

**New Program Proposal
 Bachelor of Science in Special Education, Multi-Categorical with Severe Disabilities
 Winthrop University**

Summary

Winthrop University requests approval to offer a program leading to the Bachelor of Science in Special Education, Multi-Categorical with Severe Disabilities to be implemented in Fall 2017. The proposed program is to be offered through traditional instruction. The program will lead to certification to teach in South Carolina. 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 and support documents are attached.

Stages of Consideration	Date	Comments
Program Proposal Received	10/3/16	Not Applicable
ACAP Consideration	11/17/16	Representatives from Winthrop University discussed the need for the program. Winthrop University currently has a degree in Special Education with two foci. Winthrop reviewed data on where graduates were getting the jobs and the needs of the state and determined schools need teachers with broader training in Special Education. This program will include training in severe disabilities, which is not offered at most institutions in South Carolina. Members of the Advisory Committee on Academic Programs (ACAP) discussed the program. ACAP members voted to approve the program proposal.
Comments and suggestions from CHE staff sent to the institution	12/6/16	Staff requested the proposal be revised to: <ul style="list-style-type: none"> • Confirm Board of Trustees approval and the approval date. • Identify the number of new students expected as a result of this program revision and explain how the projected enrollment was calculated. • As requested at ACAP, include USC Aiken as an institution that offers a multi-categorical Special Education program and verify that the list is accurate and complete.
Revised Program Proposal Received	12/13/16	The revised proposal satisfactorily addressed the requested revisions.

Recommendation

The staff recommends that the Committee on Academic Affairs and Licensing approve the program leading to the Bachelor of Science in Multi-Categorical with Severe Disabilities to be implemented in Fall 2017 with the provision the program is approved for certification authority by the South Carolina Department of Education.

Institutional Approvals and Dates of Approval

Board of Trustees approval – 11/4/2016
President approval – June 2016
Provost approval – May 2016
Faculty Conference approval – 4/29/2016
Academic Council approval - 4/22/2016
University Curriculum Committee approval - 4/10/2016
Teacher Education Committee approval - 3/31/2016
College of Education Dean approval - 3/2/2016
College of Education Faculty Assembly approval - 3/1/2016
College of Education Curriculum Committee approval - 3/1/2016
Dept. of Counseling, Leadership, and Educational Studies approval - 2/23/2016

Background Information

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

The purpose of the B.S. in Special Education (multi-categorical with severe disabilities) program is to prepare candidates to teach students with learning disabilities, emotional and behavior disabilities, intellectual disabilities, autism spectrum disorders, and severe disabilities in inclusive classrooms and special settings. This program will replace the existing B.S. in Special Education consisting of two tracks Learning/Emotional Disabilities and Mental/Severe Disabilities.

The target audience for the B.S. in Special Education Multi-Categorical with Severe Disabilities program is undergraduate students seeking initial certification in special education. This program will also include the option for add-on elementary certification. The program addresses the Council for Exceptional Children’s Initial Level Special Educator Preparation Standards for Candidates, preparing candidates to: understand the development of learners and their individual learning differences (CEC Standard 1), create positive learning environments (CEC Standard 2), use various informal and formal assessment practices (CEC Standard 4), systematically plan and deliver literacy, mathematics, and content area instruction using research-based practices (CEC Standards 3 and 5), and develop the professional dispositions necessary to become a lifelong learner committed to collaborating with others to meet the needs of learners with disabilities (CEC Standards 6 and 7).

The B.S. in Special Education aligns with Winthrop’s mission for providing “personalized and challenging undergraduate, graduate, and continuing professional development programs of national caliber within a context dedicated to public service to the nation and to the State of South Carolina.”

List the program objectives. (2000 characters)

Program completers will:

1. Understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.
2. Use positive behavioral interventions and supports, applied behavior analysis, and culturally responsive teaching approaches to create safe, inclusive learning environments that promote healthy social-emotional development and productive academic engagement.
3. Use knowledge of general and specialized curricula to individualize learning for students with exceptionalities.
4. Use multiple methods of assessment and data sources in making instructional decisions.
5. Select, adapt, and use a repertoire of evidence-based instructional strategies to advance the learning of individuals with exceptionalities.
6. Use foundational knowledge of the special education discipline and professional ethical principles to inform practices, engage in lifelong learning, and advance the profession.
7. Collaborate with individuals with exceptionalities, their families, and other professionals who support them to address their needs across a range of learning experiences.

Assessment of Need

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

Currently, Winthrop has a special education program with two tracks for candidates to choose from: Learning Disabilities/Emotional Disabilities (LD/ED) or Mental Disabilities/Severe Disabilities (MD/SD). When Winthrop's graduates enter the teaching profession, they often work with students with various disabilities, not just students specific to their certification areas. Without coursework across all categories, they may feel inadequately equipped to meet the demands of their jobs. Thus, a multi-categorical program with coursework included for the add-on certification in severe disabilities will better prepare candidates for roles they may take on throughout their teaching careers. This new program will prepare them to teach effectively and support students with learning, emotional, intellectual, autism spectrum disorder, and severe disabilities (LD, ED, ID, ASD, and SD). This program will also address hiring needs in the state of South Carolina. Many special education teaching positions are described as multi-categorical positions. Thus, having LD/ED certification only may not allow graduates to apply for positions that include students with intellectual disabilities. Likewise, those with MD/SD certification may not be eligible to apply for positions that include students with learning disabilities. With this new program, graduates may apply for any special education position in the state (other than hearing/vision impairments). There are always special education teacher shortages in the state, region, and at the national level. Graduates who have multi-categorical and severe disabilities certification will be able to fill positions more easily than those who are limited to only two specific certification areas.

For the academic year 2015-2016, the U.S. Department of Education reported a shortage of special education teachers in 49 states, South Carolina being one of the 49 states. According to *USA Today College* (<http://college.usatoday.com/2015/12/14/special-education-teacher-shortage-creates-opportunity-for-students/>), 12.3% of special education teachers leave the profession, which is nearly double the attrition rate of their general education counterparts. Therefore, there is a national need for additional highly qualified special education teachers.

Employment Opportunities

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

- Yes
 No

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

Employment Opportunities			
Occupation	Expected Number of Jobs	Employment Projection	Data Source
Special Education Teacher (Kindergarten and Elementary)	+49,800 jobs over the next ten years (national) +600 jobs over the next ten years (SC)	Over the next ten years: +6% (national) +7% (SC)	Career One Stop
Special Education Teacher (Middle School)	+23,000 jobs over the next ten years (national) +300 jobs over the next ten years (SC)	Over the next ten years: +6% (national) +7% (SC)	Career One Stop
Special Education Teacher (Secondary School)	+33,100 jobs over the next ten years (national) +300 jobs over the next ten years (SC)	Over the next ten years: +6% (national) +7% (SC)	Career One Stop

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

Graduates of Winthrop’s B.S. in Special Education program continue to have 100% job placement. Each year there are more special education teaching positions available across the state (and nation) than there are graduates to fill those positions. Winthrop special education faculty members often receive requests from various school and district-level administrators seeking graduates to fill special education positions. According to the CERRA Online Job Bank for vacancies in S.C. schools for the 2016-2017 school year, as of 5.2.2016, there are one special education (SPED) pre-K position, two EMD positions, five LD positions, eleven multi-categorical positions, one SD position, and one TMD position available. Additionally, according to CERRA’s 2015 Supply and Demand Report (http://cerra.org/media/documents/2016/1/2015_Supply_Demand_Report.pdf), special education vacancies in all school levels made up the second largest share (18.6%) of unfilled teaching positions in the state (p.4).

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

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

NA

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

Yes

No

If yes, explain. (500 characters)

For Winthrop, this proposal signifies a program modification to its existing B.S. in Special Education with LD/ED and MD/SD track options. The proposed B.S. in Special Education Multi-Categorical with Severe Disabilities will replace the aforementioned. Students will have the option to switch catalogs and graduate with the new licensure options (multi-categorical and severe disabilities) or remain in their current catalog. With a proposed start date of fall 2017, the program will suspend admissions into the existing program fall 2017 and dissolve the two tracks spring 2020.

No other programs will be impacted by these changes.

List of Similar Programs in South Carolina

Program Name	Institution	Similarities	Differences
BS in Special Education – Multi-categorical	Anderson University	Provides K-12 certification in multi-categorical special education	Does not include certification in severe disabilities. Does not include option to add on elementary certification.
BS in Special Education – Multi-categorical	Bob Jones University	Provides K-12 certification in multi-categorical special education	Does not include certification in severe disabilities. Does not include option to add on elementary certification.
BA in Special Education – Multi-categorical	Clemson University	Provides K-12 certification in multi-categorical special education	Does not include certification in severe disabilities.
BA in Special Education – Multi-categorical	Coastal Carolina University	Provides K-12 certification in multi-categorical special education	Does not include certification in severe disabilities. Does not include option to add on elementary certification
BS in Special Education – Multi-categorical	College of Charleston	Provides K-12 certification in multi-categorical special education	Does not include certification in severe disabilities. Does not include option to add on elementary certification.
BA in Special Education – Multi-categorical	Columbia College	Provides K-12 certification in multi-categorical special education	Does not include certification in severe disabilities.
BS in Special Education – Multi-categorical	Erskine College	Provides K-12 certification in multi-categorical special education	Does not include certification in severe disabilities. Does not include option to add on elementary certification.

Program Name	Institution	Similarities	Differences
BS in Special Education – Multi-categorical	Lander University	Provides K-12 certification in multi-categorical special education	Does not include certification in severe disabilities. Does not include option to add on elementary certification.
BS in Special Education – Multi-categorical	Southern Wesleyan University	Provides K-12 certification in multi-categorical special education	Does not include certification in severe disabilities. Does not include option to add on elementary certification.
BA in Special Education – Multi-categorical	USC Aiken	Provides K-12 certification in multi-categorical special education	Does not include certification in severe disabilities. Does not include option to add on elementary certification.

Description of the Program

Note: The projected enrollment shown below accounts for the 100 existing students. The program has consistently held an overall enrollment of approximately 100 students. With the change to multi-categorical coupled with Severe and Elementary certifications, we believe we will both attract brand new students to the program as well as receive transfers from outside the institution and within other degree programs. Therefore, we conservatively predict the acquisition of approximately 15 new students to maintain a total enrollment of 115 BS in Special Education Multi-Categorical with Severe and Optional Elementary.

Projected Enrollment						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2017-2018	100	1500	100	1500	0	0
2018-2019	115	1725	115	1725	0	0
2019-2020	115	1725	115	1725	0	0
2020-2021	115	1725	115	1725	0	0
2021-2022	115	1725	115	1725	0	0

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

- Yes
 No

If yes, explain. (1000 characters)

All students seeking to complete a degree which leads to teacher certification, must be formally admitted to the Teacher Education Program in the College of Education. Formal admission occurs when students have 45 hours and have met all other requirements.

Students can apply for admission once they have:

1. Attended an information session on admission to the Teacher Education Program. Information sessions are offered 4 times in the fall and 4 times in the spring.
2. Completed a minimum of 45 semester hours, 15 of which must be completed at Winthrop.
3. Maintained a minimum cumulative grade point average of 2.75 for coursework completed at Winthrop.
4. Completed the following core courses with a grade of “C” or better in each course: EDUC 101, EDUC 200, and EDCO 201 or EDCO 202 or equivalents.
5. Achieve satisfactory field evaluations in EDUC 200, and EDCO 201 or EDCO 202, or equivalents.
6. The PRAXIS Core Academic Skills for Educators Test is required for admission to the Teacher Education Program, unless the student can verify a minimum score of 1100 on the SAT, 1650 on the SAT I, or 24 on the ACT. Passing scores from PRAXIS I tests taken before August 31, 2014, will be accepted as well.

7. Sign a disclosure statement concerning criminal/unethical conduct including any judicial or disciplinary action taken while enrolled at Winthrop University or another institution of higher education.
8. Provide evidence of 25 hours of recent supervised experience working with the age-level student for which licensure is sought.
9. Provide an admission essay that documents student's growth toward meeting the College of Education Unit Standards.

Are there any special articulation agreements for the proposed program?

Yes

No

If yes, identify. (1000 characters)

Winthrop University and York Technical College have articulation agreements for the B.S. in Special Education degree program. The below courses will still be applicable to the proposed B.S. in Special Education Multi-Categorical with Severe Disabilities degree program.

The following courses, upon successful completion of a C or higher at YTC, can be transferred:

- ECD 107 – Exceptional Children
- EDC 203 – Growth and Development
- MAT 250 – Elementary Mathematics I
- MAT 251 – Elementary Mathematics II

Students will also be able to transfer all other appropriate transferable courses from the State Technical College System and from other postsecondary institutions.

Curriculum

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

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
Fall		Spring		Summer	
ACAD 101: Principles of the Learning Academy	1	Global Perspectives	3		
EDUC 101: Developing Observation and Analysis Skills	1	Natural Science with a Lab	4		
Physical activity	1	HMXP 102: The Human Experience: Who Am I?	3		
WRIT 101: Composition	3	EDUC 200: Developmental Sciences and the Context of Poverty	3		
Social Science	3	MATH 291: Math for Elementary Teachers	3		
MATH 150: Introductory Discrete Mathematics	3				
SPED 281: Introduction to Special Education	3				
Total Semester Hours	15	Total Semester Hours	16	Total Semester Hours	0
Year 2					
Fall		Spring		Summer	
CRTW 201: Critical Thinking, Reading, and Writing	3	SPED 382: Intellectual Disabilities and ASD	3		
MATH 292: Geometry for Elementary Teachers	3	MATH 393: Algebra, Data Analysis, and Geometry for Teachers	3		
Natural Science with a Lab	4	EDCO 201: Literacy and the English Language Learner	2		
EDUC 220: Assessment for Diverse Needs	2	READ 330: Foundations of Literacy for Early Childhood and Elementary Students	3		
Humanities and Arts or READ 290: Children's Literature (add-on)	3	Humanities and Arts	3		
SPED 292: Intervention with Exceptional Children	3	Historical Perspectives	3		
Total Semester Hours	18	Total Semester Hours	17	Total Semester Hours	0

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 3					
Fall		Spring		Summer	
SPED 510: PBIS for the Classroom Teacher	3	SPED 585: Instructional Methods for ED, LD, ID, and ASD	3		
SPED 561: Characteristics of Children with LD	3	EDCI 331: Teaching Elementary and Secondary Mathematics	3		
SPED 583: Children with Emotional/Behavioral Problems	3	EDC! 332: Teaching Elementary and Secondary Science	3		
READ 370: Instructional Methods and Assessment I	3	EDCI 333: Teaching Elementary and Secondary Social Studies	3		
SPED 584: Teaching Communication and Language Skills	3	SPED 390: Field Experience in Special Education	1		
SPED 392: Severe Disabilities Practicum	3	READ 380: Instructional Methods and Assessment II	3		
Total Semester Hours	18	Total Semester Hours	16	Total Semester Hours	0
Year 4					
Fall		Spring		Summer	
SPED 391: Assessment in Special Education	3	EDUC 402: Internship II- Assessment and Instruction	9		
SPED 515: Consultation and Collaboration	3	EDUC 410: Education in a Democracy	2		
SPED 575: Teaching Methods for Students with Severe Disabilities	3	SPED 401: Professional Ethics in Special Education	1		
EDCO 305: Technology in the Classroom	2				
EDUC 401: Internship I- Contextual Factors	1				
READ 345: Content Area Reading and Writing	3				
Total Semester Hours	15	Total Semester Hours	12	Total Semester Hours	0

Total Credit Hours – 127hrs.

Course Descriptions for New Courses

****Note: Since this is considered a program modification by the university, the only new courses being added to the curriculum are listed below. All other program courses exist under the BS in Special Education LD/ED and MD/SD degree program.**

Course Name	Description
EDCI 331: Teaching Elementary and Secondary Mathematics	This course provides knowledge of math instruction by exploring a variety of teaching and assessment strategies that improve students' mathematical learning. While the primary focus of the course is on elementary mathematics methods, the course will also cover mathematics practices in middle level and secondary settings. Students will develop and deliver effective standards-based math lesson plans to meet the needs of diverse learners.
EDCI 332: Teaching Elementary and Secondary Science	This course provides knowledge of science instruction by exploring a variety of teaching and assessment strategies that improve students' learning of science concepts and skills. While the primary focus of the course is on elementary science methods, the course will also cover practices for teaching science in middle level and secondary settings. Students will develop and deliver effective standards-based science lesson plans to meet the needs of diverse learners.
EDCI 333: Teaching Elementary and Secondary Social Studies	This course provides knowledge of social studies instruction by exploring a variety of teaching and assessment strategies that improve students' learning of social studies concepts and skills. While the primary focus of the course is on elementary social studies methods, the course will also cover practices for teaching social studies in middle level and secondary settings. Students will develop and deliver effective standards-based social studies lesson plans to meet the needs of diverse learners.
SPED 382: Intellectual Disabilities and ASD: Characteristics and Needs	An in-depth study of the characteristics of individuals with intellectual disabilities and autism spectrum disorders, including but not limited to etiology, learning and behavioral characteristics, and contemporary services and instructional models in educational and community settings.
SPED 584: Teaching Communication and Language Skills	This course addresses the process of verbal and non-verbal communication skills and investigates research-based strategies and interventions for improving communication in individuals with disabilities.
SPED 392: Severe Disabilities Practicum	Practicum experience working with students with severe disabilities in a K-12 classroom setting planning and delivering instruction using evidence-based practices.

Faculty

Faculty and Administrative Personnel				
Rank	Full- or Part-time	Courses Taught or To be Taught, Including Term, Course Number & Title, Credit Hours	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Comments (i.e., explain role and/or changes in assignment)
Associate Professor Undergraduate Special Education Program Director	Full-time	<ul style="list-style-type: none"> Fall: SPED 391 Assessment in Special Education (3 credits) Fall: SPED 510 PBIS for the Classroom Teacher (3 credits) Fall: SPED 584 Teaching Communication and Language Skills (3 credits) Spring: SPED 585 Instructional Methods for LD, ED, ID, & ASD (3 credits) 	Ed.D. in Special Education from Florida Atlantic University	Board Certified Behavior Analyst Infant Toddler Developmental Specialist Teaches courses in the special education graduate program Supervises field experience/internship
Professor	Full-time	<ul style="list-style-type: none"> Fall: SPED 561 Characteristics of Children with LD (3 credits) Spring: EDC! 333 Teaching Elementary and Secondary Mathematics (3 credits) 	Ph.D. in Special Education from the University of Florida	Director of the special education graduate program. Supervises field experience/internship
Professor	Full-time	<ul style="list-style-type: none"> Fall: SPED 281 Introduction to Special Education (3 credits) Fall: SPED 292 Intervention with Exceptional Children (3 credits) 	Ph.D. in Applied Linguistics with concentration in Learning Disabilities from the University of Eichstatt, Eichstatt Germany	Also teaches undergraduate and graduate literacy courses and supervises field experience/internship
Associate Professor	Full-Time	<ul style="list-style-type: none"> Fall: SPED 515 Consultation and Collaboration (3 credits) 	Ph.D. in Special Education from Georgia State University	Also teaches courses in the education core and supervises field experience/internship
Assistant Professor (replacement position for a retiree – not a new position)	Full-time	<ul style="list-style-type: none"> Fall: SPED 575 Methods of Teaching Students with Severe Disabilities Fall: SPED 583 Children with Emotional and Behavior Disorders (3 credits) Spring: SPED 382 Intellectual Disabilities and ASD (3 credits) 	Ph.D. or Ed.D. in Special Education	This position will be a replacement hire for a retirement FT SPED faculty member.

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

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

Faculty	3.5	Staff	.10	Administration	.10
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Faculty /Administrative Personnel Changes

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

This program will not require any additional personnel at this time. The FTE listed above are the current faculty, staff, and administration leading the current Special Education program.

Library and Learning Resources

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

The Dacus Library is an integral part of the university's instructional program. The primary goal of the Winthrop University Library is to support the instructional and research activities of the Winthrop University academic community. The library is staffed by 13 professional librarians, 16 paraprofessionals/library technical assistants, and 45 student assistants. To increase accessibility for all students, the Winthrop Library is open 24 hours from Sunday at 1:00 to Friday at 7:00, and 12-7 on Saturdays.

Dacus Library has holdings to support Winthrop's academic programs across various access platforms. It has over 80,000 scholarly ebooks, 622,316 unique titles in the General Collection, and access to over 100 electronic databases. The Library provides access to its holdings via the Library website at <http://www2.winthrop.edu/dacus/>. Course-integrated library instruction sessions are available to all academic departments. Library assistance is available all hours of operation via chat, text, phone, email, and in-person consultation. Dacus Library owns approximate 500 book titles and over 30,000 e-titles relevant to special education.

Student Support Services

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

Winthrop provides students with multiple levels of support through its programs, services, and activities to promote academic success. Winthrop students receive support for program planning and registration through assigned faculty advisors in the students' program area. The College of Education has a Student Academic Services office (SAS) that serves as an information and service center for matters related to teacher education programs, university and college student policies, and educator licensure. No additional services or related costs required.

Physical Resources

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

The program will be offered in the existing Withers Building at Winthrop, the facility that houses the Richard W. Riley College of Education. All classrooms in Withers were renovated and outfitted as 21st Century learning spaces summer 2014, including 4 new Mediscape classrooms. Additionally, the College of Education has an Instructional Technology Center available to all education students and provides access to mobile technologies and other valuable services to students. Therefore, no new instructional equipment are needed.

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

Yes

No

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

The program will be offered in the existing Withers Building at Winthrop, the facility that houses the Richard W. Riley College of Education. No additional physical plant requirements will be required to support the proposed B.S. in SPED-Multi-Categorical degree program.

Financial Support

Estimated New Costs by Year						
Category	1st	2nd	3rd	4th	5th	Total
Program Administration	\$0	\$0	\$0	\$0	\$0	\$0
Faculty and Staff Salaries	\$0	\$0	\$0	\$0	\$0	\$0
Graduate Assistants						
Equipment						
Facilities						
Supplies and Materials	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$5,000
Library Resources						
Other*						
Total	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$5,000
Sources of Financing						
Category	1st	2nd	3rd	4th	5th	Total
Tuition Funding	\$0	\$108,825	\$108,825	\$108,825	\$108,825	\$435,300
Program-Specific Fees						
State Funding (i.e., Special State Appropriation)*						
Reallocation of Existing Funds*	\$1,000					
Federal Funding*						
Other Funding*						
Total	\$1,000	\$108,825	\$108,825	\$108,825	\$108,825	\$435,300
Net Total (i.e., Sources of Financing Minus Estimated New Costs)	\$0	\$107,825	\$107,825	\$107,825	\$107,825	\$430,300

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

Budget Justification

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

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

To further support the slight increase in overall enrollment projected for this program change, an additional \$1,000 for materials and supplies will be needed. These monies will be provided by the Department of Counseling, Leadership, and Educational Studies where the program is housed. (Reallocation of Existing Funds). Since this is a restructuring of an existing program, program administration and faculty salaries will all be funded at existing levels.

The tuition funding represents the increase in tuition for the anticipated 15 additional students in the program from the current enrollment level as noted in the projected enrollment table on page 8, using the current tuition rate for in-state students.

Evaluation and Assessment

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

Each year program enrollment, retention, and graduation data are reviewed as part of the institution's assessment system. Each spring, all degree programs at Winthrop University submit a Program Assessment Report. The College of Education Unit Assessment Committee then reviews this report, and the results are reported to members of the College of Education Dean's Council. All assessment reports are uploaded in Winthrop University's Online Assessment Report System (OARS) electronic database.

Eight identified key assessments for the B.S. in Special Education: Multi-Categorical with Severe Disabilities program provided in the next section will be entered and stored in LiveText. These data will be included in the aforementioned annual Program Assessment Report and reviewed annually by the College of Education Unit Assessment Committee and members of the College of Education Dean's Council. These data will also be included in the Council for Exceptional Children accreditation report.

An alumni survey is administered to all graduates of the two current B.S. in Special Education degree programs. This same survey will be revised appropriately and administered annually to all B.S. in Special Education: Multi-Categorical with Severe Disabilities program completers.

Student Learning Assessment

Expected Student Learning Outcomes	Methods of/Criteria for Assessment
<p>Assessment #1: Licensure Assessment CEC Standard 1: Learner Development and Individual Learning Differences CEC Standard 2: Learning Environments CEC Standard 3: Curricular Content Knowledge CEC Standard 4: Assessment CEC Standard 5: Instructional Planning and Strategies CEC Standard 6: Professional Learning and Ethical Practice CEC Standard 7: Collaboration</p>	<p>Method: Praxis Scores for the Special Education Core Knowledge Exam Praxis Scores for the Multi-Categorical (Mild to Moderate Applications) Exam Praxis Scores for the Severe to Profound Applications Exam Criteria: 100% pass rate for all exams</p>
<p>Assessment #2: Assessment of Content Knowledge in Special Education CEC Standard 1: Learner Development and Individual Learning Differences CEC Standard 6: Professional Learning and Ethical Practice</p>	<p>Method: Grades in SPED 382, SPED 561, SPED 583 Criteria: 100% earn a C or higher in all three courses</p>
<p>Assessment #3: Assessment of Candidate Ability to Plan Instruction CEC Standard 5: Instructional Planning and Strategies</p>	<p>Method: Augmentative and Alternative Communication (AAC) Assessment and Intervention Plan Criteria: 80% score acceptable or target on all elements of the rubric</p>
<p>Assessment #4: Assessment of Student Teaching CEC Standard 1: Learner Development and Individual Learning Differences CEC Standard 2: Learning Environments CEC Standard 3: Curricular Content Knowledge CEC Standard 4: Assessment CEC Standard 5: Instructional Planning and Strategies CEC Standard 6: Professional Learning and Ethical Practice CEC Standard 7: Collaboration</p>	<p>Method: Internship Evaluation Criteria: 100% score acceptable or target for each overall domain score on the evaluation</p>
<p>Assessment #5: Assessment of Candidate Effect on Student Learning CEC Standard 1: Learner Development and Individual Learning Differences CEC Standard 2: Learning Environments CEC Standard 3: Curricular Content Knowledge CEC Standard 4: Assessment CEC Standard 7: Collaboration</p>	<p>Method: Differentiated Instruction Portfolio Criteria: 80% score acceptable or target on all elements of the rubric</p>
<p>Assessment #6: Additional Assessment that Addresses CEC Standards CEC Standard 4: Assessment</p>	<p>Method: Individualized Education Program (IEP) Project Criteria: 80% score acceptable or target on all elements of the rubric</p>

Expected Student Learning Outcomes	Methods of/Criteria for Assessment
Assessment #7: Additional Assessment that Addresses CEC Standards CEC Standard 1: Learner Development and Individual Learning Differences CEC Standard 2: Learning Environments CEC Standard 4: Assessment	Method: Functional Behavior Assessment/Behavior Intervention Plan (FBA/BIP) Project Criteria: 80% score acceptable or target on all elements of the rubric
Assessment #8: Additional Assessment that Addresses CEC Standards CEC Standard 8: Collaboration	Method: Collaboration Project Criteria: 80% score acceptable or target on all elements of the rubric

Will the proposed program seek program-specific accreditation?

Yes

No

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

This program is replacing two existing Special Education degree programs (B.S. in Special Education – ED/LD and MD/SD) which are both accredited by the Council for Exceptional Children (CEC); therefore, this new program will fall under that accreditation. The new program will be submitted for reaffirmation at the next cyclical scheduled review period.

Will the proposed program lead to licensure or certification?

Yes

No

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

The proposed program will prepare students for licensure in Multi-Categorical Special Education (K-12 Mild to Moderate Disabilities) as well as licensure in Severe and Profound Disabilities. Candidates also have the option to fulfill requirements for licensure in Elementary Education. One additional course, in accordance with the S.C. Department of Education's 2015 Certification Manual (p.29), in children's literature is required if students elect the option of add-on elementary certification.

Teacher or School Professional Preparation Programs

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

Yes

No

If yes, complete the following components.

Area of Certification

Multi-Categorical Special Education (K-12 Mild to Moderate Disabilities)
Severe and Profound Disabilities
Optional: Elementary Education (one additional course in children's literature is required for this option)

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

**B.S. in Special Education:
Multi-Categorical and Severe Disabilities
New Program Proposal
Winthrop University**

Additional Materials for

South Carolina Department of Education Review

III. South Carolina Department of Education Requirements

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

- A. **ADEPT** – Infusion of ADEPT competencies occurs throughout all coursework, key assessments, and field experiences. Formal assessment of these competencies occurs on the Long-Range Plan and the Internship Evaluation (see Appendices A and B).
- B. **PADEPP** – Not applicable
- C. **Education Economic Development Act (EEDA)** - The alignment matrix below shows where each of the EEDA concepts will be covered:

EEDA Concept	Course Where Covered
Career Guidance	SPED 575: Teaching Methods for Students with Severe Disabilities SPED 585: Instructional Methods for LD, ED, ID, and ASD SPED 391: Assessment in Special Education
Cluster of Study	SPED 391: Assessment in Special Education
Elements of Career Guidance Model	SPED 391: Assessment in Special Education
Diverse Learning Styles	SPED 585: Instructional Methods for LD, ED, ID, and ASD
Contextual Teaching	SPED 585: Instructional Methods for LD, ED, ID, and ASD
Cooperative Learning	SPED 585: Instructional Methods for LD, ED, ID, and ASD
Character Education	SPED 585: Instructional Methods for LD, ED, ID, and ASD

- D. **South Carolina Standards of Conduct** - All candidates will be provided specific written information regarding the standards of conduct (based on S.C. Code Ann. 59-25-160, 59-25-530 and 20-7-945) required of South Carolina educators for initial licensure. All initial licensure candidates attend a mandatory information session on admission to the Teacher Education Program. The SC Code of Conduct is discussed in that session, candidates receive *Winthrop University, B.S., Special Education, Multi-Categorical with Severe Disabilities, Program Proposal*,

a handout of the Code of Conduct, and they complete a student contract acknowledging receipt of the Code of Conduct.

- E. South Carolina Safe School Climate Act** – All candidates in the B.S. in Special Education program take SPED 510 Positive Behavioral Interventions and Supports (PBIS) for the classroom teacher. In that course, they learn about bully prevention, creating positive classroom climate, and designing and implementing tiered intervention systems.
- F. PreK-12 Academic Standards** – Candidates in all programs align their lessons with SC PreK-12 Academic Standards/College and Career Ready Standards for their certification area. Special education teacher candidates must align all lesson objectives with the appropriate grade level academic standards and their students' IEP goals. The three content courses included in the program (EDCI 331, 332, 333) address the PreK-12 mathematics, science, and social studies academic standards. The 12-credits of READ courses address the ELA PreK-12 Academic Standards and meet the newly mandated Read to Succeed requirements.
- G. Admission Requirements:** All students seeking to complete a degree which leads to teacher certification, must be formally admitted to the Teacher Education Program in the College of Education. Formal admission occurs when students have 45 hours and have met all other requirements.

Students can apply for admission once they have:

1. Attended an information session on admission to Teacher Education Program. Information sessions are offered 4 times in the fall and 4 times in the spring.
2. Completed a minimum of 45 semester hours, 15 of which must be completed at Winthrop.
3. Maintained a minimum cumulative grade point average of 2.75 for coursework completed at Winthrop.
4. Completed the following core courses with a grade of "C" or better in each course: EDUC 101, EDUC 200, and EDCO 201 or EDCO 202 or equivalents.
5. Achieve satisfactory field evaluations in EDUC 200, and EDCO 201 or EDCO 202, or equivalents.
6. The PRAXIS Core Academic Skills for Educators Test is required for admission to the Teacher Education Program, unless the student can verify a minimum score of 1100 on the SAT, 1650 on the SAT I, or 24 on the ACT. Passing scores from PRAXIS I tests taken before August 31, 2014 will be accepted as well.
7. Sign a disclosure statement concerning criminal/unethical conduct including any judicial or disciplinary action taken while enrolled at Winthrop University or another institution of higher education.
8. Provide evidence of 25 hours of recent supervised experience working with the age-level student for which licensure is sought.
9. Provide an admission essay that documents student's growth toward meeting the College of Education Unit Standards.

Criteria for Continuation in the Program:

Candidates admitted to the Teacher Education Program are required to maintain a minimum overall GPA of 2.75 and must be in good standing within the University community, and pass a background check.

Admission to Internship I:

1. Submission of an Internship I application to the Office of Field and Clinical Experiences.
2. Minimum GPA of 2.75 for coursework completed at Winthrop.
3. A grade of "C" or better in special education program courses.
4. Completion of all required pre-requisite courses designated by the special education program.
5. Completed disclosure statement regarding criminal or unethical conduct.
6. Competency Review indicating satisfactory completion of: (a) EDCO 201 (b) satisfactory performance in the junior field experience including passing scores on the Junior Field Experience Final Evaluation, and (c) evidence of satisfactory professional dispositions.
7. Receive a favorable review from a Competency Review Committee comprised of the program coordinator and two additional faculty members, the Department Chair, and the Director of the Office of Field and Clinical Experiences

H. Field and Clinical Experiences Required – The B.S. in Special Education Multi-Categorical with Severe Disabilities program provides a well-integrated set of field experiences throughout the four years. The section below provides a description of the early field and internship experiences.

Freshman Year:

- **EDUC 200**, Developmental Sciences and the Context of Poverty (21-hours field in the spring), explores the six strands of growth and development from preschool to adolescence. Topics include motivations, self-regulation, and families and communities. Significant time is devoted to the application of the course content with students who are living in poverty. Students complete the Learner Support Project working with a learner in a high-poverty setting.

Sophomore year:

- **SPED 292**, Intervention with Exceptional Children (18-hours field in the fall), is a lecture and field-based course that addresses the needs of students with learning and emotional disabilities, intellectual disabilities, and/or ASD in general and special education classrooms. Evidence-based strategies are used for supporting a student with a learning or emotional disability for the Case Study field-based assignment. This assignment requires the following: (a) gathering information about the strengths, interests, and needs of a student with a learning or emotional disability, (b) identifying a problem area or skill deficit, (c) selecting a strategy to address the problem area or skill deficit, describing the selected strategy, and providing a rationale for the selection, (d) implementing the strategy in a co-taught lesson with the host teacher, (e) assessing the impact of the strategy and (f) reflecting on the collaboration, instruction, and assessment process.
- **EDCO 201**, Literacy and the English Language Learner (18-hours field in the fall), focuses on working with English language learners in the general education classroom. Candidates examine the stages of language acquisition and methods for supporting English language and other P-12 learners struggling with literacy in the content area. Field application assignments with an English language learner (ELL) include a case study that requires the following: (a) gathering information about the strengths, interests, and needs of an ELL, (b) identifying a

problem area or skill deficit, (c) selecting a strategy to address the problem area or skill deficit, describing the selected strategy, and providing a rationale for the selection, (d) implementing the strategy in a co-taught lesson with the host teacher, (e) assessing the impact of the a strategy and (f) reflecting on the collaboration instruction, and assessment process.

Junior Year:

- **SPED 392**, Severe Disabilities Practicum (60-hours field in the fall), provides opportunities for students to plan and deliver instruction in special and general education classrooms that include students with severe disabilities. Field assignments require candidates to gather contextual factors information about students, plan a unit of instruction to address general curriculum standards and individualized learning needs, and assess the impact that instruction had on student learning.
- **EDCO 305**, Technology in the Classroom (12-hours field in the fall), explores the use of technology as a tool to solve specific teaching and learning challenges related to content area standards. Universal Design for Learning will provide a structure for planning, implementing, and assessing technology-assisted lessons. Field application assignments are completed with students with disabilities in general and special education classrooms.
- **SPED 510**, Positive Behavioral Interventions and Supports (PBIS) for the Classroom Teacher (12-hours field in the fall), explores the use of school wide and class-wide PBIS. The field assignment requires students to conduct a functional behavior assessment, develop a behavior intervention plan, implement the behavior intervention plan, and analyze the results of the implementation.
- **SPED 390**, Field Experience in Special Education (90-hours field in the spring), provides opportunities for students to plan and deliver instruction in special and general education classrooms that include students with learning and emotional disabilities, intellectual disabilities, and/or ASD. Field assignments require candidates to gather contextual factors information about students, plan a unit of instruction to address general curriculum standards and individualized learning needs, and assess the impact that instruction had on student learning.

Senior Year:

- **EDUC 401**, Internship I, Understanding Contextual Factors (336-hour field in the fall), is a field experience in which candidates investigate the learning-teaching context of the classroom and individual learner characteristics. The primary focus of the course is on applying core and program area content from previous semesters to design significant, challenging, and appropriate unit goals, instruction, and assessments. As the first course of the Year-Long Internship, EDUC 401 follows the school district calendar, beginning in a classroom that includes students with learning and emotional disabilities with the opening of the school year and continuing full-time until the start of the university academic year. During the semester, candidates are in the classroom 2 half days each week and one full day. The university supervisor and mentor teacher administer a comprehensive clinical evaluation at the midterm and end of the experience.
- **EDUC 402**, Internship II: Assessment and Instruction (600-hours field in the spring), is a full-time placement in a classroom that includes students with learning and emotional disabilities, intellectual disabilities, and/or ASD for over 15 weeks. Candidates have the full range of responsibilities of the classroom teacher and assume full-time planning and teaching for a minimum of eight weeks. Candidates implement the Internship Work Sample (IWS), an

assignment that involves planning and teaching a unit with standards-based lessons and assessing P-12 student understanding before, during, and after instruction. Candidates use student assessment data to analyze and reflect upon teaching decisions and outcomes. The university supervisor and mentor teacher administer a comprehensive clinical evaluation at the midterm and end of the experience.

I. Eligibility for Initial Certification (Assurance of Compliance)- At the end of the Internship II semester, the program area committee completes a competency review of each intern's performance and recommends exit from the program. Exit criteria include the following: (a) passing scores on midterm and final internship evaluations; (b) satisfactory review of any Professional Dispositions and Skills Forms; and (c) a minimum grade-point average of 3.0. All candidates seeking initial certification should demonstrate satisfactory completion of the appropriate Praxis II content-area examination, which must be completed prior to being certified by the South Carolina Department of Education. For the proposed program, candidates will take the PLT, the Special Education Core Knowledge Exam, the Multi-Categorical (Mild-Moderate Disabilities) exam, and the Severe and Profound Disabilities exam.

J. Annual Reports (AACTE/CAEP and Title II). The unit has a diversity plan and an assessment plan and submits annual updates to the SC DOE. The unit submits a copy of its AACTE report and Title II report to the SC DOE annually.

K. Commitment to Diversity Assurance. Winthrop University's Educator Preparation Program (EPP) has developed seven Unit Standards for Initial Teacher Preparation. These standards must be meaningfully addressed throughout all teacher education programs and assessed through content and field-based assignments. Standard one is specific to diversity. It reads as follows:

DIVERSE NEEDS OF LEARNERS: The teacher candidate plans and implements differentiated instructional strategies for diverse learners (including, but not limited to, English language learners, learners who are living in poverty, learners with disabilities, gifted and talented learners, and other exceptional needs in general education settings) to achieve learning outcomes.

Elements:

1. The teacher candidate demonstrates foundational knowledge of characteristics of diverse learners, how they learn, their learning readiness, and individual interests and needs.

2. The teacher candidate analyzes relevant motivational and contextual factors that influence learning to meet the needs of all learners.

3. The teacher candidate plans and implements differentiated learning experiences that address diverse learner needs.

4. The teacher candidate maintains high expectations for the achievement of all learners

Special education teacher candidates have a variety of field placements throughout the four-year program as is explained in Section H. The Rex Institute located in the R.W. Riley College of Education developed partnerships with nine local school districts consisting of forty-five schools. The Office of Clinical and Field Experiences, located within the Rex Institute, keeps detailed databases of all placements to ensure all candidates have opportunities to work in school settings that are culturally and socio-economically diverse. The candidate's ability to work with diverse populations is formally assessed on both the Internship I and II Evaluations.

Winthrop University also strives to hire diverse faculty members and recruit diverse candidates. The University offers the Call Me Mister Program which assists with the recruitment, training, and certification of diverse males who are planning to teach in South Carolina's public schools at the elementary or middle school levels. The program seeks to help build a more diverse group of educators by providing academic, social, and financial support to under-represented individuals interested in the field of education. Winthrop also has a strong partnership with the Shanghai Far East School in China. Each year, a small numbers of Winthrop teacher candidates are selected to complete a six-week internship in China during the second half of their Internship II experience.

L. Professional Development Courses – Winthrop Professional Development courses (WPDC) are in compliance with CHE guidelines and the National Staff Development Council's Standards for Staff Development and SACS-COC criteria. The WPDC website provides

information on our standards for course syllabi and instructors, the required documentation, and our review process. <http://www2.winthrop.edu/public/policy/fullpolicy.aspx?pid=202>

M. Advanced Programs for the Preparation of Teachers Alignment with NBPTS – Not applicable

N. Experimental or Innovative Programs Policy (Assurance of Compliance) - Not applicable

O. ISTE National Educational Technology for Teachers Standards Alignment-

The professional education unit initial preparation programs are aligned with the ISTE National Educational Technology Standards. These standards are covered in core courses that all students take with specific emphasis in EDCO 305: Technology in the Classroom. Additionally, ISTE NETS are embedded/infused into program courses to ensure students are exposed and experienced with the instructional technologies and skills required by all certified teachers.

Appendix A

Long Range Plan Assignment and Rubric

Long-range Plan

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

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

Instructions to intern: Complete a long-range plan for the course/content area(s) that your unit for the Internship Work Sample will address. Your long-range plan should cover the entire semester of your internship, and the entire scope of the course/content area(s) in which your Internship Work Sample is completed (a two-week unit completed sometime *between February 27 and March 30*). This plan is to be submitted to your supervisor according to the timeframe she/he has set for you.

Section I: Student Information	(Key Element 1.A)
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Section II: Learning and Developmental Goals	(Key Element 1.B)
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List the major goals from the course/content area(s) that you are outlining.

Goals

Section III: Instructional Units and Assessments	(Key Elements 1.C)
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List the units in chronological order as they will occur in this course/content area(s). Indicate in **bold** the Unit Topic or Title that is your Internship Work Sample.

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

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

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

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

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

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

APS 1: Long-range Planning Rubric

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

Key Element		Exemplary (ADEPT expectation of 2 nd yr teachers) (3pts)	Acceptable (2pts)	Unacceptable (1pt)
1.A	The teacher obtains student information , analyzes this information to determine the learning needs of all students, and uses this information to guide instructional planning.	The candidate: <ul style="list-style-type: none"> identifies appropriate student information; gives a sound explanation of the relevance of the student information to student learning; and shows insight into the use of the student information to guide planning. 	The candidate: <ul style="list-style-type: none"> Identifies appropriate student information; and Attempts an explanation of the relevance of the student information to student learning; 	The candidate: <ul style="list-style-type: none"> Presents student information
1.B	The teacher establishes appropriate standards-based long-range learning and developmental goals for all students.	The candidate: <ul style="list-style-type: none"> identifies long-range goals that are accurate and appropriate; and provides a sound explanation to support conclusions regarding the most important goals for all students to achieve. 	The candidate: <ul style="list-style-type: none"> Identifies long-range goals that are accurate and appropriate. 	The candidate: <ul style="list-style-type: none"> Indicates some long range goals
1.C	The teacher identifies and sequences instructional units in a manner that facilitates the accomplishment of the long-range goals.	The candidate: <ul style="list-style-type: none"> identifies long-range goals that are accurate and appropriate; and provides a sound explanation to support conclusions regarding the most important goals for all students to achieve. 	The candidate: <ul style="list-style-type: none"> Identifies units that are appropriate to the context and presents them in a logical order. 	The candidate: <ul style="list-style-type: none"> Indicates unites, but some do not fit logically with the context.
1.D	The teacher develops appropriate processes for evaluating and recording students' progress and achievement.	The candidate: <ul style="list-style-type: none"> describes appropriate procedures for assessing, scoring, and weighting assignments; 	The candidate: <ul style="list-style-type: none"> Describes appropriate procedures for assessing and 	The candidate: <ul style="list-style-type: none"> Indicates assessment procedures.

		<ul style="list-style-type: none"> • presents solid evidence for determining the appropriateness of the assessments in terms of measuring student progress and achievement; and • presents a sound explanation of the methods for communicating the assessment information to students and their parents. 	scoring assignments.	
1.E	The teacher plans appropriate procedures for managing the classroom.	<p>The candidate:</p> <ul style="list-style-type: none"> • presents an appropriate description of the expectations for student behavior during instruction and during noninstructional routines; and • presents a sound explanation of the most important considerations for maximizing instructional time. 	<p>The candidate:</p> <ul style="list-style-type: none"> • Describes the expectations for student behavior during instruction and during non-instruction routines. 	<p>The candidate</p> <ul style="list-style-type: none"> • Presents a list of classroom rules.

_____ **Total Points**
 _____ **Satisfactory** _____ **Unsatisfactory**
 Appendix B

Special Education Internship Evaluation and Rubric

Richard W. Riley College of Education, Winthrop University
Article I. SPECIAL EDUCATION LD/ED INTERNSHIP II MIDTERM/FINAL EVALUATION REPORT

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

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

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

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

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

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

 Teacher Candidate

 Mentor Teacher

 University Supervisor

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

Domain 1: SHORT-RANGE PLANNING		EE	ME	BE	NA	NO	SUPPORTING DOCUMENTATION and EVIDENCE (required only if EE, ME, or BE is checked)
1	TC plans standards-based lessons in accordance with the requirements of the discipline, including learning objectives that are measurable, appropriate, and align with the standards. <i>ISCI555; ISCIK2</i>						
2	TC designs, selects, or modifies meaningful assessments that are aligned with lesson objectives. <i>ISCI4K4</i>						
3	TC uses data from a variety of formative, diagnostic, and summative assessments to guide instructional planning.						
4	TC plans for learner use of technology in a safe, legal and appropriate manner.						

5	TC plans for the learner use of current and emerging digital tools to support 21 st century learning. <i>ISC15K3</i>						
6	TC plans developmentally appropriate and differentiated instruction to address diverse learning needs. <i>CEC5.1; ISC15S4; ISC15S5; EBD5S2; EBD5S6</i>						

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

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

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

Domain 2: INSTRUCTION		EE	ME	BE	NA	NO	SUPPORTING DOCUMENTATION and EVIDENCE (required only if EE, ME, or BE is checked)
7	TC effectively communicates appropriately challenging expectations to learners.						
8	TC helps learners assume responsibility for their own learning. <i>CEC5.7; ISC15S17; ISC12S8; ISC12S9; LD5S1; LD5S2</i>						
9	TC differentiates instruction to meet the needs of diverse learners. <i>CEC3.2; ISC13S1; ISC13S2; EBD5S4; LD4S3; LD4S4</i>						
10	TC demonstrates thorough command of the content taught and appropriately addresses learner questions and misunderstandings related to the content. <i>CEC3.3; ISC15S15</i>						
11	TC implements instruction that encourages learners to reflect on prior content knowledge, link new concepts to familiar concepts and experiences and generalize to new situations. <i>CEC5.6</i>						
12	TC assesses student learning during instruction by using a variety of formative assessment strategies with						

	established performance criteria. <i>CEC4.1; EBD4S1; EBD4S2; EBD4S3; LD5S6</i>						
13	TC effectively uses summative assessment strategies and communicates results. <i>CEC4.2</i>						
14	TC provides specific and timely instructional feedback to students pertaining to stated outcomes. <i>CEC4.4</i>						
15	TC facilitates learner use of technology in a safe, legal and appropriate manner.						
16	TC facilitates use of current and emerging digital tools to support 21 st century learning with individuals with exceptionalities. <i>CEC5.2</i>						
17	TC guides learners to use appropriate content-specific literacy strategies.						
18	TC collaborates with school professionals to implement appropriate interventions for learners who struggle in one or more literacy areas.						
19	TC uses appropriate voice tone, inflection and nonverbal communication to manage instruction effectively.						
20	TC implements strategies that address the needs of learners from diverse cultural and linguistic backgrounds. <i>CEC2.1</i>						

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

Describe at least one **instruction** strength:

List at least one **instruction** goal:

Domain 3: ENVIRONMENT		EE	ME	BE	NA	NO	SUPPORTING DOCUMENTATION and EVIDENCE (required only if EE, ME, or BE is checked)
21	TC arranges the environment to create or maintain a safe classroom that is conducive to learning. **						
22	TC maintains a caring, fair, and equitable classroom environment. ** <i>CEC6.3</i>						
23	TC promotes positive social interaction and collaboration in the learning						

	environment including communication skills. <i>ISCI5S19</i>						
24	TC develops and implements proactive management strategies that promote positive behaviors and active engagement. <i>CEC2.2; ISCI2S5</i>						
25	TC maximizes learner engagement during instructional periods, transitions, and activities.						

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

Describe at least one **environment** strength:

List at least one **environment** goal:

Domain 4: PROFESSIONALISM		EE	ME	BE	NA	NO	SUPPORTING DOCUMENTATION and EVIDENCE (required only if EE, ME, or BE is checked)
26	TC communicates effectively with caregivers. <i>ISCI7S2; ISCI7S3; ISCI7S4; ISCI7S5; ISCI7S10</i>						
27	TC collaborates with other professionals to enhance student learning. <i>CEC7.2; CEC7.3; ISCI7S6; ISCI7S7</i>						
28	TC establishes and maintains professional relationships with school personnel and students. <i>ISCI7S1; ISCI7S6; ISCI7S7; ISCI7S9</i>						
29	TC is a participant in school initiatives and supports school-related organizations and activities.						
30	TC demonstrates effective verbal communication that is appropriate for the intended audiences and uses standard English.						
31	TC demonstrates effective external written communication that is appropriate for the intended audiences and uses standard English.						
32	TC adheres to the university and school/district rules, <i>Standards of Conduct for South Carolina Educators</i> , CEC Ethical Principals and Professional Practice Standards and FERPA requirements and acts appropriately when faced with legal issues with children. ** <i>CEC6.1; ISCI6S1</i>						

33	TC demonstrates professional responsibility (e.g. preparedness, responsibility, initiative, time management).					
34	TC is receptive to constructive criticism from mentor teacher, university supervisor, and administrators and incorporates feedback.					
35	TC uses self-reflection to evaluate and improve professional practice.					

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

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

Describe at least one **professionalism** strength:

List at least one **professionalism** goal:

Domain 5: SPECIAL EDUCATION LD/ED		EE	ME	BE	NA	NO	SUPPORTING DOCUMENTATION and EVIDENCE (required only if EE, ME, or BE is checked)
36	TC performs assessments of communication needs and implements appropriate communication strategies. <i>CEC 5.3</i>						
37	TC uses strategies to enhance language development and communication skills of individuals with exceptionalities. <i>CEC5.4</i>						
38	TC develops and implements 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. <i>CEC5.5</i>						
39	TC provides guidance and direction to para-educators, tutors, and/or volunteer. <i>CEC 6.6</i>						
40	TC is involved with individualized IEP planning. <i>ISCI2S2; ISCI4S6; ISCI5S1; ISCI5S7; ISCI7K2</i>						
	LD/ED SPECIFIC						
41	TC uses systematic instruction to teach academic skills and other independent functioning skills such as self-monitoring, study skills, and						

	organization. <i>LD5K34K3; LD5S7; LD5S8; LD5S9; LD5S10; LD5S11; LD5S13; LD5K5; LD5S2; LD5S5</i>					
42	TC utilizes evidence-based instruction to help students with LD succeed in a variety of settings. <i>LD5K2; LD5S1</i>					
43	TC designs and utilizes positive reinforcement systems appropriate for students with ED. <i>EBD5S5</i>					

Overall rating for **Special Education LD/MD** [circle one]: **Exceeds Expectations, Meets Expectations, or Below Expectations.**

Describe at least one **Special Education LD/MD** strength:

List at least one **Special Education LD/MD** goal:

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

SPECIAL EDUCATION LD/ED INTERNSHIP II EVALUATION SCORING RUBRIC

Domain 1: Planning	Exceeds Expectations	Meets Expectations	Below Expectations
1. TC plans standards-based lessons in accordance with the requirements of the discipline, including learning objectives that are measurable, appropriate, and align with the standards. ISCI5S5; ISCI5K2	Lesson plans are consistently aligned with long-range goals. Learning experiences are designed to achieve stated objectives and to maximize student engagement. Lesson plans meet expectations of the discipline. Learning objectives are measurable, appropriate, and align with the standards.	Lesson plans are aligned with long-range goals and learning experiences are designed to achieve stated objectives, and ensure student engagement. Lesson plans meet expectations of the discipline. Learning objectives are appropriate and align with the standards.	Lesson plans or objectives do not meet expectations of the discipline in one of more of the following ways: Lesson plans or objectives do not align with unit goals or standards and/or learning experiences are out of alignment with objectives or do not ensure student engagement

<p>2. TC designs, selects, or modifies meaningful assessments that are aligned with lesson objectives. ISCI4K4</p>	<p>Informal and formal lesson assessments are meaningful, align with lesson objectives and cognitive task, and occur at various points during the lesson. Assessments include verbal and/or written directions, models, prompts, etc. that clearly define learner expectations. Plans appropriate accommodations to meet individual learner needs.</p>	<p>Informal or formal lesson assessments are meaningful, align with lesson objectives, and occur at various points during the lesson. Plans appropriate accommodations to meet individual learner needs.</p>	<p>Assessments do not align with lesson objectives, or no assessments are identified. Accommodations are not planned or are inappropriate.</p>
<p>3. TC uses data from a variety of formative, diagnostic, and summative assessments to guide instructional planning.</p>	<p>TC gathers and uses a variety of learner performance data to modify or determine lesson objectives and to modify instructional plans.</p>	<p>TC gathers and uses learner performance data to modify or determine lesson objectives or to modify instructional plans</p>	<p>TC does not gather learner performance data or does not use data appropriately.</p>
<p>4. TC plans for learner use of technology in a safe, legal and appropriate manner.</p>	<p>Lesson plans include learner use of technology to support learning in a safe, legal and appropriate manner matching the selection of tools to the needs of individual learners.</p>	<p>Lesson plans include learner use of technology to support learning in a safe, legal and appropriate manner.</p>	<p>Planned use of technology may pose safety/legal concerns or may not be appropriate for the learners.</p>
<p>5. TC plans for the learner use of current and emerging digital tools to support 21st century learning. ISCI5K3</p>	<p>TC plans for the learner use of current and emerging digital tools providing multiple opportunities for problem solving, conducting research, and creative expression.</p>	<p>TC plans for the learner use of current and emerging digital tools providing opportunities for problem solving, conducting research, or creative expression.</p>	<p>TC plans lessons without including the use of current and emerging digital tools to support student learning.</p>

<p>6. TC plans developmentally appropriate and differentiated instruction to address diverse learning needs. CEC 5.1; ISCI5S4; ISCI5S5; EBD5S2; EBD5S6</p>	<p>Lesson plans are developmentally appropriate, and include a detailed account of how the lesson matches individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities. Such differentiation is based on formal and informal assessment information, IEPs, and/or 504 plans.</p>	<p>Lesson plans are developmentally appropriate, and include a group- level connection to individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities. Group-level differentiation meets requirements identified in IEPs, and/or 504 plans.</p>	<p>Lesson plans are developmentally appropriate but do not differentiate according to individual’s abilities, interests, learning environments, and cultural and linguistic factors for individuals with exceptionalities.</p>
<p>Domain 2 Instruction</p>	<p>Exceeds Expectations</p>	<p>Meets Expectations</p>	<p>Below Expectations</p>
<p>7. TC effectively communicates appropriately challenging expectations to learners.</p>	<p>TC makes connections to prior knowledge and articulates appropriately challenging expectations for what learners will know and be able to do by the end of the lesson, while explaining the purpose and relevance of the lesson content.</p>	<p>TC articulates appropriately challenging expectations for what learners will know and be able to do by the end of the lesson, while explaining the purpose and relevance of the lesson content.</p>	<p>TC does not set expectations for what learners will know and be able to by the end of the lesson and/or does not explain the purpose and relevance of the lesson content.</p>

<p>8. TC helps learners assume responsibility for their own learning. CEC 5.7; ISCI5S17; ISCI2S8; ISCI2S9; LD5S1; LD5S2</p>	<p>TC facilitates learners' ability to problem-solve when difficulties arise, set goals, persist in independent task completion, and reflect on their learning.</p>	<p>TC facilitates learner self-management (goal setting, task persistence, and self-evaluation).</p>	<p>TC takes full responsibility for setting learner goals, keeping learners on task, and evaluating their performance without facilitating the development of learner self-management strategies.</p>
<p>9. TC differentiates instruction to meet the needs of diverse learners. CEC 3.2; ISCI3S1; ISCI3S2; EBD5S4; LD4S3; LD4S4</p>	<p>To meet the needs of diverse learners, the TC differentiates what students are learning (general and specialized content), how students are learning (engagement), and/or how students demonstrate understanding (assessment).</p>	<p>To meet the needs of diverse learners, TC uses a variety of strategies for presenting general and specialized content and engaging learners.</p>	<p>TC uses a "one size fits all" approach to delivering instruction and assessing student performance.</p>
<p>10. TC demonstrates thorough command of the general and specialized content taught and appropriately addresses learner questions and misunderstandings related to the content. CEC 3.3; ISCI5S15</p>	<p>TC's presentation of general and specialized content is clear, precise, accurate, and relevant to learners. TC uses content knowledge to field questions, address misconceptions, and provide relevant examples to clarify answers.</p>	<p>TC's presentation of general and specialized content is clear, precise, and accurate. The TC uses content knowledge to field questions and address misconceptions.</p>	<p>TC's presentation of content has misinformation and lacks clarity, and/or TC is unable to effectively address learner questions or misunderstandings related to content.</p>
<p>11. TC implements instruction that encourages learners to reflect on prior content knowledge, link new concepts to familiar concepts and experiences, and generalize to new situations. CEC 5.6</p>	<p>TC uses prior learning to scaffold the learning experiences, teaches for transfer by connecting familiar concepts to new instruction, and challenges learners to generalize learning or experiences to new instruction and situations</p>	<p>TC uses prior learning to build on learner's content knowledge and to scaffold the learning experience. TC teaches for generalization by connecting familiar concepts to new instruction.</p>	<p>TC implements instruction in isolation with no reference or acknowledgment of prior learning. No attempt to teach for generalization of concepts or knowledge previous learned or related to current instruction.</p>

<p>12. TC assesses student learning during instruction by using a variety of formative assessment strategies with established performance criteria. CEC 4.1; EBD4S1; EBD4S2; EBD4S3; LD5S6</p>	<p>TC uses a variety of technically sound formative assessments (e.g. checks for understanding, quizzes, probing questions) with established performance criteria throughout instruction. In addition, candidate provides opportunities for individual learners to self-check during the lesson.</p>	<p>TC uses technically sound formative assessments (e.g., checks for understanding, quizzes, probing questions) with established performance criteria throughout instruction.</p>	<p>TC does not establish performance criteria for formative assessment, use technically sound assessments, and/or assess during the instructional episode.</p>
<p>13. TC effectively uses summative assessment strategies and communicates results. CEC 4.2</p>	<p>TC effectively uses summative assessment (culminating measurement) to evidence teaching skills to student mastery and communicates results to students including future steps for support and enrichment.</p>	<p>TC teaches skills to student mastery and reports summative assessment results to determine student mastery and communicate results to students.</p>	<p>TC relies on formative assessments alone to monitor and report student progress.</p>
<p>14. TC provides specific and timely instructional feedback to students pertaining to stated outcomes. CEC 4.4</p>	<p>TC provides specific, corrective and timely instructional feedback to students related to lesson objectives. Feedback is based on both class wide and individual responses.</p>	<p>TC provides specific, corrective and timely instructional feedback to students related to lesson objectives. Feedback is based on either class-wide or individual responses.</p>	<p>TC provides general and motivational feedback unrelated to lesson objectives. For example, student is told that it was better without TC identifying why it was better.</p>
<p>15. TC facilitates learner use of technology in a safe, legal and appropriate manner.</p>	<p>TC facilitates learner use of technology in a safe, legal and appropriate manner, matching the selection of tools to the needs of individual learners.</p>	<p>TC facilitates learner use of technology in a safe, legal and appropriate ways.</p>	<p>Learner use of technology may pose safety/legal concerns or may not be appropriate for learner needs.</p>

<p>16. TC facilitates the use of current and emerging digital tools to support assessment, planning, and delivery of 21st century learning with individuals with exceptionalities. CEC 5.2</p>	<p>TC facilitates and assesses learner use of current and emerging digital tools providing opportunities for problem solving, conducting research, and creative expression.</p>	<p>TC facilitates and assesses learner use of current and emerging digital tools, providing opportunities for problem solving, conducting research, or creative expression.</p>	<p>Current and emerging digital tools are not used to support student learning.</p>
<p>17. TC guides learners to use appropriate content-specific literacy strategies.</p>	<p>TC provides multiple opportunities for learners to use appropriate content-specific literacy strategies involving print (reading, writing) and non-print (speaking, listening, viewing, visually representing).</p>	<p>TC guides learners to use appropriate content-specific literacy strategies involving print (reading, writing) and non-print (speaking, listening, viewing, visually representing).</p>	<p>TC provides limited or inappropriate guidance for learners to use content-specific literacy strategies effectively.</p>
<p>18. TC collaborates with school professionals to implement appropriate interventions for learners who struggle in one or more literacy areas.</p>	<p>TC recognizes students who struggle in one or more areas of literacy and collaborates with school professionals to establish and implement appropriate literacy interventions.</p>	<p>TC implements interventions established by school professionals (i.e. literacy coach, mentor teacher, special education teacher) for students who struggle in one or more areas of literacy.</p>	<p>TC exhibits a “one size fits all” approach to literacy and/or fails to collaborate with school professionals to meet individual learner needs.</p>
<p>19. TC uses appropriate voice tone, inflection and nonverbal communication to manage instruction effectively.</p>	<p>TC demonstrates effective and strategic teaching and communication skills by varying voice inflection and tone, changing the pacing of the presentation, and using body language that encourages student engagement. In addition, TC moves throughout the space to maintain eye contact with students.</p>	<p>TC demonstrates effective teaching and communication skills by varying voice inflection and tone, changing the pacing of the presentation, and using body language that encourages student engagement.</p>	<p>TC exhibits one or more of the following: (a) a monotone with no changes in inflection or tone, (b) flat presentation with no changes in pacing, (c) body language that does not encourage student engagement, (d) limited eye contact with students, and/or (e) limited movement (rooted in one place).</p>

<p>20. TC implements strategies that address the needs of learners from diverse cultural and linguistic backgrounds. CEC 2.1</p>	<p>TC skillfully addresses cultural differences in creative and varied ways. If English Language Learners are in the classroom, a variety of individual accommodations and modifications are made in content, instruction, and assessment.</p>	<p>TC uses strategies that address the needs of learners from diverse cultural backgrounds including strategies such as providing examples that are relevant to specific culture. If English language learners are in the classroom, TC differentiates content and instruction appropriately.</p>	<p>TC exhibits a “one size fits all” approach to content presentation and learning experiences, ignoring cultural and linguistic backgrounds</p>
<p>Domain 3: Environment</p>	<p>Exceeds Expectations</p>	<p>Meets Expectations</p>	<p>Below Expectations</p>
<p>21. TC arranges the environment to create or maintain a safe classroom that is conducive to learning. **</p>	<p>TC develops and implements safety procedures to promote learning, avoid distractions, and ensure safe use of materials.</p>	<p>TC follows safety procedures and makes adjustments to the physical environment to promote learning, avoid distractions, and ensure safe use of materials.</p>	<p>TC does not follow safety procedures, which results or could result in lack of learning and/or student harm.</p>
<p>22. TC maintains a caring, fair, and equitable classroom environment. ** CEC 6.3</p>	<p>TC responds positively to learner and family difficulties, concerns, and questions without bias towards gender, ethnicity, exceptionality, sexual orientation, or social economic status within delivery of special education services. The TC considers proactive measures to hold students accountable for respecting peer diversity.</p>	<p>TC responds positively to learner and family difficulties, concerns, and questions without bias towards gender, ethnicity, exceptionality, sexual orientation, or social economic status within delivery of special education services.</p>	<p>Responds with bias toward learners who differ by gender, ethnicity, exceptionality, sexual orientation, or social economic status. TC tolerates bullying and/or disrespectful peer interactions.</p>

<p>23. TC promotes positive social interaction and collaboration in the learning environment including communication skills ISCI5S19</p>	<p>TC structures instructional and non-instructional routines and activities to support positive social interactions, productive teamwork, and cooperative learning. TC deliberately structures group composition, assigns specific roles, and promotes group autonomy.</p>	<p>TC structures instructional and non-instructional routines and activities (partner and group work, procedures, project-based learning, etc.) to support positive social interactions, productive teamwork, and cooperative learning.</p>	<p>TC solely focuses on learners working independently of one another. Attempts to use cooperative learning are ineffective and lack structure.</p>
<p>24. TC develops and implements proactive classroom management strategies that promote positive behaviors and active engagement. CEC 2.2 ; ISCI2S5</p>	<p>In addition to meeting acceptable expectations, the TC is able to adjust classroom management strategies during instruction and/or address the needs of individual learners.</p>	<p>TC develops and implements strategies for setting behavioral, social, and academic expectations for active engagement, positively reinforcing learners who meet those expectations and positively redirecting learner behavior as needed.</p>	<p>TC implements ineffective, reactive classroom management strategies resulting in persistent problem behavior.</p>
<p>25. TC maximizes learner engagement during instructional periods, transitions, and activities.</p>	<p>TC develops and implements procedures for managing instructional and non-instructional routines (ex. bathroom breaks, sharpening pencils, turning in work), and transitions to maximize learner engagement.</p>	<p>TC follows and adjusts the mentor teacher's procedures for managing instructional and non-instructional routines (ex. bathroom breaks, sharpening pencils, turning in work), and transitions to maximize learner engagement.</p>	<p>TC implements ineffective procedures for managing routines and transitions resulting in reduced engagement in instructional activities and increased problem behavior.</p>
<p>Domain 4: Professionalism</p>	<p>Exceeds Expectations</p>	<p>Meets Expectations</p>	<p>Below Expectations</p>

<p>26. TC communicates effectively with caregivers. ISCI7S2; ISCI7S3; ISCI7S4; ISCI7S5 ISCI7S10</p>	<p>TC’s verbal and written communication integrates professional vocabulary which is appropriate for caregivers and reflects standard English conventions. Through such communications, opportunities for collaboration which enhance student learning occur.</p>	<p>TC’s verbal and written communication is appropriate for caregivers and reflects standard English conventions.</p>	<p>TC’s verbal and written communication is not appropriate for caregivers and/or does not reflect standard English conventions.</p>
<p>27. TC collaborates with other professionals to enhance student learning. CEC 7.2; CEC 7.3; ISCI7S6; ISCI7S7</p>	<p>TC collaborates with professionals within and outside of the school community to enhance student learning.</p>	<p>TC collaborates with other school professionals (i.e. colleagues, administrators, & other student-oriented professionals) to enhance student learning.</p>	<p>TC does not collaborate with other professionals (i.e. colleagues, administrators, & other student-oriented professionals) to enhance student learning.</p>
<p>28. TC establishes and maintains professional relationships with school personnel and students. ISCI7S1; ISCI7S6; ISCI7S7; ISCI7S9</p>	<p>TC not only conducts self in a professional manner, but takes initiative to establish relationships with school personnel (e.g. colleagues, administrators, mentor teachers, other school staff members, and university supervisor) and students.</p>	<p>TC conducts self in a professional manner when interacting with school personnel (e.g. colleagues, administrators, mentor teachers, other school staff members, and university supervisor) and students.</p>	<p>TC exhibits unprofessional behaviors that damage relationships with school personnel (e.g. colleagues, administrators, mentor teachers, other school staff members, and university supervisor) or students.</p>

<p>29. TC is a participant in school initiatives and supports school-related organizations and activities.</p>	<p>TC actively contributes to departmental meetings, faculty meetings, strategic planning sessions, team meetings, and the like. TC actively supports school-related organizations, such as PTA and school improvement council. TC actively supports extracurricular activities that contribute to the overall learning and development of students (i.e. clubs, student council, athletics, and cultural/artistic events).</p>	<p>TC regularly attends and participates in departmental meetings, faculty meetings, strategic planning sessions, team meetings, and the like. TC actively supports school-related organizations, such as PTA and school improvement council.</p>	<p>TC does not regularly attend nor participate in departmental meetings, faculty meetings, strategic planning sessions, team meetings, and the like. TC does not actively support school-related organizations, such as PTA and school improvement council.</p>
<p>30. TC demonstrates effective verbal communication that is appropriate for the intended audiences and uses standard English.</p>	<p>TC's verbal communication integrates professional vocabulary which is appropriate for students, caregivers, and professionals and reflects standard English conventions.</p>	<p>TC's verbal communication is appropriate for students, caregivers, and professionals and reflects standard English conventions.</p>	<p>TC's verbal communication is not appropriate for students and/or professionals and/or does not reflect standard English conventions.</p>
<p>31. TC demonstrates effective external written communication that is appropriate for the intended audience and uses standard English.</p>	<p>TC's external written communication is clear and ongoing, appropriate for varied audiences, occurs through various platforms (website, email, notes, newsletters, etc.) and reflects standard English conventions (i.e., no errors in writing mechanics and sentence structure).</p>	<p>TC's external written communication is appropriate for students, caregivers, and professionals and reflects standard English conventions (i.e., no errors in writing mechanics and sentence structure).</p>	<p>TC's external written communication is not appropriate for students and/or professionals and/or does not reflect standard English conventions (i.e., errors in writing mechanics and/or sentence structure).</p>

<p>32. TC adheres to the university and school/district rules, Standards of Conduct for South Carolina Educators, CEC Ethical Principles and Professional Practice Standards, and FERPA requirements and acts appropriately when faced with legal issues with children. ** CEC 6.1; ISCI6S1</p>	<p>TC meets all requirements at the acceptable level and acts as an advocate, when appropriate, when faced with legal issues with children the TC serves.</p>	<p>TC's conduct conforms to school/district rules as well as the Standards of Conduct for South Carolina Educators and the CEC Ethical Principles and Professional Practice Standards. The TC observes confidentiality of student information (FERPA). The TC acts appropriately when faced with legal issues facing the children he/she serves.</p>	<p>TC violates one or more of the school/district rules, Standards of Conduct for South Carolina Educators, CEC Ethical and Professional Practice Standards, or FERPA requirements, and/or the TC's lack of actions on legal issues involves harm to the children served.</p>
<p>33. TC demonstrates professional responsibility (e.g. preparedness, responsibility, initiative, time management).</p>	<p>TC is consistently prepared to teach each day and displays a high degree of planning, organization, creativity, and initiative. Plans are discussed with the mentor teacher in advance.</p>	<p>TC comes to the classroom prepared for each day. TC organizes materials, lesson plans, and activities prior to implementation. Plans are discussed with the mentor teacher in advance.</p>	<p>TC is not prepared to teach each day. Lesson plans may be missing or incomplete; materials may not be organized in advance; others (assistants or colleagues) may not be informed of their instructional roles for the lesson. Lack of preparedness and initiative negatively impacts student learning opportunities.</p>
<p>34. TC is receptive to constructive criticism from mentor teacher, university supervisor, and administrators and incorporates feedback.</p>	<p>TC seeks feedback without prompting and receives constructive criticism in a mature manner. Changes in behavior demonstrate feedback has been incorporated.</p>	<p>TC is receptive to constructive criticism and often incorporates appropriate feedback from others (i.e., planning, instruction, assessment, management, communication, and/or dispositions).</p>	<p>TC is argumentative, oppositional, or defensive when receiving constructive feedback. TC makes no attempt to incorporate appropriate feedback from others (i.e., planning, instruction, assessment, management, communication, and/or dispositions).</p>

<p>35. TC uses self-reflection to evaluate and improve professional practice.</p>	<p>TC's reflections include specific statements supported by evidence (assessment data, observation, student behavior, artifacts, etc.). Reflections include detailed explanations of strategies that will be used to improve instruction and student learning.</p>	<p>TC's reflections include specific statements supported by evidence (assessment data, observation, student behavior, artifacts, etc.) to improve instruction and student learning.</p>	<p>TC's reflections include general statements not supported by specific examples and plans for change are not included.</p>
<p>Domain 5 Special Education Competencies</p>	<p>Exceeds Expectations</p>	<p>Meets Expectations</p>	<p>Below Expectations</p>
<p>36. TC performs assessments of communication needs and implements appropriate communication strategies. CEC 5.3</p>	<p>TC assesses communication needs of all students and employs an array of appropriate strategies and/or devices to enhance the communicative ability, including augmentative and alternative modes.</p>	<p>TC performs communication assessments on students in the classroom and employs appropriate strategies and/or devices to enhance their communicative ability.</p>	<p>TC does not adequately address communication needs of the students in the classroom. Does not perform adequate assessment and/or does not provide appropriate alternatives.</p>
<p>37. TC uses strategies to enhance language development and communication skills of individuals with exceptionalities CEC 5.4</p>	<p>TC uses evidence-supported strategies with individuals with exceptionalities specifically designed to teach language development and communication skills during 1:1 instructional activities and during content specific lessons.</p>	<p>TC uses strategies that enhance language development and communication skills of individuals with exceptionalities during 1:1 instructional activities.</p>	<p>TC does not implement strategies that enhance language development and communication skills of individuals with exceptionalities.</p>

<p>38. TC develops and implements 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. CEC 5.5</p>	<p>TC takes the lead in developing collaborative education and transition plans and delivering those plans at appropriate meetings with team members and families and presents evidence of implementation of the plans</p>	<p>TC participates in collaborative efforts in developing and presenting education and transition plans at appropriate meetings with team members and families and has evidence of implementation of the plans</p>	<p>TC does not participate in the development of education and transition plans</p>
<p>39. TC provides guidance and direction to paraeducators, tutors, and/or volunteers. CEC 6.6</p>	<p>TC provides formal training and coaching to paraeducators, tutors, and/or volunteers to support the IEP needs of individuals with exceptionalities.</p>	<p>TC provides informal training and support to paraeducators, tutors, and/or volunteers to support the IEP needs of individuals with exceptionalities.</p>	<p>TC does not provide evidence of training and supporting paraeducators, tutors, and/or volunteers</p>
<p>40. TC is involved with individualized IEP planning. ISCI2S2; ISCI4S6; ISCI5S1; ISCI5S7; ISCI7K2</p>	<p>TC provides input to the IEP development and leads a part of a meeting</p>	<p>TC collaborates during the IEP development and participates during an IEP meeting</p>	<p>TC provides does not participate in IEP development and/or does not attend required IEP meetings.</p>
<p>LD/ED Specific</p>			
<p>41. TC uses systematic instruction to teach academic skills and other independent functioning skills such as self-monitoring, study skills, and organization. LD5K34K3; LD5S7; LD5S8; LD5S9; LD5S10; LD5S11; LD5S13; LD5K5; LD5S2; LD5S5</p>	<p>TC uses systematic instruction for all or most academic lessons and to teach organizational skills, study skills, and self-monitoring.</p>	<p>TC uses systematic instruction for some academics and to teach organizational skills, study skills, and self-monitoring.</p>	<p>TC rarely uses systematic instruction to teach academics or to teach organizational skills, study skills, and self-monitoring.</p>

<p>42. TC utilizes evidence-based instruction to help students with LD succeed in a variety of settings. LD5K2; LD5S1</p>	<p>The TC utilizes instructional strategies that have a strong evidence-base for students with learning disabilities (ex. explicit instruction, metacognitive strategies, CRA, etc.) and supports the use of these approaches by other educators across a variety of settings.</p>	<p>The TC utilizes instructional strategies that have a strong evidence-base for students with learning disabilities (ex. explicit instruction, task analysis, metacognitive strategies, CRA, etc.) in a variety of settings.</p>	<p>The TC utilizes very little instructional strategies that have strong evidence-base for student with learning disabilities.</p>
<p>43. TC designs and utilizes positive reinforcement systems appropriate for students with ED. EBD5S5</p>	<p>In collaboration with others, the TC designs and implements a behavioral support system that includes a specific differential reinforcement approach and/or a specific reinforcement schedule that is implemented across a variety of settings with students with ED.</p>	<p>TC designs and implements a behavioral support system that includes a specific differential reinforcement approach and/or a specific reinforcement schedule with students with ED</p>	<p>The candidate does not consistently use a behavioral support system based on positive reinforcement with students with ED.</p>

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