teacher overlooks most inconsequential behavior, but other times addresses it stopping the lesson.
- The teacher attends to disruptions firmly and consistently with minimal interruption to instruction.

Students off task, minor learning disruptions are frequent.
- Teacher establishes rules for learning and behavior.
- The teacher uses some techniques such as intrinsic motivation, social approval, contingent activities, and consequences to maintain appropriate student behavior.
- The teacher overlooks some inconsequential behavior, but other times addresses it stopping the lesson.
- The teacher inconsistently deals with students who have caused disruptions, and frequently addresses the entire class.

Score: __

<table>
<thead>
<tr>
<th>Description of Qualifying</th>
<th>Consistent Evidence of Student Centered Learning/Student Ownership of</th>
<th>Some Evidence of Student Centered Learning/Student Ownership of</th>
<th>Moving Towards Student Centered Learning/Student Ownership of</th>
<th>Heavy emphasis on Teacher Direction – Minimal Evidence</th>
</tr>
</thead>
</table>

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<table>
<thead>
<tr>
<th>Measure s</th>
<th>Learning- Teacher Facilitates the Learning.</th>
<th>Teachers Consistent Reliance on Teacher Direction.</th>
<th>of Student Ownership of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Environment</strong></td>
<td><strong>Exemplary (4)</strong></td>
<td><strong>Proficient (3)</strong></td>
<td><strong>Approaching Proficient (2)</strong></td>
</tr>
<tr>
<td>ADEPT 8A,B</td>
<td>The classroom • welcomes all members and guests • is organized and understandable to all students and encourages student collaboration. • supplies, equipment, and resources are easily and readily accessible for all students. • displays student work that frequently changes. • is consistently arranged to promote individual and group learning.</td>
<td>The classroom • welcomes most members and guests. • is organized and understandable to most students. • supplies, equipment, and resources are accessible for most students. • displays student work. • is arranged to promote individual and group learning.</td>
<td>The classroom • welcomes some members and guests. • is organized and understandable to some students. • supplies, equipment, and resources are accessible. • displayed student work is not updated regularly. • is sometimes arranged to promote individual and group learning.</td>
</tr>
<tr>
<td>CEC 2.1</td>
<td>Score:<strong>_________</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respe ctful Culture9</td>
<td>Teacher-student interactions demonstrate caring and respect for one another. • Students exhibit caring and respect for one another. • Teacher seeks out, and is receptive to the interests and opinions of all students.</td>
<td>Teacher-student interactions are mostly friendly, but may reflect occasional inconsistencies. • Students exhibit respect for the teacher, and are often polite to each other. • Teacher is often</td>
<td>Teacher-student interactions are sometimes friendly, but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. • Students exhibit respect for the teacher, and</td>
</tr>
<tr>
<td>ADEPT8B,C;9A</td>
<td>Score:<strong>_________</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Domain: Professionalism

<table>
<thead>
<tr>
<th>Performance Standards</th>
<th>Exemplary (4)</th>
<th>Proficient (3)</th>
<th>Approaching Proficient (2)</th>
<th>Unsatisfactory (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advocate for Students</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ADEPT 10A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CEC 6.5, 6.6, 7.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Score:____</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Candidate is committed to treating students and others with kindness, fairness, patience, dignity, and respect.</td>
<td>Always</td>
<td>Often</td>
<td>Sometimes</td>
<td>Rarely</td>
</tr>
<tr>
<td>- Candidate advocates for ALL students and exhibits belief that ALL students can learn.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Candidate collaborates with teachers, school personnel, and other professionals to determine needs of his/her students and to plan and provide students with appropriate learning experiences and assessments.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Professional &amp; Ethical Demeanor &amp; Behavior</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ADEPT 10D</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CEC 6.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Teacher is prompt, exhibits professional appearance and dress, responsibility, and initiative.</td>
<td>Always</td>
<td>Often</td>
<td>Sometimes</td>
<td>Rarely</td>
</tr>
<tr>
<td>- Candidate complies with professional, school and district rules, policies,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Candidate is cognizant of policies set forth in Standards of Conduct for SC.

- Candidate performance is characteristic of ethical standards and quality of work (completing tasks in a timely, accurate and effective manner).
- Candidate does not criticize the school, teachers, or the community and safeguards all personal and confidential information for professional use only.

### Effective Communicator

<table>
<thead>
<tr>
<th>Score:____</th>
<th>Inside and outside of classroom candidate’s spoken and written language is clear, correct, and appropriate for each target audience.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Candidate communicates and engages with families of classroom children to support learning and through a variety of formats (contacts, meetings, telephone, conference, letters/newsletters, through technology, etc.) to maintain effective and ongoing communication.</td>
</tr>
<tr>
<td></td>
<td>Concerns and questions are communicated in a professional manner with teachers, school personnel, and university faculty and staff.</td>
</tr>
<tr>
<td></td>
<td>Candidate demonstrates understanding of an engagement in maintaining a positive</td>
</tr>
</tbody>
</table>
For continual professional growth and enhancement of student learning:

- Candidate is a reflective practitioner who systematically collects, synthesizes, and evaluates student growth data to identify ways to enhance learning.
- Candidate seeks out and participates in professional growth activities such as conferences, presentations, and school professional development offerings.
- Candidate attends and volunteers at school meetings (school boards, school improvement council, and faculty meetings), community events involving the school, PTA meetings, after-school care programs/tutoring.
- Candidate attends parent planning meetings, open house, IEP/504 planning meetings as appropriate.

Always | Often | Sometimes | Rarely
--- | --- | --- | ---

**Assessment 5: Curriculum-Based Measurement**

EDSP 4940: Teaching Reading to Students with Mild Disabilities

**Description and Use of Assessment in the Program:** The Curriculum-Based Measurement (CBM) Project is a requirement of EDSP 4940 *Teaching Reading to Students with Mild Disabilities* taken during the fall of the senior year. This course is one of four, rigorous content courses that requires projects to be conducted with students in the field. Candidates have an extensive field experience (i.e., 168+ hours), and, for this performance assessment, are expected to determine an appropriate, technically sound
progress-monitoring tool (or adapt one) to use for academic instructional decision making. Candidates collaborate with their mentor teacher to select a literacy skill for which at least one student experiences difficulty. Candidates collect baseline information, set an ambitious long-term goal, and deliver research-based academic intervention while collecting CBM data twice weekly. Applying standard data-based decision rules, candidates evaluate the effectiveness of their instruction periodically and make appropriate, instructional modifications or raise goals when data indicate the need. Candidates share ongoing progress-monitoring data with their students and with classroom mentor teachers. Additionally, candidates interpret data to determine the stronger of two interventions for a particular student and justify their decisions based on progress monitoring data collected as well as student performance during intervention or on other assessments.

Alignment with CEC Standards/Elements Cited:
1.2 Candidates’ descriptions of learners’ academic strengths and needs and present levels of performance through CBM baseline performance take into account student development and individual differences.
3.3 Candidates plan and implement intervention based on learner needs and modify their instruction when student progress is not adequate.
4.2 Candidates evaluate student progress data frequently and regularly as well as examine multiple types of assessment information during intervention to guide instructional decision making. Candidates apply principles and practices of CBM to administer measures, score reliably, and interpret assessment results appropriately.
4.4 Candidates use assessment data to plan high-quality learning experiences that enable students to perform to high expectations, while addressing individual needs. Assessment results are shared as feedback to students to help them aspire to better performance.
5.1 Candidates consider individual abilities, characteristics, learning environments, and cultural and linguistics factors in the selection or adaptation of (a) progress monitoring tools for a targeted academic area as well as (b) development and implementation of learning experiences to support improved academic engagement and achievement across time.
5.6 Candidates plan and implement academic interventions that stress student mastery of skills and promotes generalization of learning. Progress data are used to determine whether intervention is sufficient or needs modification.
7.1 Candidates demonstrate understanding of theory and the use of elements of effective collaboration through discussion and sharing of student data with classroom mentor teacher, University supervisor, course instructor, and the student. Candidates consider all input for selecting assessments, describing baseline, setting appropriate goals, planning intervention, and analyzing the effect of instruction.

Assessment Tool/Rubric:
Curriculum-Based Measurement Project: CEC Assessment #5
EDSP 4940: Teaching Reading to Students With Mild Disabilities

The purpose of this project is for candidates to use curriculum-based measurement (CBM) to address CEC professional standards related to learner development and individual learning differences, curricular content knowledge, assessment, instructional planning and strategies, and collaboration. Specifically, candidates will utilize standardized assessment methodology to monitor progress and enhance academic performance on a skill(s) targeted for improvement based on learner characteristics and current performance. The candidate will set CBM long-term goals in accordance with student current performance information and in conjunction with IEP expectations. The candidate will collect data on student performance to evaluate overall progress, to make instructional decisions, and to plan
further individualized instruction. Research-validated interventions will be implemented for academic procedures or task-related skills, and instructional effectiveness will be evaluated with resulting CBM data. The candidate will implement interventions when warranted that utilize explicit instructional procedures, including modeling and guided practice. The assessment information also allows the candidate to monitor how well the student is maintaining and generalizing skills. The candidate will interpret the data to communicate student progress directly to the student(s) with disabilities, to the mentor teacher, and to the University instructor.

**CEC Content Standards Addressed**

<table>
<thead>
<tr>
<th>Standard 1 (1.2)</th>
<th>Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 3 (3.3)</td>
<td>Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</td>
</tr>
<tr>
<td>Standard 4 (4.2, 4.4)</td>
<td>Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.</td>
</tr>
<tr>
<td>Standard 5 (5.1, 5.6)</td>
<td>Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</td>
</tr>
<tr>
<td>Standard 7 (7.1)</td>
<td>Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.</td>
</tr>
</tbody>
</table>

**Assignment Expectations**

Specifically, the candidate should monitor the progress of one or more students across a 2-month interval (i.e., approximately 8 instructional weeks) in order to document the student’s ongoing progress and to evaluate the overall effectiveness of the candidate’s instruction. CBM is a research-validated assessment methodology that has been shown to promote student academic achievement by aiding teachers in analyzing their instructional effectiveness. The candidate should apply standard procedures for assessing a student’s academic skills on a frequent basis (i.e., twice weekly) and will summarize his/her instructional intervention plan. After collecting baseline data, the candidate sets a long-term goal. The candidate is responsible for implementing literacy-related interventions with the student that address documented needs during each intervention phase (i.e., two interventions). Using CBM, the candidate continues to collect data for 4 weeks and applies standard decision-making rules to summarize student progress and to determine the overall effectiveness of his/her instruction. Then, the candidate either raises the student’s goal or makes a research-validated instructional modification in order to promote better student achievement. The candidate will communicate effectively with others by presenting a description of the CBM project with corresponding student data both in a written report and orally to peers in class as well as to his/her mentor teacher and the student with disabilities in the field.

**Task Components**

1. **Introduction and Student Description**
   a. Description of student and his/her current performance in subject area and task-related behavior including summary of existing data.
   b. Identification of student’s disability and special education services.
c. Rationale for using CBM with this student and in this subject area. Provide a description of
   the assessment/measure chosen and document technical adequacy.

d. Summarize the student’s CBM baseline data by developing an educationally sound IEP
   statement that describes the student’s current level of performance in this subject area.

e. Using CBM information, develop an appropriate long-term goal that could be used for an
   IEP.

f. Describe how the goal was determined.

2. Review of Literature
   a. Brief summary of at least two professional sources to summarize the scientific basis for
      EACH instructional intervention selected.
   b. Provide succinct summary about each source that describes the effectiveness of the
      intervention.
   c. Explain why each intervention is an appropriate choice based on observations and
      assessment data.

3. Methodology
   a. Describe CBM procedures used, including measurement and scoring procedures.
   b. Describe each set of intervention procedures used; tell how you implemented each
      intervention by providing step-by-step instructional procedures.
   c. Provide a summary of how you worked with your cooperating teacher prior to the start and
      throughout the project. Summarize how you kept your cooperating teacher informed
      throughout the project. In addition, provide a description of how you kept the student
      involved in monitoring their own progress.

4. Student Performance/ Results
   a. Summarize the CBM graph, including baseline (current level of performance) and the goal.
   b. Analyze each phase of instruction (apply CBM decision rules) and summarize how student
      performed during each phase.
   c. Explain why you intervened and/or raised the goal when you did (explain use of CBM
      decision rules).

5. Interpretation of Student Performance
   a. Explain overall results (Did the interventions work?).
   b. Provide recommendations for the future for your student (what should be done next
      instructionally and why).
   c. Explain how the student’s disability impacted their progress or lack of progress.
   d. Use student performance data to support your overall recommendations, not just subjective
      impressions.
   e. Explain what you learned about ongoing progress monitoring as a result of conducting this
      project.

6. Student Progress Graph
   a. Provide the CBM graph.
   b. The graph must correspond to the Methodology and Student Performance/Results sections
      and have each intervention phase and/or goal raise clearly marked

7. Communication with Student and Professionals
8. Prepare an oral presentation of your instructional strategies and student performance data to share with your cooperating teacher and your student.

9. Provide signature/documentation that you discussed your student’s CBM performance with the cooperating teacher and your student throughout the project.
### Assessment 5: Curriculum-Based Measurement Project/Data-Based Individualization

<table>
<thead>
<tr>
<th>CEC Standard/Element</th>
<th>Task Components</th>
<th>Inadequate</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
</table>
| **1.2** Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities. | *Present level of performance in subject area and task-related behavior, considering individual student characteristics.*  
*Disability status and special education services based on educational/behavioral needs*  
*Appropriate and meaningful long-term goal based upon student’s developmental level and academic strengths and needs.* | Candidate does not use knowledge of learning differences to develop goals that are measurable or observable nor is candidate responsive to student needs by failing to develop a logical goal based upon assessment information, and appropriate state standards. | Candidate uses knowledge of learning differences to develop an appropriate goal based upon student assessment information and state standards and that relates to meaningful, culturally responsive learning opportunities for individuals with exceptionalities. | Candidate uses knowledge of learning differences to develop a legally sound and meaningful goal that is measurable and observable, includes appropriate criterion for mastery; Candidate demonstrates responsiveness to student learning needs by developing a goal based upon student differences and state standards. |
| **3.3** Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities. | *Includes descriptions of evidence-based interventions with appropriate research citations as well as adaptations that were implemented based on individual learning needs.* | Candidate did not demonstrate adequate knowledge of general and specialized curricula while implementing instructional interventions, nor did candidate make necessary adaptations for individual learning needs. | Candidate demonstrated knowledge of general and specialized curricula while implementing evidence-based interventions, adapted to the individual learning needs. | Candidate demonstrated extensive knowledge of general and specialized curricula while implementing interventions, including the need for systematic adaptations to better meet individual learning needs. |
| **4.2** Beginning special education professionals use knowledge of measurement principles and practices to | *Administration and scoring of assessments follows standardized protocol.*  
*Present level of performance is based on student* | Candidate did not demonstrate sufficient knowledge of measurement principles and practices in the | Candidate demonstrated knowledge of measurement principles and practices by documenting | Candidate demonstrates extensive knowledge about measurement by interpreting data to describe student performance. |
interpret assessment results and guide educational decisions for individuals with exceptionalities.

- Performance information. *Goal represents appropriate interpretation of normative data and knowledge of individual differences. *Instructional decisions are based on principles of data-based decision making.

- Development of present level of performance, long-term goal, or scoring of protocols by including inappropriate or incorrect interpretation of assessment data. Candidate did not use data correctly to guide educational decisions.

- Present level of performance and realistic long-term goal based on student performance data, administering and scoring student assessments accurately, and using student data to guide instructional decision making. Performance; using normative, criterion-referenced, or individually referenced framework for establishing an ambitious goal; and interprets graphed data accurately to guide instructional decision making.

| 4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them. | *Candidate shares ongoing student performance feedback and progress graph with student and other teachers and encourages student to work hard to meet goal expectations. | Candidate did not engage students in goal setting or provide feedback to motivate them to work toward meeting learning goals. | Candidate did engage students in goal setting and provided feedback to students to motivate them to work toward meeting learning goals. | Candidate did engage students in developing an appropriate long-term goal and provided feedback to students regularly to motivate them to work toward meeting learning goals. |

| 5.1 Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities. | *Rationale for selection of evidence-based practices and any adaptations developed includes the consideration of individual abilities, interests, learning environments, and/or cultural/linguistic factors. | Candidate did not demonstrate knowledge of student abilities, interests, learning environments or cultural/linguistic factors in the development and adaptation of interventions. | Candidate demonstrated use of student interests, abilities, learning environments, and/or cultural/linguistic factors in the development and adaptation of interventions. | Candidate demonstrated extensive use of student interests, abilities, learning environments, and/or cultural/linguistic factors in the development and adaptation of interventions. |

| 5.6 Beginning special education | *Evidence-based practices reflect | Candidate did not demonstrate the | Candidate demonstrated the | Candidate demonstrated clear |
### Agenda Item 2c

**Professionals teach to mastery and promote generalization of learning.**

- Principles of effective teaching, including appropriate citations. *Results of student progress are described with respect to mastery of student learning. Based on student ability to generalize learning, candidate discusses and recommends possible next intervention.

- Importance of teaching to mastery by failing to describe student performance with respect to mastery and failing to use principles of generalization in developing interventions.

- Understanding of the importance of teaching to mastery by describing student performance with respect to mastery level and by using principles of generalization in developing interventions.

### 7.1 Beginning special education professionals use the theory and elements of effective collaboration.

- Candidate explains project to student and to mentor teacher, and takes into consideration their interests and goals in the development of the interventions. *Candidate shares ongoing feedback with student and teachers, discusses adequacy of student progress, and collaborates when making instructional modifications.

- Candidate failed to collaborate effectively by not sharing ongoing student performance information with student or teachers and by neglecting to consider their goals/interests in design and implementation of instructional modifications.

- Candidate demonstrated use of elements of effective collaboration by sharing ongoing student performance information with student and teachers and by considering their goals or interests in the design and implementation of instructional modifications.

- Candidate demonstrated clear understanding of the elements of effective collaboration by discussing and evaluating ongoing student performance information with student and teachers and by incorporating their goals and interests in the design and implementation of instructional modifications.

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### Assessment 6: Behavior Change Project

**EDSP 4930: Classroom and Behavior Management for Special Educators**

**Description and Use of Assessment in the Program:** The Behavior Change Project is completed during the fall semester as a requirement in EDSP 4930 Classroom and Behavior Management for Special Educators. This course is one of four, rigorous content courses that require projects to be conducted with students in the field (during EDSP 4960 Special Education Field Experience). Candidates have an extensive field experience (168+ hours), and, for this performance assessment, are expected to determine an appropriate tool to use for behavioral/instructional decision making. Candidates collaborate with their mentor teacher and others, and they select a target behavior to address for at least one student. Candidates select or design an appropriate observational recording system to collect baseline information, establish a behavioral goal, and deliver evidence-based interventions to address
the learning environment and social interactions for students with behavioral issues. Candidates continue collecting data using the observational recording system to determine effectiveness of the intervention. Candidates share ongoing data with their students and with mentor teachers and other classroom teachers. Additionally, candidates interpret data to determine the effectiveness of the interventions for a particular student and justify their decisions based on the observational data collected as well as student performance during the intervention.

Alignment with CEC Standards/Elements Cited:
1.2 With the Behavior Change Project, candidates must understand developmental and individual differences in order to develop an intervention that addresses an individual student’s needs.
2.2 This performance assessment requires candidates to identify specific interventions and motivational strategies to address the learning environment and social interactions for students with behavioral issues.
2.3 This performance assessment requires candidates to identify and implement intervention strategies to address the learning environment and social interactions for students with behavioral issues, including a plan for intervening safely during crisis.
4.4 In the Behavior Change Project, candidates are expected to involve the target student in the development of the behavior change program, helping the student to commit to working toward a goal of more appropriate behavior and improvement in performance, and candidates use data and feedback to help guide students.
5.6 The Behavior Change Project requires candidates to use data to monitor/adjust the program to make the student more responsible for monitoring his/her own behavior and to involve the student and significant others to increase opportunities for success and generalization.
6.1 This project requires candidates to use ethical principles and professional practice standards by developing an appropriate behavioral objective that is reasonable, clear, and employs the fair pair rule to replace problem behavior with a positive alternative.
7.1 Candidates are required to collaborate with the student and/or significant others in the development, implementation, and monitoring of behavior as appropriate for success.
7.2 This project enables candidates to be an effective resource to others by requiring the development of an appropriate data collection system and analysis of observational and informant behavior for establishing an appropriate behavior intervention plan that is shared with others.
7.3 Candidates must collaborate with the student, mentor teacher, other classroom teachers, and parents, as possible, appropriate, or necessary to promote student well being, intervention success, and generalization across settings.

Assessment Tool/Rubric:
Assessment 6: Behavior Change Project
EDSP 4930: Classroom and Behavior Management for Special Educators

The purpose of this project is to provide candidates experience in identifying and addressing individual learning differences of students with disabilities with regard to behavior. The project specifically addresses CEC professional standards related to learner development and individual learning differences, learning environments, assessment, instructional planning and strategies, professional learning and ethical practice, and collaboration. Through the process of assessment, data collection and analysis, candidates document learners’ characteristics and developmental levels that impact prosocial behaviors. Candidates develop and implement appropriate evidence-based interventions that allow students with disabilities to develop prosocial interactions within positive learning environments. This goal is accomplished by employing direct interventions that are individually planned and sensitive to the
diversity inherent within the population of students with special needs who also exhibit behavior differences. These direct interventions are based upon the use of multiple assessment techniques that provide the student an opportunity to maintain and generalize new prosocial behaviors related to self-awareness, self-management, self-control, self-reliance and self-esteem across times and settings.

This project requires candidates to: (a) describe relevant background information for the individual or group demonstrating the behavior; (b) describe the setting/classroom; (c) plan for data collection; (d) develop an operational definition for the specific behaviors of concern in observable and measurable terms; (e) establish behavioral objectives; (f) identify intervention strategies to address the learning environment and social interactions for students with behavioral issues; (g) involve others who are relevant in the program as appropriate or necessary for success and generalization; (h) create a Behavioral Intervention Plan based on findings, implement the plan, and record behavior using the observational recording system; and (j) describe student progress and address current/future plans to maintain and generalize appropriate behaviors.

| Standard 1 | Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities. |
| Standard 2 | Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. |
| Standard 4 | Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions. |
| Standard 5 | Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. |
| Standard 6 | Beginning special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession. |
| Standard 7 | Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences. |

**Project Components:**

**Part 1**

1. **Relevant background (CEC Standard 1):** Describe the individual or group demonstrating the behavior (background information-age, grade, level of performance, disability if applicable). Also describe the setting/classroom (students served, service delivery approach-level, instructional/curricular interventions).

2. **Plan for data collection (CEC Standard 7):** Based on 3 days of anecdotal data, submit a plan for the various kinds of data to be collected, and when and where each type of data will be collected, which order will the data be collected and a rationale for each. Be sure to include both informant and observational data.

3. **Informant data:** Include raw and typed informant data. These include but are not limited to interviews, interest inventories, reinforcer surveys, motivation assessment, and communication.
assessments.

4. **Pre-intervention observational data (CEC Standard 7):** Include raw and graphed data. These include but are not limited to the following:
   - ABC-must be collected **at least 3 days** and reflect at least one hour’s data collection for each day*
   - observational systems- choose the appropriate system: frequency, latency, interval, time sampling, duration* (These data should be collected at least five consecutive days)
   - scatterplot

5. **Operational definition:** After collecting informant and ABC data and prior to initiating other observational data collection, express the specific behaviors of concern in observable and measurable terms.

6. **Hypothesis:** Based on the data collected, develop a hypothesis or complete a Competing Behavior Pathway chart. The hypothesis must be stated in a way that links the behavior to an observable and measurable circumstance within the environment that is documented by the data collected.

7. **Behavioral Objectives (CEC Standard 6):** State the behavioral (IEP) objective(s) for your program. Include the conditions, operationally defined behavior, and the criterion for acceptable performance/behavior. Make sure that the objectives are reasonable, clear, and employ the fair pair rule.

8. **Intervention Strategies (CEC Standard 2, 5):** Identify and describe specific intervention strategies to address the learning environment and social interactions for students with behavioral issues, and reasons for choices. Also, identify possible reinforcers and/or punishers and describe the environmental changes.

9. **Involvement of Others (CEC Standard 7):** Involve the student and/or significant others in your behavior change program as possible, appropriate, or necessary for success and generalization. Describe the nature and extent of this involvement regarding discussion, input, cooperation, etc.

10. **Link to Professional Literature:** Cite at least 2 articles in relation to the behavior and to your program (establish link, use APA style 6th Edition for citing sources).

11. **Program Summary:** Summarize the properties of your program.

12. **BIP (CEC Standards 2 & 5):** Create a one page Behavioral Intervention Plan based on their findings. Please ensure that information included in your project is written in a clear, concise, and comprehensive manner. Presentation of information must follow given guidelines.

**Part 2**

13. **Monitoring/Adjustments (CEC Standard 4):** Continue to record behavior using the observational recording system used for baseline. Adjust the program (e.g., criteria levels, reinforcement schedules/types, movements toward making student more responsible for monitoring his/her own behavior, changing techniques/intervention) based upon observable changes (data) in target behaviors. Describe all adjustments made and reasons for adjustments. This process should take at least 4 weeks.

14. **Student Progress (CEC Standard 4):** Describe progress made (include a graph as appropriate) toward the target objective(s) and current or future plans to maintain and generalize appropriate behaviors. Specifically address plans for developing student’s self-control. Also, describe any changes that you recommend for future programs of a similar nature or with the student with whom you were working.
### Assessment 6: Behavior Change Project

<table>
<thead>
<tr>
<th>CEC Standard/Element</th>
<th>Task Components</th>
<th>Inadequate</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.</td>
<td>Relevant background: Describe the individual or group demonstrating the behavior (background information-age, grade, level of performance, disability if applicable). Also describe the setting/classroom (students served, service delivery approach-level, instructional/curricular interventions).</td>
<td>Provides minimal (only one source) information from the following: interviews with parents, teachers or relevant professionals, students; record review, assessments, current IEP/BIP.</td>
<td>Provides adequate information from one of the following: interviews with parents, teachers or relevant professionals, students; record review, assessments, current IEP/BIP.</td>
<td>Thoroughly summarizes data from interviews with parents, teachers or relevant professionals, students; record review, assessments, current IEP/BIP.</td>
</tr>
<tr>
<td>Informant data: Include raw and typed informant data. These include but are not limited to interviews, interest inventories, reinforcer surveys, motivation assessment, and communication assessments.</td>
<td>Lacks critical informant data (e.g., student interview).</td>
<td>Provides some informant data</td>
<td>Provides all relevant informant data</td>
<td></td>
</tr>
<tr>
<td>7.3 Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.</td>
<td>Plan for data collection: Based on 3 days of anecdotal data, submit a plan for the various kinds of data to be collected, and when and where each type of data will be collected, which order will the data be collected and a rationale for each. Be sure to include both informant and observational data. Pre-intervention observational data:</td>
<td>Appropriate use of some data collection methodologies: ABC data to formulate a functional hypothesis; selection of an appropriate data collection methodology; sufficient baseline data collection.</td>
<td>Appropriate most data collection methodologies: ABC data to formulate a functional hypothesis; selection of an appropriate data collection methodology; sufficient baseline data collection.</td>
<td>Appropriate use of all data collection methodologies: ABC data to formulate a functional hypothesis; selection of an appropriate data collection methodology; sufficient baseline data collection.</td>
</tr>
</tbody>
</table>
Include raw and graphed data. These include but are not limited to the following:
- ABC-must be collected **at least 3 days** and reflect at least one hour’s data collection for each day *
- observational systems- choose the appropriate system: frequency, latency, interval, time sampling, duration *
  (These data should be collected at least five consecutive days)
- scatterplot

**Operational definition:** After collecting informant and ABC data and prior to initiating other observational data collection, express the specific behaviors of concern in observable and measurable terms.

<table>
<thead>
<tr>
<th>Behavior not clearly expressed.</th>
<th>Behavior too vague to accurately observe or measure.</th>
<th>Behavior specific enough to accurately observe and measure terms.</th>
</tr>
</thead>
</table>

**Hypothesis:** Based on the data collected, develop a hypothesis or complete a Competing Behavior Pathway chart. The hypothesis must be stated in a way that links the behavior to an observable and measurable circumstance within the environment that is documented by the data collected.

<table>
<thead>
<tr>
<th>Hypothesis not stated.</th>
<th>Hypothesis not adequately expressed.</th>
<th>Hypothesis clearly stated, and reflects findings</th>
</tr>
</thead>
</table>

**6.1 Beginning special education professionals use**

**Behavioral objectives:** State the behavioral (IEP) objective(s) for your program. Include the conditions, operationally

<table>
<thead>
<tr>
<th>Behavioral objectives not based on students’ individual needs and current level</th>
<th>Behavioral objectives are generally based on students’ individual needs and current</th>
<th>Behavioral objectives are based on students’ individual needs and current level of</th>
</tr>
</thead>
</table>

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*Clemson University, MAT, Teacher Residency, Special Education, CAAL, 11/01/2018 – Page 112*
### Agenda Item 2c

**Professional Ethical Principles and Professional Practice Standards to guide their practice.**

- Defined behavior, and the criterion for acceptable performance/behavior. Make sure that the objectives are reasonable, clear, and employ the fair pair rule.
- Of performance and/or not observable and measurable.
- Level of performance and are observable and measurable.
- Performance and are observable and measurable.

| 2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments. | Intervention Strategies:
Identify and describe specific intervention strategies to address the learning environment and social interactions for students with behavioral issues, and reasons for choices. Also, identify possible reinforcers and/or punishers and describe the environmental changes. | Selected an inappropriate skill or strategy to either reduce a maladaptive behavior or increase a prosocial skill. | Selected a functionally appropriate skill or strategy to reduce a maladaptive behavior or increase a prosocial skill. |
<table>
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<tr>
<th></th>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>2.3 Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.</td>
<td>Intervention strategies</td>
<td>Crisis procedures are not addressed in the student’s BIP.</td>
<td>Crisis procedures are not adequately addressed in the student’s BIP.</td>
</tr>
<tr>
<td>5.6 Beginning special education professionals teach to mastery and promote</td>
<td>Intervention strategies</td>
<td>BIP does not include procedures for generalization or maintenance.</td>
<td>BIP includes procedures for either generalization or maintenance.</td>
</tr>
</tbody>
</table>
### Generalization of Learning

7.1 **Beginning special education professionals use the theory and elements of effective collaboration.**

Beginning special education professionals use the theory and elements of effective collaboration. **Describe the nature and extent of this involvement regarding discussion, input, cooperation, etc.**

<table>
<thead>
<tr>
<th><strong>Involvement of Others:</strong></th>
<th><strong>Collaborating effectively with minimal key stakeholders - teachers, paraprofessionals, parents, and other key stakeholders to develop intervention.</strong></th>
<th><strong>Collaborating effectively with most key stakeholders - teachers, paraprofessionals, parents, and other key stakeholders to develop intervention.</strong></th>
<th><strong>Collaboring effectively with all key stakeholders for the development and follow through of the intervention.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Involve the student and/or significant others in your behavior change program as possible, appropriate, or necessary for success and generalization. <strong>Describe the nature and extent of this involvement regarding discussion, input, cooperation, etc.</strong></td>
<td>Collaborating effectively with minimal key stakeholders - teachers, paraprofessionals, parents, and other key stakeholders to develop intervention.</td>
<td>Collaborating effectively with most key stakeholders - teachers, paraprofessionals, parents, and other key stakeholders to develop intervention.</td>
<td>Collaborating effectively with all key stakeholders for the development and follow through of the intervention.</td>
</tr>
</tbody>
</table>

### Link to Professional Literature

**Cite at least 2 articles** in relation to the behavior and to your program (establish link, use APA style 6th Edition for citing sources).

<table>
<thead>
<tr>
<th>Intervention is not based on evidence based practices or not supported by research literature.</th>
<th>Intervention is only supported by 1 peer reviewed citation.</th>
<th>Intervention is supported by at least 2 peer reviewed citations.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cite at least 2 articles in relation to the behavior and to your program (establish link, use APA style 6th Edition for citing sources).</strong></td>
<td>Intervention is not based on evidence based practices or not supported by research literature.</td>
<td>Intervention is only supported by 1 peer reviewed citation.</td>
</tr>
</tbody>
</table>

### Program Summary

**Summarize the properties of your program.**

<table>
<thead>
<tr>
<th>Lacks summary of intervention results.</th>
<th>Adequately summarizes intervention results.</th>
<th>Properly summarizes intervention results.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lacks summary of intervention results.</td>
<td>Adequately summarizes intervention results.</td>
<td>Properly summarizes intervention results.</td>
</tr>
</tbody>
</table>

### BIP: Behavioral Intervention Plan

**Create a one page Behavioral Intervention Plan based on their findings.**

<table>
<thead>
<tr>
<th>BIP neither properly tracks student behavior nor provides appropriate feedback on student performance.</th>
<th>BIP either properly tracks student behavior or provides appropriate feedback on student performance.</th>
<th>BIP both properly tracks student behavior and provides appropriate feedback on student performance.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIP neither properly tracks student behavior nor provides appropriate feedback on student performance.</td>
<td>BIP either properly tracks student behavior or provides appropriate feedback on student performance.</td>
<td>BIP both properly tracks student behavior and provides appropriate feedback on student performance.</td>
</tr>
</tbody>
</table>
4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

**Monitoring/Adjustments:** Continue to record behavior using the observational recording system used for baseline. Adjust the program (e.g., criteria levels, reinforcement schedules/types, movements toward making student more responsible for monitoring his/her own behavior, changing techniques/intervention) based upon observable changes (data) in target behaviors. **Describe all adjustments made and reasons** for adjustments. This process should take at least 4 weeks.

**Student Progress:** Describe **progress made** (include a graph as appropriate) toward the target objective(s) and current or future **plans to maintain and generalize appropriate behaviors.** Specifically address **plans for developing student's self-control.** Also, describe **any changes that you recommend** for future programs of a similar nature or with the student with whom you were working.

| Does not properly adjust behavioral intervention based on student performance recorded through data collection. | Delay in adjusting behavioral intervention based on student performance recorded through data collection, or did not provide sufficient time to identify trend. | Properly adjusts behavioral intervention based on student performance recorded through data collection. |

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**Assessment 7: Assessment Report**

**EDSP 4910: Educational Assessment of Individuals With Disabilities**

**Description and Use of Assessment in the Program:**
This Assessment Report is a requirement of EDSP 4910 *Educational Assessment of Individuals With Disabilities* and is taken during the spring of the junior year concurrent with EDSP 3730 *Characteristics and Instruction for Individuals With Intellectual Disabilities and Autism* and EDSP 3750 *Early Intervention*
Strategies for Young Children With Disabilities. A non-credit course accompanies the Educational Assessment course, during which candidates spend time practicing assessment administration with each other under the supervision of the course instructor. The course content also deals with legal foundations, procedural safeguards, and adherence to standardized administration and scoring procedures. Then, candidates practice giving assessments to children in K-12. One of the assessment tools is assigned to address all project requirements for this CEC performance assessment. If the ages and characteristics of the students included in the candidate’s current field experience are a logical match for the selected assessment tool, candidates may practice administration of this tool while in the field placement. However, candidates also are permitted to practice administration with children who may be more readily available, such as children of relatives, friends, or neighbors, because candidates may not have parental permission for students of the appropriate age in their placement for the selected assessment tool. After securing parental permission with the understanding that the assessment results are not valid, candidates practice test administration and scoring, and they adhere to all project guidelines, including confidentiality, when reporting results.

Alignment with CEC Standards/Elements:
4.1 Candidates’ conduct test administration and scoring of technically sound tools and describe considerations of potential bias in their report by including information about the tool’s purpose, technical adequacy, and normative group as well as expert reviews of the tool.
4.2 Candidates’ use the assessment’s technical manual and knowledge of measurement principles and practices to score and to interpret assessment results as well as to develop appropriate educational goals/objectives and recommendations for instruction.
6.3 Candidates’ descriptions of learners’ characteristics and behaviors include background information of family, culture, and school.

Assessment Tool/Rubric:
Assessment #7: Assessment Report
EDSP 4910: Educational Assessment of Individuals With Disabilities

The purpose of this assignment is for candidates to develop skills in (a) selecting and using technically adequate formal and informal assessments (emphasis on formal assessments), (b) recognizing strengths and limitations of various types of assessments, (c) interpreting results generated by administering formal types of assessment, and (d) adhering to procedural safeguards in determining eligibility for special education and related services. Candidates are expected to practice interpreting assessment results and guide educational decision making for individuals with exceptionalities by identifying strengths and weaknesses and generating educational goals. Of particular emphasis in administering, scoring, and interpreting these tests are (a) the evaluation of the technical adequacy of these instruments (e.g., norms, validity, reliability, SEM) by consulting manuals and specialized resources such as the Mental Measurements Yearbook, (b) the adherence to standardized procedures, and (c) the implementation of IDEA-related procedural safeguards (as appropriate) in ensuring a nonbiased assessment process (e.g., native language, appropriateness). In addition to adhering to ethical principles and practice standards, candidates recognize the pivotal role of parents in the evaluation and program development process, particularly how families and culture may interact with special education service delivery. Candidates become fluent in explaining procedural safeguards in general and in articulating/implementing relevant assessment safeguards in particular.

CEC Content Standards Addressed:
### Standard 4
Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.

### Standard 6
Beginning special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

**Assignment Description:** Candidates first practice administering and scoring assessments with each other during the non-credit hour course accompanying this educational assessment course. Later, candidates practice administering five assessment tools with students in K-12. Due to difficulties with school districts permitting candidates to spend time only in practicing assessment administration, particularly when it is not culminating in implementation of instructional strategies, candidates are allowed to work with relatives, children of friends, and neighbors, including children with disabilities, as they practice administration and scoring procedures.

**PART I: Describe the following:**

**Test Title, Publication Year, Author and Publishing Co.**

**Overview** – Identify test, indicate whether the test is individually or group administered, indicate whether the test is norm- or criterion-referenced, its intended use, area(s)/subtest(s), and population-age/grade range (# items)

**Description of Test Materials** - For example: manual, easel, protocol

**Description of Forms** - Provide a brief description and identify subtests of alternate form when appropriate

**Description of Subtests** – List each subtest (area as appropriate), provide brief description, number of items

**Test Administration:**
1. Individual or group
2. Qualifications of test administrator
3. Testing time

**Administration Tips**—Unique guidelines for administering the instrument (e.g., starting points; recording of responses, multiple answers)

**Scoring**

**Basal**—be specific if different rules apply for different subtests

**Ceiling**—be specific if different rules apply for different subtests

**Raw scores**—calculation—be specific

* **Derived scores**—Detailed description of the scoring process (follow own steps in scoring the instrument (Step components: obtained...; how-based on...; and where-by consulting which Table)

**Area comparisons**

**Profiles**

**Define unique scores** (i.e., RMI, RPI)

**Technical Adequacy:**

**Norms**—Number of participants; 2. Year of establishing latest norms; 3. Representativeness of the norm sample (reference census; list variables considered)

**Validity**—Construct, Content, Concurrent*

**Reliability**—Alternate form*, Split half*, Inter-rater*, Test-retest*

*Correlation Coefficients need to be included when appropriate

**Mental Measurement Yearbook (MMY) Description:** volume; page number
Summarize the *MMY* evaluation of the instrument (focus on what the experts have to say about technical adequacy (norms, validity, reliability) of the test; two well-developed paragraphs—one per reviewer); if the test is not found in *MMY*, you need to reference another source (specify reference).

**PART II**

**Student’s Name:**

**School:**

**Date of Birth:**

**Teacher:**

**Age:**

**Grade:**

**Date Tested:**

**Date of Report:**

**Examiner:** Your name

**Reason for referral:** Class assignment

**Relevant Background:** Information on student's family situation, school performance, favorite subjects, favorite activities, special skills or talents

**Testing Observations:** Provide the age of the student, an overall statement of the student's physical appearance (height/complexion) and then describe the student's behaviors relevant to the testing session (i.e., attention span, rate of response, response to failure/success.). Include testing time (e.g., 30 minutes). Avoid personal pronouns (e.g., I told him to ...) and common language (e.g., she had good time taking this test); rather, focus on specific behaviors.

**Test and Procedures Used:** Identify instrument (and specific form), norm- or criterion-referenced, intended use, area(s)/subtest(s), and population-age/grade range (copy information from overview, Part I). Then make a brief reference to the *nature of tasks* involved in the administration of the instrument (e.g., student had to point, verbally respond).

**Assessment Results:** Comprehensive presentation of test results—use table format when appropriate; include raw and derived scores for subtests/clusters/areas. Use the following headings: Raw, SS, PR, GE, AE.

**Summary and Conclusions:** Summary statement of results (highlights only) and interpretation of scores. This section should include: (a) a reference to the overall functioning of the student, (b) the effect of the standard error of measurement, (c) strengths and weaknesses (specific problems need to be identified), and (d) a reference to area comparisons, if applicable.

**Objectives** (at least two): Be specific, follow sample, and include all necessary components.
## Assessment #7: Assessment Report

<table>
<thead>
<tr>
<th>CEC Standard/Element</th>
<th>Task Components</th>
<th>Inadequate</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
</table>
| **4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.** | *Description of test materials, forms, and subtests*  
*Describe technical adequacy—Norms—number of participants, year of initial testing, representativeness of the norm sample; Validity—construct, content, concurrent; Reliability—alternate form, split half, interrater, test-retest*  
*Mental Measurements Yearbook Review* | Candidate’s understanding of selecting and using technically sound assessments that minimize bias is limited or inaccurate (e.g., absence of reference to concurrent validity, poor description of the sample; summary of MMY review is inadequate, or little information provided on technical adequacy). | Candidate’s understanding of selecting and using technically sound assessments that minimize bias is appropriate and largely accurate (e.g., adequate descriptions of technical information, accurate summary of MMY, and no more than one error in description). | Candidate’s understanding of selecting and using technically sound assessments that minimize bias is strong and reflects comprehensive descriptions (e.g., correct and comprehensive descriptions of technical information, adequate summary of MMY, and no more than one error in description). |
| **4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalitie s.** | *Description of test administration—Qualifications of test administrator, testing time; administration tips basal/ceiling rules;*  
*Description of the student's behaviors relevant to the testing session*  
*Description of results: Comprehensive presentation of results, including raw and derived scores subtests, clusters, and areas; Appropriate interpretation of results with recommendations* | Candidate’s use of measurement principles and practices is not adequate and does not guide educational decision making (e.g., test administration and scoring errors, inadequate results table, faulty interpretation of student strengths and weaknesses for decision making) | Candidate’s use of measurement principles and practices is adequate/appropriate and guides educational decision making (e.g., no test administration or scoring errors; appropriate results table with generated scores across subtests with no more than one error, and accurate interpretation of student strengths and weaknesses for decision making) | Candidate’s use of measurement principles and practices is strong and guides education decision making with no errors (e.g., no test administration or scoring errors, accurate interpretation of student strengths and weaknesses discussed explicitly for decision making, accurate and relevant objectives developed and connected to assessment results) |
| 6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services. | *Description of relevant background information for student's family situation, school performance, favorite subjects, favorite activities, special skills or talents.* *Description of normative sample with appropriateness and representativeness of sample for individual* *Description of procedural safeguards, including consent form* | Candidate's understanding of diversity is limited when describing relevant student background information, sample representativeness, and possible testing biases or lacks understanding of procedural safeguards with service delivery (e.g., information is brief, inaccurate, or does not address potential sample and testing biases) | Candidate's understanding of diversity is appropriate and accurate when describing relevant student background information, sample representativeness, and possible testing biases and demonstrates understanding of procedural safeguards with service delivery (e.g., information is appropriate and accurate, addresses the importance of a representative sample, and describes potential testing biases) | Candidate's understanding of diversity is comprehensive when describing relevant student background information, sample representativeness, and possible testing biases and demonstrates understanding of importance of procedural safeguards with service delivery (e.g., information is detailed and accurate, addresses the importance of representative sample that includes demographics of the student being assessed, and describes how the assessment tool may be biased with respect to individual student) |

Assessment 8: Assistive Technology Project
EDSP 3730: Characteristics and Instruction for Individuals With Intellectual Disabilities and Autism

**Description and Use of Assessment in the Program:** The Assistive Technology Project is a requirement of EDSP 3730 *Characteristics and Instruction for Individuals With Intellectual Disabilities and Autism* taken during the spring of the junior year. This course is addresses etiology, assessment practices, learning and behavioral characteristics, and evidence-based instructional strategies for students with intellectual disabilities or who have autism spectrum disorders. A clinical component of 10 field hours accompanies this course. Although candidates may observe the use of assistive technology in the field and are encouraged to discuss this use during the course, the Assistive Technology Project focuses on an extensive case study about an individual who could benefit from such support. This applied assignment requires candidates to analyze case study information. Then, they develop a low-tech device to address the individual needs included in their particular case study. Course instruction enables candidates to be able to connect student needs to appropriate technologies. Candidates practice analyzing and
addressing student concerns related to oral communication, written communication, social
development, employment skills, and/or independent living skills. Candidates select from among a
variety of assistive technologies and develop a low-tech device to address individual needs and
differences. Assistive technology devices are shared with peers, so candidates benefit from multiple
examples of assistive technology applications. Projects include candidate descriptions of the case study
student’s accessibility need; relevant training needed by student and school personnel using this
technology; a collaboration plan that includes how device will be used in the classroom and addressed
on student’s IEP; purpose, rationale, and design of the technology; and how effectiveness will be
evaluated and documented for the particular student.

Alignment with CEC Standards/Elements Cited:
1.2 Candidates’ descriptions of a student’s accessibility needs will demonstrate their understanding of
development and individual differences as they respond to these individual needs by addressing the
purpose and rationale for the assistive technology.
5.1 Candidates will consider an individual’s abilities, interests, learning environments, and cultural and
linguistic factors in the selection, development, and adaptation of an assistive technology device that
can support student learning and independent functioning.
5.3 Candidates will demonstrate familiarity with augmentative and alternative communication systems
and a variety of assistive technologies to support the communication and learning by taking into account
their case study student’s needs related to communication while they develop assistive technology to
address those communicative needs across environments, including how goals will be addressed on the
IEP.
5.4 Candidates will use strategies for enhancing language development and communication skills of
individuals with exceptionalities by incorporating an assistive technology plan to support
communication and language appropriate to their case study.
7.1 Candidates will use the theory and elements of effective collaboration by including a collaboration
plan that addresses both the student’s and others’ training needs and how the technology will be used
in multiple settings.

Assessment Tool/Rubric:
Assessment #8: Assistive Technology Project
EDSP 3730: Characteristics and Instruction of Individuals With Intellectual Disabilities and Autism

The purpose of this project is for candidates to develop an assistive technology (low-tech) device to
address CEC professional standards related to learner development and individual learning differences,
instructional planning and strategies, and collaboration. The Assistive Technology Project is an applied
assignment completed in EDSP 3730: Characteristics and Instruction of Individuals with Intellectual
Disabilities and Autism. This course is taken by all candidates in our undergraduate special education
program seeking initial multi-categorical special education certification. The focus of this course is
working with students with intellectual disabilities and/or autism. After reading and discussing
information about assessment for, selection of, and implementation of assistive technology, candidates
are given an individualized case description of a student who needs assistive technology to support oral
communication, written communication, social development, employment skills, and/or independent
living skills. Candidates analyze the information provided in the case study, identify assistive technology
needs, and design and develop a low-tech assistive technology device. In the accompanying report,
candidates provide descriptions of (a) the case study student and the accessibility need, (b) the training
necessary for school personnel and the student, (c) an effective collaboration plan, (d) how the assistive
technology device will be incorporated into classroom activities and the student’s IEP, (e) the proposed
device and its purpose, (f) a rationale for the device’s implied use and how the device was customized to meet the user’s unique needs, (g) construction of the device, and (h) how effectiveness will be documented.

**CEC Content Standards Addressed**

<table>
<thead>
<tr>
<th>Standard 1</th>
<th>Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 5</td>
<td>Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</td>
</tr>
<tr>
<td>Standard 7</td>
<td>Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.</td>
</tr>
</tbody>
</table>

**Assignment Expectations**

Candidates are provided an individualized case study of a student who needs assistive technology to support oral communication, written communication, social development, employment skills, and/or independent living skills. First, candidates analyze information provided in the case study and describe the student’s strengths, interests, and accessibility needs. This discussion should include how the student’s developmental level and individual characteristics influence learning and communication. Then, candidates devise and describe a low-tech assistive technology device and provide a rationale for the device. The assistive technology device is constructed and the candidate includes a detailed description of materials and step-by-step guide to construction of the device. Next, an effective collaboration plan should be developed detailing what training the student, school personnel (e.g., general education teachers, related arts teachers, paraprofessionals), and family members will need in order to use the assistive technology device. Candidates then describe how the device could be included in the student’s Individualized Education Program and how it will be incorporated into classroom, home, and/or community activities including an explanation of how the student’s culture and language skills may impact opportunities to learn and communicate in these environments. After the device has been constructed, candidates will explain how the teacher will measure the effectiveness of the assistive technology device and candidates will develop a data collection instrument that can be used to document effectiveness. Finally, candidates will share their assistive technology projects with peers in the course.
## Assessment 8: Assistive Technology (AT) Project

<table>
<thead>
<tr>
<th>CEC Standard/Element</th>
<th>Task Components</th>
<th>Inadequate</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.</td>
<td>*Student from case study is described including a discussion of strengths, interests, and accessibility needs. *Discussion should include how the child’s developmental level and individual characteristics influence learning. *Describe the assistive technology device and rationale for the device.</td>
<td>Candidate does not demonstrate adequate knowledge of developmental and learning differences; does not use knowledge of learning differences to develop AT device. Description is not directly related to the need for assistive technology.</td>
<td>Candidate uses knowledge of development and learning differences to develop an appropriate AT device to address student needs. Description of student learning needs demonstrates the need for assistive technology.</td>
<td>Candidate uses knowledge of development and learning differences to develop an appropriate AT device to address student needs and background information. Description of student learning needs and developmental levels demonstrates the need for the specific AT device developed by the candidate.</td>
</tr>
<tr>
<td>5.1 Beginning special education professionals consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities.</td>
<td>*Describe student’s culture and language skills that likely impact his or her opportunities to learn and communicate in the school and home environments. *Describe how the student’s interests are incorporated into the device.</td>
<td>Candidate did not demonstrate knowledge of student abilities, interests, or cultural/linguistic factors in the description of or in the development of the AT device.</td>
<td>Candidate demonstrated knowledge of student abilities, interests, and/or cultural/linguistic factors in the description of and in the development of the AT device.</td>
<td>Candidate demonstrated extensive use of student interests, abilities, learning environments, and/or cultural/linguistic factors in the development of the AT device. AT device and services are highly likely to improve learning opportunities within the school and home environment.</td>
</tr>
<tr>
<td>5.3 Beginning special</td>
<td>*Describe the assistive technology device and</td>
<td>Candidate failed to describe, in</td>
<td>Candidate sufficiently</td>
<td>Candidate described in extensive detail</td>
</tr>
<tr>
<td>Agenda Item 2c</td>
<td></td>
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</tbody>
</table>
| 5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities. | **rationale for the device.**  
*Describe how the assistive technology device could be included in the student’s IEP and incorporated into classroom, home, and/or community activities.  
*Write an educationally-sound IEP goal statement that addresses the purpose of the device. |
| sufficient detail, the AT device and/or did not sufficiently describe how the device could be incorporated into the student’s environment. Candidate did not provide an educationally-sound IEP goal statement. | described the AT device and how it could be implemented into the student’s environment to address communication and learning needs. Candidate provided an educationally-sound IEP goal statement. |
| the AT device and how it could be implemented into the student’s environment to address communication and learning needs. Candidate provided an educationally-sound IEP goal statement. |  |
| 7.1 Beginning special education professionals use the theory and elements of effective collaboration. | **Describe how the AT device addresses student needs in the area of communication that likely impact his or her opportunities to learn and communicate in the school and home environments.**  
*Candidate failed to describe how the AT device addresses student needs in the area of communication.** |
| Candidate sufficiently described how the AT device addresses specific student needs in the areas of communication. | Candidate made a clear connection between the AT device and student communication needs and sufficiently described how the AT device supports growth in the area of communication. |
| Candidate developed an adequate collaboration plan that included appropriate strategies for collaborating effectively with school personnel and family members. | Candidate developed a highly detailed and effective collaboration plan that included research-based strategies for collaborating effectively with school personnel and family members. |
| Candidate developed an adequate collaboration plan that included appropriate strategies for collaborating effectively with school personnel and family members. |  
*Describe the training necessary for school personnel and the student to effectively use the device.  
*Describe an effective collaboration plan detailing what training the student, other school personnel (e.g., general education teachers, related arts teachers, paraprofessionals), and family members will need in order to use the assistive technology device. |
| Candidate failed to develop an adequate collaboration plan that included appropriate strategies for collaborating effectively with school personnel and family members. |  |

_Clemson University, MAT, Teacher Residency, Special Education, CAAL, 11/01/2018 – Page 124_
E. Planned Use of Assessment Results to Improve Candidate and Program Performance

Data will be collected by program faculty and reviewed and discussed in program area meetings. Data will also be reviewed and maintained by the Executive Director of Strategic Planning, Assessment and Accreditation and the Coordinator for Assessment and Analytics. We will review disaggregate and aggregate data, interpretations of data, and meeting minutes to determine ways to improve candidate and program performance. In addition, we will engage our students, cooperating teachers, university supervisors, and school and district partners, through external advisory board meetings in a discussion of our assessment data. Our program faculty will engage with any appropriate groups both within and outside of the university to make the program improvements indicated by the data review.
B.S. in Middle Level Education

1. Given the state is changing middle level certification from required content areas from two to one for certification. As discussed at the ACAP meeting, please provide explanation about the differences between what’s required by the institution vs. what’s required by the state requirements?

Add to introduction, page 2

The College of Education recognizes that the state has changed its Middle Level policy and only require a single certification of middle level teachers. However, the school districts are asking for dual certified middle level teachers. We have listened to their concerns and needs, and therefore designed the program to meet their needs for dual certified graduates, and facilitate students having an option for dual certification. Candidates will meet the content requirements for two areas. Students will be advised that they will have the option to seek a second certification as an add-on. The faculty believe that this will improve the candidate’s employment opportunities.

2. Curriculum by Year. Please clarify how to communicate with students about the option of certifications. (p.9)

Add to page 9:

**Middle Level Undergraduate Student Advisement**

Undergraduate student advisement is a critical for student success. Students meet at least once every semester to ensure that they are making progress toward their degree, understanding their options (one or two certifications), enrolling in the right course sequence, taking the appropriate Praxis tests, and using college resources in making decisions. For students enrolled in Middle Level Education, a key component of the advisement is the opportunity for dual certification.

Clemson’s College of Education has routinely worked with students to prepare them for certification. For example, our Science majors are certified in a content area, and have an opportunity to add on general science as a second certification. The students understand that a second area of certification improves their employment opportunities. The college faculty and advisors are prepared to have these conversations with our students every semester. In addition to our professional and faculty advisors, the Office of Field and Clinical Partnerships and Outreach meets regularly with students to assist them through the certification process and to communicate the necessary requirements.

3. **Total FTE needed to support the proposed program.** Please clarify “the additional 3.0 FTE thereafter” is needed. (p.23)

Correction to page 23 (possibility now page 24)

Faculty: 4.0 FTE (Year 01, 1.0 FTE, Year 02-05: 4.0 FTE)

And in the text:

Faculty, staff and administration are in place to implement the program and are being reallocated from their current teaching roles to the Middle Level program. The four faculty FTE
in middle level education positions are in place and will meet the needs for implementing the program. One replacement faculty hire will be made during the 2018-19 academic year for an open ELA middle level position in the department, but this is not a new position.

M.A.T. Teacher Residency in Middle Level Education

1. As discussed at the ACAP meeting, please provide explanation of the assessment fee of $500. Please explain the rationales of $500 fee assessed during the second and third semester for an endowment fund has been ensured for this proposed program. Provide specifics as how the fee should be spent.

   Added to Expense Highlights

   Teacher Residency Program Expenses: The program fee is $500 per semester and is used during the semester it is paid to cover the cost of the teacher residency experiences. The fee supports the supervision of the residency experience, field placement, and teacher residency supervision by university faculty (such as travel costs). The program fee is equivalent to lab fees that are charged at the undergraduate level for students engaged in their teacher practicums. The MAT Teacher Residency program requires more supervision and engagement by faculty with the K-12 schools and with the individual graduate students thus the fee is necessary to cover expenses. It is a pass-through on the budget table line items, i.e., income of the program fees is equal to expenses of the program fees.

   Added to Revenue Highlights

   (current, no change) Teacher Residency Program Fee: In 2022-23, a $515 per semester program fee will be charged to students during their second and third semesters to support administration, field placement, and teacher residency supervision. The program fee is equivalent to lab fees that are charged at the undergraduate level for students engaged in their teacher practicums. The MAT Teacher Residency program requires more supervision and engagement by faculty with the schools and the graduate students thus the fee is necessary for us to cover our expenses.

   (edited) Endowed Funds: Recurring resources from the Eugene T. Moore endowed fund will support the Teacher Residency program and is shown in the table. Endowment funds are used for co-curricula activities for students, faculty, and master teacher experiences. Examples include field trips, call-back meetings, conference attendance, or situations in which state funds cannot be used. Meals, or even coffee, must be paid out of non-state funds.

2. As discussed at the ACAP meeting, please provide explanation about how to compensate the collaborating (mentoring) teachers on site?

   The Master Teachers are paid by their districts, not the University. This includes any courses, stipends, or substitute teachers if needed. The districts see this as a means to develop their instructional leadership capacity within the schools. The districts also see
this as a way to value teachers in their buildings who are not interested in administration/leadership roles in the school nor university teaching positions. It provides an opportunity to value and retain strong and innovative teachers in K-12.

3. Please identify the criteria for selecting a candidate for being a mentor teacher.

Cooperating Teachers

In the first semester of the program when students are taking 12 hours of graduate credit, they have supervised clinical field experience associated with their coursework and spend at least two full days/week in the field. Students work with a cooperating teacher that semester who evaluates formally at least two lessons. Students also work under the direction of a university supervisor, who meets with them regularly and evaluates formally at least three lessons. The teacher and supervisor collaborate to provide a final evaluation for the student.

Cooperating teachers must attend the SC Teaching Standards Rubric Training. The training includes resources that support cooperating teachers in serving in this role and evaluating students using the standard state rubrics. Clemson provides additional resources on its website, including forms to be used to evaluate lesson plans. ([http://www.clemson.edu/education/academics/field-experiences/cooperating-teachers-site-mentors.html](http://www.clemson.edu/education/academics/field-experiences/cooperating-teachers-site-mentors.html))

4. The first paragraph. Line 2. The proposed program will not be “the first time in South Carolina” for other Teacher Residency programs at Clemson were approved. (p.3)

Added:

This proposed program adds Middle Level Education to the Teacher Residency options at Clemson University.

5. Section of Assessment of Needs: Reorganization of this section is suggested. The paragraph starting with “The MAT in Teacher Residency Program is not shorter in......” should go to the curriculum section. (p.4)

Moved

6. Consolidating the part of admission requirements for the program (p.6-p.9). Some information needs to go the section of Curriculum. Stay focused on explanation of projected enrollment. Admission requirements won’t ensure the projected enrollment.

Edited the section

Added:

If the current pattern of applications into Teacher Residency (Early Childhood, Elementary, Secondary) is used as a model, more students apply for Teacher Residency than are accepted.
7. **Curriculum by Year.** Please clarify the delivery mode of each course. (p.10)

Course Delivery Definitions are provided below. The delivery methodology for each course is found in the Curriculum by Year Table on page 11.

- Traditional (primarily face to face, but may include online or web-based activities)
- Online (taught online, students do not typically meet with their teachers or classmates in person, however a face-to-face interaction may be included)
- Hybrid (a mixture of face to face and online)
- Field (off-site and experiential)

8. **Curriculum by Year.** Please differentiate the course codes and the course descriptions for ED 8090 Teacher Residency Internship and ED 8480 Teacher Residency Seminar. The same courses were offered twice in two different semesters. (p.10)

**The Residency Year**

ED 8090 (TR Internship) and ED 8480 (TR Seminar) are repeated twice, for a total of six credit hours each. The course syllabi approved and submitted as part of the Teacher Residency programs (in Early Childhood, Elementary, and Secondary) are provided below. Clemson University does not require different “codes” for courses that can be repeated as part of the course design. A student would only be allowed to sign up for three semester hours during any given semester.

- **ED 8090 Teacher Residency Internship:**
  This course is a supervised, clinical field experience in which teacher residents apply newly acquired knowledge in a school setting. The purpose of this twice-repeatable residency internship is to expand the typical clinical teaching semester into a year-long teacher residency.

- **ED 8480 Teacher Residency Seminar**
  Seminar course accompanying a supervised teacher residency internship. Students reflect upon and solve problems related to the teacher residency internship, share effective teaching practices, and devise ways to document dimensions of effective teaching. The purpose of this twice-repeatable residency seminar is to provide a course for students in residency internships to reflect on what is occurring in their classrooms and schools, to use feedback from their course instructor and peers to solve problems, and to explore issues related to classroom teaching.

9. Please provide explanation of the distinction between ED 8090 and ED 8480.

The seminar allows the opportunity for graduate students and faculty to discuss the field experience and make changes in their field experiences as indicated. Graduate students have an opportunity to share with each other and their faculty as they move through this immersive experience. The internship and seminar compose the full-year classroom apprenticeships integrating coursework and clinical experiences.
10. **Financial Support.** Please explain the estimated cost for Program administration/faculty staff salaries for “no new faculty, support staff or administration are required”. (p.24)

The new financial tables ask for the cost of the implementation of a program, new and total. There are no new costs in implementing the Teacher Residency in Middle Level Education. The administration, faculty, and staff for Teacher Residency are operational and in place. There are no new courses for the TR in Middle Level Education.

The calculations for the Financial Table have taken the total cost of the Teacher Residency programs (Special, Middle Level, Early Childhood, Elementary, and Secondary Education) and have allocated the cost of the delivery of the Middle Level Education based on the number of students enrolled in middle level education as a percentage of the total cost of operating Teacher Residency and on the total number of students enrolled in five Teacher Residency programs.

The tuition and program fees would be considered new and are offset by program fee expenses and debt service for the final two graduate semesters of the program. Students in the first semester of the program are considered undergraduates and their tuition and fees are not new to the university.

11. Please explain the estimated cost for facilities, equipment, supplies, and materials.

Line: Facilities, equipment, supplies, and materials includes routine replacement costs of office equipment (software, monitors) and the ADA compliance/Course Capture of online and hybrid courses on a three-year cycle. The cost for TR Middle Level Education is a percentage of the total cost based on number of TR Middle Level Education students as a part of the total number of TR students in (Early, Elementary, Secondary, and Special).

12. Please clarify differences in tuition of on-campus courses vs. online courses if there are any.

In Teacher Residency, the course tuition is the same for online, hybrid, and traditional delivery methodologies.

13. **Curriculum by Year.** “Students work with a mentor or cooperating teacher that semester who evaluates formally at least two lessons.” Please clarify the role and responsibilities of the mentor or cooperating teacher. (p.10)

**Cooperating Teachers**

In the first semester of the program when students are taking 12 hours of graduate credit, they have supervised clinical field experience associated with their coursework
and spend at least two full days/week in the field. Students work with a cooperating teacher that semester who evaluates formally at least two lessons. Students also work under the direction of a university supervisor, who meets with them regularly and evaluates formally at least three lessons. The teacher and supervisor collaborate to provide a final evaluation for the student.

Cooperating teachers must attend the SC Teaching Standards Rubric Training. The training includes resources that support cooperating teachers in serving in this role and evaluating students using the standard state rubrics. Clemson provides additional resources on its website, including forms to be used to evaluate lesson plans. ([http://www.clemson.edu/education/academics/field-experiences/cooperating-teachers-site-mentors.html](http://www.clemson.edu/education/academics/field-experiences/cooperating-teachers-site-mentors.html))

M.A.T. Teacher Residency in Special Education

1. As discussed at the ACAP meeting, please provide explanation of the assessment fee of $500. Please explain the rationales of $500 fee assessed during the second and third semester for an endowment fund has been ensured for this proposed program. Provide specifics as how the fee should be spent.

To address this and a further question about budgets, this section was edited in several areas, adding to bullets on Teacher Residency Program Expenses, Teacher Residency Fees (under income), and Endowment Funds was expanded. To address this question:

**Teacher Residency Program Expenses:**

The program fee is $500 per semester and is used during the semester it is paid to cover the cost of the teacher residency experiences. The fee supports the supervision of the residency experience, field placement, and teacher residency supervision by university faculty (such as travel costs). The program fee is equivalent to lab fees that are charged at the undergraduate level for students engaged in their teacher practicums. The MAT Teacher Residency program requires more supervision and engagement by faculty with the K-12 schools and with the individual graduate students thus the fee is necessary to cover expenses. It is a pass-through on the budget table line items, i.e., income of the program fees is equal to expenses of the program fees.

**Endowed Funds:**

Recurring resources from the Eugene T. Moore endowed fund will support the Teacher Residency program and is shown in the table. Endowment funds are used for co-curricula activities for students, faculty, and master teacher experiences. Examples include field trips, call-back meetings, conference attendance, or situations in which state funds cannot be used. Meals, or even coffee, must be paid out of non-state funds.
2. As discussed at the ACAP meeting, please provide explanation about how to compensate the collaborating (mentoring) teachers on site.
   
   Added the following to the discussion on master teachers, following the curriculum table.

   The Master Teachers are paid by their districts, not the University. This includes any courses, stipends, or substitute teachers if needed. The districts see this as a means to develop their instructional leadership capacity within the schools. The districts also see this as a way to value teachers in their buildings who are not interested in administration/leadership roles in the school nor university teaching positions. It provides an opportunity to value and retain strong and innovative teachers in K-12.

3. **Background Information**: the last paragraph. Please explain what the remaining hours are. If using a flow chart to illustrate the layout of the proposed program, it will be clear. (p.2)

   Added:

   In addition to the 12 credit hours their first semester in Teacher Residency, the graduate students have 12 credit hours in a two-semester immersive internship and accompanying seminar and complete six hours in a research course and a capstone project for a total of 30 credit hours. The details and breakdown of required courses by semester can be found on page 12.

4. The first paragraph. Line 2. The proposed program will not be “the first time in South Carolina” for other Teacher Residency programs at Clemson were approved. (p.3)

   Rewrote: This proposed program adds Special Education to the Teacher Residency options at Clemson University.

5. **Section of Assessment of Needs**: Reorganization of this section is suggested

   1. The paragraph starting with “The MAT in Teacher Residency Program is not shorter in……” should go to the curriculum section.

   Moved discussion

   2. Put all the information about Description of the projected enrollment information together: p.4 & P5.

   Moved discussion

   3. Item #4, “First three programs” needs to be specific. (p.4)

   Added

   Edited the titles of each, and added #5 related to school districts
1. **Student Meetings:** Thirty juniors met with advisors in the spring of 2017 and filled out the GS6-Bachelor-to-Master form expressing their intent to participate in the program (this was achieved with very little communication about the program).

2. **Survey Results:** A survey of all education majors (40% return rate) showed that 60% of students were very interested in pursuing this option.

3. **Recruitment:** Finally, as this option has been discussed informally during orientation sessions with students and parents there seems to be very strong interest in this option. In fact, multiple students have selected Clemson in the fall because they will be able to pursue this option. Thus, we are expecting (though have not included it in the numbers) that Teacher Residency will be an incentive as accepted undergraduate students make their final decisions.

4. **Enrollment** in the first three Teacher Residency programs (Early Childhood, Elementary Education, and Secondary Education) was 23 students in January 2018. These students will begin the TR portion of the graduate curriculum in the fall of 2018, graduating in the spring of 2019.

5. **School districts** have requested that we add Special Education to our options for Teacher Residency due to persistent vacancies in Special Education.

4. **Table of Employment Opportunities:**
   1. the projection of which year should be included.
   2. Specify the expected number of job in the first column: general teaching openings?

   Added

5. **Consolidating the part of admission requirements for the program** (p.6-p.9). Some information needs to go the section of Curriculum. Stay focused on explanation of projected enrollment. Admission requirements won’t ensure the projected enrollment. (p.5)

   Edited this section and added:

   If the current pattern of applications into Teacher Residency (Early Childhood, Elementary, Secondary) is used as a model, more students apply for Teacher Residency than are accepted.

6. **Curriculum by Year.** Please clarify the delivery mode of each course. (p.10)

   Course Delivery Definitions are provided below. The delivery methodology for each course is found on the Curriculum By Year table on page 10.

   - Traditional (primarily face to face, but may include online or web-based activities)
   - Online (taught online, students do not typically meet with their teachers or classmates in person, however a face-to-face interaction may be included)
• Hybrid (a mixture of face to face and online)
• Field (off-site and experiential)

7. Please identify the criteria for selecting a candidate for being a mentor teacher.

We have deleted Mentor throughout and left Cooperating Teachers, the qualifications for Master Teachers were already listed, so we added a header, Master Teacher.

Cooperating Teachers

In the first semester of the program when students are taking 12 hours of graduate credit, they have supervised clinical field experience associated with their coursework and spend at least two full days/week in the field. Students work with a cooperating teacher that semester who evaluates formally at least two lessons. Students also work under the direction of a university supervisor, who meets with them regularly and evaluates formally at least three lessons. The teacher and supervisor collaborate to provide a final evaluation for the student.

Cooperating teachers must attend the SC Teaching Standards Rubric Training. The training includes resources that support cooperating teachers in serving in this role and evaluating students using the standard state rubrics. Clemson provides additional resources on its website, including forms to be used to evaluate lesson plans. (http://www.clemson.edu/education/academics/field-experiences/cooperating-teachers-site-mentors.html)

8. Curriculum by Year. Please differentiate the course codes and the course descriptions for ED 8090 Teacher Residency Internship and ED 8480 Teacher Residency Seminar. The same courses were offered twice in two different semesters. (p.10)

Added:

The Residency Year
ED8090 (TR Internship) and ED 8480 (TR Seminar) are repeated twice, for a total of six credit hours each. The course syllabi approved and submitted as part of the Teacher Residency programs (in Early Childhood, Elementary, and Secondary) are provided below. Clemson University does not require different “codes” for courses that can be repeated as part of the course design. A student would only be allowed to sign up for three semester hours during any given semester.

• ED 8090 Teacher Residency Internship:
This course is a supervised, clinical field experience in which teacher residents apply newly acquired knowledge in a school setting. The purpose of this twice-repeatable residency internship is to expand the typical clinical teaching semester into a year-long teacher residency.

• ED 8480 Teacher Residency Seminar
Seminar course accompanying a supervised teacher residency internship. Students reflect upon and solve problems related to the teacher residency internship, share effective teaching practices, and devise ways to document dimensions of effective teaching. The purpose of this twice-repeatable residency seminary is to provide a course for students in residency internships to reflect on what is occurring in their classrooms and schools, to use feedback from their course instructor and peers to solve problems, and to explore issues related to classroom teaching.

9. Please provide explanation of the distinction between ED 8090 and ED 8480.

The seminar allows the opportunity for graduate students and faculty to discuss the field experience and make changes in their field experiences as indicated. Graduate students have an opportunity to share with each other and their faculty as they move through this immersive experience. The internship and seminar compose the full-year classroom apprenticeships integrating coursework and clinical experiences.

10. Impact on Existing Programs. Clarification is needed for the prospective students. Does the proposed program intend to recruit undergraduate students from other education majors? (p.19)

Added the following sentence:

To be eligible to participate in the Teacher Residency program in special education, all pre-requisite Special Education coursework at the undergraduate level is required. Please see Appendix A for detailed undergraduate coursework. Students in other education majors are not likely to apply, they would need to have taken all the special education undergraduate coursework to meet requirements.

11. Financial Support. Please explain the estimated cost for Program administration/faculty staff salaries for “no new faculty, support staff or administration are required” (p.22).

The new financial tables ask for the cost of the implementation of a program, new and total. There are no new costs in implementing the Teacher Residency in Special Education. The administration, faculty, and staff for Teacher Residency are operational and in place. There are no new courses for the TR in Special Education.

The calculations for the Financial Table have taken the total cost of the Teacher Residency programs (Special, Early Childhood, Elementary, Secondary Education, and Middle Level) and have allocated the cost of the delivery of the Special Education based on the number of students enrolled in special education as a percentage of the total cost of operating Teacher Residency and on the total number of students enrolled in all Teacher Residency programs.

The tuition and program fees would be considered new and are offset by program fee expenses and debt service for the final two graduate semesters of
the program. Students in the first semester of the program are considered undergraduates and their tuition and fees are not new to the university.

12. Please explain the estimated cost for facilities, equipment, supplies, and materials.

   **Operational Costs:**
   - Facilities, equipment, supplies, and materials include routine replacement costs of office equipment (software, monitors) and the ADA compliance/Course Capture of online and hybrid courses on a three-year cycle. The cost for TR special education is a percentage of the total cost based on number of TR Special Education students as a part of the total number of TR students in (Early, Elementary, Secondary, and Middle).

13. Please clarify differences in tuition of on-campus courses vs. online courses if there are any.

   **Revenue Highlights:** added sentence
   - **Tuition and Fees:** An online Tier 5 rate of $447 per credit hour for in-state and out-of-state students for the master’s program, increasing to projected Tier 4 online rates of $593 per credit hour in the third year of the program. The revenue model uses a projection of an annual three percent tuition increase. There is no difference in the cost per credit hour based on course delivery methodology (traditional, online, hybrid).

14. **Evaluation and Assessment.** Please differentiation of learning outcome and learning objective. (p.24)

   Since by definition, there are learning outcomes and learning objectives are used interchangeably, see below:

   “Outcomes/Objectives: Brief, clear, precise, measurable statements that (stated using action verbs whenever possible). High quality objectives and outcomes are Specific, Measurable, Achievable, Relevant, and Time-Referenced (SMART). Student Learning Outcome (SLO): A statement of the measurable achievement a student will be able to know, think, or do as a result of completion of the degree program or course.” (Clemson University Assessment Handbook, July 2015, [https://www.clemson.edu/assessment/documents/CU%20Assessment%20Handbook%20rev%206%2016%2015.pdf](https://www.clemson.edu/assessment/documents/CU%20Assessment%20Handbook%20rev%206%2016%2015.pdf))

   And while we did not add the above statement in the redline version, we have looked to understand what the questions are. We believe that there is confusion in the Assessment Section between our assessment of Program Goals versus Student Learning Outcomes. In addition, we use the term student, to refer to our graduate student and student can also refer to K-12 students.

   Therefore, we edited the Evaluation and Assessment Chart to clarify who is being assessed and when.
15. **Curriculum by Year.** “Students work with a mentor or cooperating teacher that semester who evaluates formally at least two lessons.” Please clarify the role and responsibilities of the mentor or cooperating teacher. (p.10)

**Cooperating Teachers**

In the first semester of the program when students are taking 12 hours of graduate credit, they have supervised clinical field experience associated with their coursework and spend at least two full days/week in the field. Students work with a cooperating teacher that semester who evaluates formally at least two lessons. Students also work under the direction of a university supervisor, who meets with them regularly and evaluates formally at least three lessons. The teacher and supervisor collaborate to provide a final evaluation for the student.

Cooperating teachers must attend the SC Teaching Standards Rubric Training. The training includes resources that support cooperating teachers in serving in this role and evaluating students using the standard state rubrics. Clemson provides additional resources on its website, including forms to be used to evaluate lesson plans. ([http://www.clemson.edu/education/academics/field-experiences/cooperating-teachers-site-mentors.html](http://www.clemson.edu/education/academics/field-experiences/cooperating-teachers-site-mentors.html))