

NEW PROGRAM PROPOSAL FORM

Name of Institution: **Clemson University**

Name of Program (include degree designation and all concentrations, options, or tracks):

Teacher Residency in Middle Level Education, Master of Arts in Teaching (MAT) with the following options: English/Language Arts, Social Studies, Mathematics, and Science

Program Designation:

- | | |
|---|--|
| <input type="checkbox"/> Associate's Degree | <input checked="" type="checkbox"/> Master's Degree |
| <input type="checkbox"/> Bachelor's Degree: 4 Year | <input type="checkbox"/> Specialist |
| <input type="checkbox"/> Bachelor's Degree: 5 Year | <input type="checkbox"/> Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA) |
| <input type="checkbox"/> Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.) | |

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

- Yes
 No

Proposed Date of Implementation: Fall 2021

CIP Code: 13.1203

Delivery Site(s): Online and Hybrid

Delivery Mode:

- | | |
|--|---|
| <input type="checkbox"/> Traditional/face-to-face
*select if less than 25% online | <input type="checkbox"/> Distance Education |
| | <input type="checkbox"/> 100% online |
| | <input type="checkbox"/> Blended/hybrid (50% or more online) |
| | <input checked="" type="checkbox"/> Blended/hybrid (25-49% online) |
| | <input type="checkbox"/> Other distance education (explain if selected) |

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

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

Department Curriculum Committee: February 1, 2018
College Curriculum Committee: February 15, 2018
University Graduate Curriculum Committee: March 9, 2018
Provost: September 30, 2017
President: September 30, 2017
Board of Trustees: October 2, 2017

Background Information

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

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

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

The 2018 SC Department of Education reported that 141.63 teaching positions in SC in middle level education were vacant at the beginning of the 2017 school year. Districts reported "areas with substantial increases [in vacancy] include middle level language arts, middle level and secondary social studies, and music...". But it is not just the number of vacancies that are addressed by Teacher Residency programs. It is the number of teachers that leave education.

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

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

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

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

Teacher Residents will have rich, immersive experiences with trained master teachers. The curriculum plan is based on the BA/BS-MAT combined program philosophy, in such, that qualified students will take twelve hours of graduate course work their senior year in place of a traditional student teaching experience. The following fall, students will enroll in a two-semester Teacher Residency course and complete the remaining hours toward their MAT degree. This pairing for a full-year classroom apprenticeship within master-level education is a critical component. It allows students to integrate coursework and clinical experience prior to employment as a teacher-of-record.

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

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

Teacher Residency Program	Retention Results	Student Outcomes
Boston Teacher Residency	80% of graduates were still teaching in Boston Public Schools in Year 3 vs. 63% of non-resident teachers still teaching in Year 3. 75% of graduates were still teaching in Year 5 vs. 51% of nonresident teachers still teaching in year 5.	Achievement gains of graduates’ students were initially comparable to those of other novice teachers’ students in English Language Arts and mathematics, but graduates’ students’ achievement gains in mathematics “improve[d] rapidly over time” such that by their fourth or fifth year of teaching, BTR graduates outperformed veterans by 7% of a standard deviation.
Memphis Teacher Residency	95% of graduates were still teaching in Tennessee public schools in Year 3 compared with 41% of teachers statewide still teaching in public schools in Year 3.	MTR graduates had higher student achievement gains than other beginning teachers and larger gains than veteran teachers on most, but not all, Tennessee Comprehensive Assessment Program (TCAP) exams, the standardized tests taken by Tennessee public school students.
San Francisco Teacher Residency	80% of graduates still teaching in Year 5 compared with 38% of non-resident teachers.	100% of SFUSD principals say SFTR graduates are more effective than other new teachers. Students taught by SFTR graduates have high levels of confidence in their teachers’ competence. On one survey administered to more than 1,700 middle and high school students taught by SFTR graduates, students were especially confident in their teachers’ ability to engage students, develop personal relationships, and employ academic rigor, high expectations, and strong instructional methods with them. High school students also rated their teachers as having strong expertise in creating a positive classroom culture.

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

Alignment with the ClemsonForward Plan

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

Assessment of Need

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

1. **Current:** Thirty juniors met with advisors last spring and filled out the GS6-Bachelor-to-Master form expressing their intent to participate in the program (this was achieved with very little communication about the program).
2. **Projected:** A survey of all education majors (40% return rate) showed that 60% of students were very interested in pursuing this option.
3. **Recruitment:** Finally, as this option has been discussed informally during orientation sessions with students and parents there seems to be very strong interest in this option. In fact, multiple students have selected Clemson in the fall because they will be able to pursue this option. Thus, we are expecting (though have not included it in the numbers) that Teacher Residency will be an incentive as accepted undergraduate students make their final decisions.

The MAT in Teacher Residency program is not shorter in credit hours, but in time to completion of the two degree programs. Students will still complete a minimum of 150 credit hours (120 hours in undergraduate coursework and 30 hours of graduate coursework). The proposed model allows students to progress in a time frame that is more economical for the student. By SACSCOC standards, undergraduate degrees are 120 credit hours, at a minimum. Graduate programs required a minimum of 30 credit hours. (SACSCOC 2018 Standards of Accreditation, Section 9, Program Length, page 8).

Transfer and Articulation

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

There are no agreements proposed.

Employment Opportunities

Occupation	State		National		Data Type and Source
	Expected Number of Jobs	Employment Projection	Expected Number of Jobs	Employment Projection	
Middle School Teachers	11,242.9	4% increase overall in teaching positions	630,300	8% growth	US Bureau of Labor Statistics, 3-23-18 (https://www.bls.gov/ooh/education-training-and-library/middle-school-teachers.htm) 2017-18 SC Annual Educator Supply and Demand Report
English/ Language Arts	1,871.48				2017-18 SC Annual Educator Supply and Demand Report (https://www.cerra.org/supply-and-demand.html/)
Mathematics	1,778.59				2017-18 SC Annual Educator Supply and Demand Report (https://www.cerra.org/supply-and-demand.html/)
Science	1,517.8				2017-18 SC Annual Educator Supply and Demand Report (https://www.cerra.org/supply-and-demand.html/)
Social Studies	1,493.5				2017-18 SC Annual Educator Supply and Demand Report (https://www.cerra.org/supply-and-demand.html/)

Supporting Evidence of Anticipated Employment Opportunities

Provide supporting evidence of anticipated employment opportunities for graduates.

In 2017, 21 percent of available positions in SC public schools were in middle level education. The SC Department of Education provides specific data on vacant teaching positions as well. Overall, there were 550 vacant positions at the beginning of the fall semester in 2017. “Districts reported more vacant teaching positions in most subject areas for the 2017-18 school year. Areas with substantial increases include middle level language arts, middle level and secondary social studies, and music across all school levels.” (p.4, https://www.cerra.org/uploads/1/7/6/8/17684955/2017-18_supply_demand_report.pdf).

Vacant positions in Middle Schools in the Fall of 2017:

- English/Language Arts: 27.9
- Mathematics: 20.9
- Sciences: 9.0
- Social Studies: 9.5

As stated earlier, SC CERRA 2017 reported that the number of Teachers who did not return to their teaching positions increased to 6,705 (an increase of 223 FTEs). The report identified 38% of teachers not returning had five or fewer years in the classroom and 12% occurred during or after the first year in the classroom. Further, 22% of first year teachers neither returned to the same position nor took a teaching position in any other SC school. (https://www.cerra.org/uploads/1/7/6/8/17684955/2017-18_supply_demand_report.pdf) supporting the rationale for the development of a year-long Teacher Residency to address retention of teachers.

Description of the Program

Projected Enrollment			
Year	Fall Headcount	Spring Headcount	Summer Headcount
Spring 2022		5	
2022-23	5	13	
2023-24	8	18	
2024-25	10	25	
2025-26	15	35	

Explain how the enrollment projections were calculated.

The numbers on the projected enrollment table are cumulative, with a new class of students added each spring semester. In this table, in the Spring of 2022, we anticipated 5 second semester senior students in middle level education enrolling in 12 credits of graduate coursework, these 5 students will enroll in 9 credits in the fall semester of 2022. In the Spring of 2023, the 5 students will enroll their final 9 credits, plus we will begin our second class of second semester senior students with 8 new students projected. The total enrollment in the Spring of 2023 is therefore 13 students. The program enrollment will continue to add new students each year with 20 new students in the Spring of 2026.

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

Yes

No

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

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

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

Clemson students have a high success rate on the Praxis II (PLT and subject assessment tests). While we do not have specific data on Middle Level Education BS students, we do have data on students enrolled in Elementary, Early Childhood, and Secondary, providing evidence of the quality of Clemson's education majors.

Praxis II (PLT and Subject Assessment) 2016-2017				
Test	Total N	# Pass	% Pass	Cut Scores
5621 Principles of Learning and Teaching: Early Childhood	23	23	100	157
5024 Education of Young Children	21	20	95.24	160
5002 Elementary Education: Reading Language Arts	43	43	100	157
5003 Elementary Education: Mathematics	44	44	100	157
5004 Elementary Education: Social Studies	45	43	95.56	155
5005 Elementary Education: Science	44	41	93.18	159
5624 Principles of Learning and Teaching	66	65	98.48	157
5039 English Language Arts	12	12	100	168
5086 Social Studies	13	12	92.31	153
5161 Mathematics	18	17	94.4	150
5235 Biology	14	13	92.86	148
5245 Chemistry	2	*	*	152
5265 Physics	0	*	*	130

Students who are accepted into the Teacher Residency program through the completion and approval of the GS6 Form GS6-Bachelor to Graduate Request for Combined Education Plan (<https://www.clemson.edu/graduate/files/pdfs/GS6-bachelor-to-graduate.pdf>) designed for all graduate programs that allow a combined education plan. Students remain an undergraduate student until they completed their undergraduate degree. They will have 12 graduate hours of coursework at the time of their undergraduate degree graduation. After their undergraduate graduation, they are formally

admitted as graduate students in the MAT degree program. It is important that students complete the correct Graduate School Form. There are two GS6 forms, one for undergraduate students taking graduate courses, the second form for students requesting a Bachelor to Graduate combined education plan. The GS6-Bachelor to Graduate Plan has no limit on the number of graduate courses.

The Form GS6 Bachelor to Graduate Plan reads:

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

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

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

While we do not have specific data on Middle Level Education, BS students, we do have data on students enrolled in Elementary, Early Childhood, Secondary and Special Education, providing evidence of the quality of Clemson's education majors.

Table 1: Enrolled Students AP and IB Credit Presented at Admission to the University

Degree Program	Number of Students	Total AP/IB Credits	Average Number of Credits
BA-Early Childhood	49	472	9.63
Continuing	35	351	
New Freshman	13	106	
New Transfer	1	15	
BA-Elementary Ed	116	1328	11.45
Continuing	91	1055	

New Freshman	23	267	
New Transfer	1	6	
BA-Secondary Ed	99	1363	13.77
Continuing	70	1052	
New Freshman	23	285	
New Transfer	5	26	
BA-Science Teaching	10	178	17.80
Continuing	8	128	
New Freshman	1	38	
New Transfer	1	12	
BS-Math Teaching	8	81	10.13
Continuing	5	67	
New Freshman	3	14	
BS-Science Teaching	8	97	12.13
Continuing	8	97	
BA Special Education	52	488	9.38
Continuing	34	309	
New Freshmen	18	179	

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

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

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

Undergraduate Major	GPA	Earned Credit Hours
ECE	3.97	127
ECE	3.90	124
ECE	3.82	127
ECE	3.76	125
ECE	3.89	125
ECE	3.80	141
ELED	3.81	129
ELED	4.00	134
ELED	3.93	127

ELED	3.89	130
ELED	4.00	138
ELED	4.00	149
ELED	3.69	138
ELED	3.72	127
ELED	3.85	128
ELED	3.54	138
SECE - English	3.51	144
SECE - History	3.53	163
SECE - History	3.90	147
SECE- History	3.43	131
SECE- History	3.76	138
STCH - Chemistry	3.44	128

Appendix A (page 32) provides the detailed approved Plan of Study for an undergraduate degree in Middle Level Education. All coursework is required through seven semesters, and as noted in the plan of study in the second semester of the Senior Year, students would enroll in the following four courses as part of the Non-Certification emphasis area:

- ED 6900 Classroom Learning Environments (3 credits)
- ED 8650 Curriculum Theory (3 credits)
- EDF 8080 Contemporary Issues in Assessment (3 credits)
- ED 8250 Cultural Diversity in Education (3 credits)

Curriculum

New Courses

List and provide course descriptions for new courses.

No new courses are required for this program.

Total Credit Hours Required:30

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
Spring 1		Fall		Spring 2	
ED 6900 Classroom Learning Environments	3	ED 8600 Classroom-Based Research	3	ED 8990 Capstone Project	3
ED 8650 Curriculum Theory	3	ED 8090 Teacher Residency Internship	3	ED 8090 Teacher Residency Internship	3
EDF Contemporary Issues in Assessment	3	ED 8480 Teacher Residency Seminar	3	ED 8480 Teacher Residency Seminar	3
ED 8250 Cultural Diversity in Education	3				
Total Semester Hours	12	Total Semester Hours	9	Total Semester Hours	9

In the first semester of the program when students are taking 12 hours of graduate credit, they have supervised clinical field experience associated with their coursework. Students work with a mentor or cooperating teacher that semester who evaluates formally at least two lessons.

In the year-long residency experience, students will work with a master teacher. Master teachers are recruited and selected by building and district partners in conjunction with faculty from the College of Education. Master teachers apply for the program and must submit 1-2 recommendations. Master teachers have a minimum of 3-5 years teaching experience, have completed SC mentor and evaluator training, have demonstrated effectiveness in terms of student outcomes, have likely served as a cooperating teacher in the past, and are evaluated for dispositions closely aligned with the needs of this program. Master teachers will at a minimum take two master’s level courses in instructional coaching (ED 8750 Elements of Instructional Effectiveness and ED 8760 Curriculum, Instruction, Assessment, & Learning from a Mentor Perspective) along with a summer institute. Several of our master teachers have taken two other instructional coaching courses; the four courses in instructional coaching satisfy the state-level “Teacher Leader” endorsement. Like cooperating teachers in our traditional initial certification programs, master teachers will formally evaluate lessons and other assignments produced by the students in conjunction with the university supervisor.

Similar Programs in South Carolina offered by Public and Independent Institutions
Identify the similar programs offered and describe the similarities and differences for each program.

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences
Middle Grades Education (Joint w/The Citadel), MAT	42 cr. hrs.	College of Charleston	Leads to recommendation for a teaching certificate in grades five through eight in SC. Pedagogy and content knowledge is similar and both include courses addressing effective learning environments. Both programs offer students in four content areas. Both programs meet national standards.	The program is 42 credit hours versus 30 credit hours, admission requirement is undergraduate coursework in a broad liberal arts background while CU's requires a specific preparation in middle level education; GPA requirement is a 2.5, versus a 3.4 for the TR program; the length of time spent in supervised field experience differs (one semester versus two). Clemson's 30 credit hour degree program recognizes the content and educational coursework from the student's undergraduate program and focuses on graduate level course work including a year-long teaching residency.
Junior High/ Intermediate/ Middle School Education, MAT	55 cr.hrs.	Converse College	Leads to recommendation for a teaching certificate in grades five through eight in SC. Pedagogy and content knowledge is similar and both include courses addressing effective learning environments. Both programs offer students in four content areas. Both programs meet national standards.	Converse program is designed for a person with an undergraduate degree in area other than education. Converse has designed a flexibility schedule to assist students who are employed. Classes are in late afternoon. The program is 55 credits including directed teaching. Clemson's 30 credit hour degree program recognizes the content and educational coursework from the student's undergraduate program and focuses on graduate level course work including a year-long teaching residency.
Middle Grades Education (Joint w/The Citadel), MAT	42 cr. hrs.	The Citadel	Leads to recommendation for a teaching certificate in grades five through eight in SC. Pedagogy and content knowledge is similar and both include courses addressing effective learning environments. Both programs offer students in four content areas.	The program is 42 credit hours versus 30 credit hours, admission requirement is undergraduate coursework in a broad liberal arts background while CU's requires a specific preparation in early childhood education; GPA requirement is a 2.5, versus a 3.4 for the TR program; the length of time spent in supervised field experience differs (one semester versus two). Clemson's 30 credit hour degree program recognizes the content and educational coursework from the student's undergraduate program and focuses on graduate level course work including a year-long teaching residency.
Accelerated MAT	33-34 cr. hrs.	Winthrop	Both programs prepare students for teacher certification and includes professional education courses, teaching area content, and internships and seminars. Both	Winthrop's MAT program is from 33-45 hours in length, varying with student preparation on admission. Winthrop has a much more varied program, offering options for teacher preparation in 10 different areas, including several that are K-12 preparation, though not

			<p>programs have designed the teaching experiences to be supportive with increasing amount of autonomy. Both programs build on the student's undergraduate and graduate content areas. Winthrop's program is an accelerated MAT and allows students in three semesters to receive initial teacher certification. The key to Winthrop's accelerated, versus their traditional MAT program is the undergraduate degree is from Winthrop. Like Clemson's program, it builds on the students existing undergraduate coursework in education. Winthrop's students must have completed a degree in one of a 12 majors and have three EDUC courses (101, 200, and 220), with a GPA of 3.0. Clemson requires a minimum of 90 undergraduate hours, all traditional professional education courses, except directed teaching, and a GPA of 3.4, completing their undergraduate degree with the intent of continuing into the Teacher Residency model.</p>	<p>specifically middle level. Clemson's 30 credit hour degree program recognizes the content and educational coursework from the student's undergraduate program and focuses on graduate level course work including a year-long teaching residency.</p>
Certificate in Middle Level	12 cr. hrs.	Winthrop	<p>Winthrop offers a 12-credit hour certificate in Middle Level Education. The courses provide students content identified by the AMLE and allows students certified in other areas to meet the standards for middle level education. This content is built into Clemson's overall program.</p>	<p>Clemson's degree programs the content as part of the curriculum, while this add on certification allows graduates of Winthrop to meet the qualifications for teaching at the middle level.</p>

Faculty

Rank and Full-or Part-time	Courses Taught for the Program	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Relevant Professional Experience (e.g., licensures, certifications, years in industry, etc.)
Professor #1 and Department Chair (F)	ED 7350 Bring Learning Alive w/STEAM, 3 Sp ED 7350 Google Apps for Education, 3 Sp/Su ED 7350 Integrating Lit. in the Class, 3 Sp ED 7350 Spanish for Educators, 3 Sp EDSC 3270 Practicum Sec Sci, 2 Fa EDSC 3271 Prac Sec Sci Lab, 3 Fa EDML 3270/3271 Practicum in Middle Level Science (3cr), EDML 4270/4271 Teaching Middle Level Science (3cr), EDML 4570 Middle Level Science Capstone Seminar (3cr)	BS, Science Education, University of Central Oklahoma 1991. MS, Curriculum and Instruction, Indiana University 2002. PhD, Curriculum and Instruction, Indiana University 2004.	
Professor # 2 (F)	ED 8380 Ancient Civilizations, 3 Sp EDML 8120 Mid Grds Soc Studies Meth/Prac, 2 Fa EDML 8221 Md Gr Soc Stud Meth/St Tch Lab, 4 Sp EDML 8320 S.C. History for Teachers, 3 Fa EDML 3240/EDML 3241 Practicum in Middle Level Language Arts (3cr) EDML 4240/4241 Practicum in Middle Level Lang Arts (3) EDML 4540 Middle Level Language Arts Capstone Seminar (3cr)	BA, English, Longwood College 1978. MA, Theology, Bethany Theological Seminary 1981. EdD, Curriculum and Instruction, Virginia Tech 1987.	
Associate Professor #1 (F)	ED 4380 Sel Topics in Educ, 3 Su ED 4390 Independent Study, 3 Su	BA, Media Arts, University of South Carolina 1991. MAT, Early Childhood Education, University of South Carolina 1993. PhD, Language and Literary Education, Georgia State University 2003.	
Associate Professor #2 (F)	ED 9010 Persp. of Schooling in US, 3 Sp ED 9910 Doctoral Dissertation Research, Var. Fa/Sp ED 9940 Directed Research, 1 Su EDML 3260/3261 Practicum in Middle Level Mathematics (3cr) EDML 4260/4261 Teaching Middle Level Mathematics (3cr) EDML 4560 Middle Level Mathematics Capstone Seminar (3cr) MATH 3130 Algebra for Middle Level Teachers (3cr) MATH 3140 Foundations of Mathematics for Middle Level Teachers(3cr) EDML 8230 Mid Grds Math	BS, Meteorology, University of Oklahoma 1995. MS, Mathematics, Colorado State University 1997. PhD, Instructional Leadership and Academic Curriculum, University of Oklahoma 2005.	

	Meth/Stud Teach, 2 Sp		
Associate Professor #3 (F)	ED 4390 Independent Study, 1 Fa ED 8380 Engin. Design for Teachers, 3 Su ED 8380 Engineering Design for Teacher, 3 Su ED 9800 Intern Curr & Instr, Var. Fa ED 9910 Doctoral Dissertation Research, Var. Fa/Sp ED 9940 Directed Research, Var. Fa EDML 8240 Mid Grds Science Meth/St Teach, 2 Sp EDML 8340 Envir Sci for Mid Sch Teachers, 2 Fa EDML 8341 Envir Sci for MS Teachers Lab, 6 Fa EDSC 4270 Tchng Sec Science, 2 Fa EDSC 8920 Capstone Seminar, 3 Sp EDML 3270/3271 Practicum in Middle Level Science (3cr), EDML 4270/4271 Teaching Middle Level Science (3cr), EDML 4570 Middle Level Science Capstone Seminar (3cr)	BS, Biology, University of North Carolina 1997. MAT, Science Education, University of North Carolina 1998. PhD, Science Education, North Carolina State University 2006.	
Associate Professor #4 (F)	ED 9020 Independent Doctoral Study, 3 Su	BS, Biology, Valdosta State University 1998. MEd, Science Education, Georgia Southern University 2001. PhD, Science Education, University of Georgia 2007.	
Associate Professor #5 (F)	ED 8710 STEAM Transdisc Teaching, 2 Sp ED 8711 STEAM Transdisc Teach Lab, 3 Sp ED 8720 STEAM Enacted and Evaluated, 2 Fa ED 8721 STEAM Enact and Eval Lab, 3 Fa ED 8730 STEAM Assessment, 3 Su	BS, Elementary Education, University of Wisconsin-Milwaukee 1989. MS, Administrative Leadership and Supervision, University of Wisconsin-Milwaukee 1997. PhD, Curriculum and Instruction, University of Wisconsin-Madison 2010.	
Associate Professor #6 (F)	ED 3970 CI- Play Based Intervention/EC, Var. Sp ED 3970 Creative Inquiry in Education, Var. Fa ED 4990 Educ Honors Capstone (HON), Var. Fa ED 4991 Education Honors Cap Lab (HON), 4 Fa ED 9910 Doctoral Dissertation Research, 9 Sp ED 9940 Directed Research, Var. Fa	BFA, Dance, Montclair State University 2001. MEd, Elementary Education, Georgian Court University 2005. PhD, Curriculum and Instruction, Clemson University 2009.	
Associate Professor #7 (F)	ED 8700 STEAM Instructional Design, 3 Fa ED 8720 STEAM Enacted and Evaluated, 2 Fa ED 8721 STEAM Enact and Eval Lab, 3 Fa ED 8730 STEAM Assessment, 3 Su ED 9800 Intern Curr & Instr, Var. Sp ED 9940 Directed Research, Var. Sp EDML 8140 Mid Grds Science Meth/Prac, 2 Fa EDML 3270/3271 Practicum in	BS, Biology, Indiana University 2000. MS, Education, Indiana University Purdue University -Indianapolis 2002. PhD, Curriculum and Instruction, Indiana University 2010.	

	Middle Level Science (3cr), EDML 4270/4271 Teaching Middle Level Science (3cr), EDML 4570 Middle Level Science Capstone Seminar (3cr)		
Associate Professor #8 (F)	ED 8390 Intro to Linguistics, 3 Sp	BA, Spanish, Bob Jones University 1979. MEd, Spanish, University of Georgia 1985. PhD, Spanish Linguistics, University of Texas 2002.	
Associate Professor #9 (F)	ED 8650 Curriculum Theory, 3 Su, Sp ED 4990 Educ Honors Capstone (HON), Var. Fa ED 4990 Educ Honors Capstone, Var. Sp ED 4991 Education Honors Cap Lab (HON), 4 Fa ED 4991 Education Honors Cap Lab, 4 Sp ED 9020 Teacher Development, 3 Su ED 9040 Intro Doc Seminar II, 1 Sp ED 9800 Intern Curr & Instr, Var. Sp ED 9910 Doctoral Dissertation Research, Var. Fa/Sp ED 9940 Directed Research, 3 Su ED 9940 Directed Research, Var. Fa/Sp	BA, Classics and History, Trinity University 1997. MA, Classics, University of Texas 1999. PhD, Curriculum and Instruction, University of Texas 2006.	
Associate Professor #10 (F)	ED 4410 Middle School Curr, 3 Su ED 6410 Middle School Curr, 3 Su ED 8600 Classroom Based Research, 3 Fa ED 9910 Doctoral Dissertation Research, Var. Fa/Sp/Su ED 9940 Directed Research, 3 Fa MATH 3130 Algebra for Middle Level Teachers (3cr) MATH 3140 Foundations of Mathematics for Middle Level Teachers(3cr)	BS, Elementary Education, State University of New York – Buffalo 1992. MEd, Mathematics Education, University of Georgia 2003. PhD, Mathematics Education, University of Georgia 2006.	
Associate Professor #11 (F)	EDF 8080 Contemporary Issues in Assessment	BA, Mathematics, University of Texas 1976. MEd, Education Psychology, University of Illinois, 1987. PhD, University of Illinois, 1993	
Assistant Professor #1(F)	EDML 8020 Early Adolescent Psych & Phil, 3 Su	BS, Elementary Education, Shippensburg University of Pennsylvania 1990. MEd, Technology in Education, Harvard University 2004. PhD, Educational Psychology, Michigan State University 2011.	
Assistant Professor #2 (F)	ED 8250 Cultural Diversity in Education, 3, Sp ED 9940 Directed Research, 1 Su EDML 3240/3241 Practicum in Middle Level Language Arts (3cr) EDML 4240/4241 Practicum in Middle Level Lang Arts (3) EDML 4540 Middle Level Language	BA, English Literature, Rhodes College 2001. MAT, Secondary English Education, Johns Hopkins University 2003. PhD, Educational Studies – Literacy, Emory University 2010.	

	Arts Capstone Seminar (3cr)		
Assistant Professor #3 (F)	ED 3970 Creative Inquiry in Education, Var. Fa ED 9020 Independent Doctoral Study, Var. Fa	BA, Philosophy, Brigham Young University 2007. MA, Politics, Princeton University 2009. PhD, Politics, Princeton University 2013.	
Assistant Professor #4 (F)	EDML 8030 The Early Adolescent Learner, 3 Su EDSC 4260 Tchng Sec Math, 2 Fa EDSC 6370 Technology in Math, 3 Su EDML 3260/3261 Practicum in Middle Level Mathematics (3cr) EDML 4260/4261 Teaching Middle Level Mathematics (3cr) EDML 4560 Middle Level Mathematics Capstone Seminar (3cr) MATH 3130 Algebra for Middle Level Teachers (3cr) MATH 3140 Foundations of Mathematics for Middle Level Teachers(3cr)	BS, Mathematics, University of Texas-El Paso 2007. MEd, Mathematics Education, University of Georgia 2010. PhD, Mathematics Education, University of Georgia 2016.	
Assistant Professor #5 (F)	ED 3970 Creative Inquiry in Education, Var. Fa ED 9020 Independent Doctoral Study, Var. Fa	BS, Early Childhood Education, Auburn University 1998. MEd, Early Childhood Education, Auburn University 1999. PhD, Early Childhood Education, University of Kentucky 2012.	
Assistant Professor #6 (F)	ED 9010 Education in African Diaspora, 3 Fa	BA, Sociology, Tufts University 2001. PhD, Educational Studies, Emory University 2013.	
Assistant Professor #7 (F)	ED 9940 Directed Research, Var. Sp	BA, Performance Studies, University of Minnesota 2003. MA, Performance Studies, New York University 2006. PhD, Curriculum and Instruction, University of Wisconsin 2012.	
Assistant Professor #8 (F)	ED 8380 ELA/SS Primary Documents, 3 Su ED 8380 Selected Topics in Education, 3 Su ED 8540 Intl Perspec Poverty & Schools, 3 Su ED 9020 Critical Multiculturalism, Var. Fa ED 9800 Intern Curr & Instr, 3 Fa ED 9800 Intern Curr & Instr, Var. Sp ED 9910 Doctoral Dissertation Research, 9 Sp ED 9910 Doctoral Dissertation Research, Var. Fa ED 9940 Directed Research, 3 Sp/Su	BA, Speech Pathology/Audiology and Psychology (dbl major), Duquesne University 1979. MS, Speech/Language Pathology, West Virginia University 1980. PhD, Curriculum and Instruction, Clemson University 2008.	
Assistant Professor #9 (F)	EDML 8130 Mid Grds Math Meth/Practicum, 2 Fa EDML 3260/3261 Practicum in Middle Level Mathematics (3cr) EDML 4260/4261 Teaching Middle Level Mathematics (3cr)	BS, Mathematics, College of Charleston 1999. MS, Mathematics, Clemson University 2001. PhD, Mathematics, University of Washington 2009.	

	EDML 4560 Middle Level Mathematics Capstone Seminar (3cr) MATH 3130 Algebra for Middle Level Teachers (3cr) MATH 3140 Foundations of Mathematics for Middle Level Teachers(3cr)		
Assistant Professor #10 (F)	ED 8600 Classroom Based Research, 3, Fa ED 8990 Capstone Project, 3, Sp	BA, Psychology, Florida International University 1998. MA, Teaching, Belhaven University 2005. EdD, Nova Southeastern University 2014	
Assistant Professor #11 (F)	EDML 8120 Mid Grade Social Studies EDML 4480 Teaching Internship in Middle Level Social Studies (9cr) EDML 3280/3281 Practicum in Middle Level Social Studies (3cr), EDML 4280/4281 Teaching Middle Level Social Studies (3cr) EDML 4580 Middle Level Social Studies Capstone Seminar (3cr)	BS, Psychology, BA German, University of GA 2006. MEd, Social Studies Education, University of GA 2008. PhD., Educational Theory and Practice, Social Studies Education 2016.	
Instructor #1, (F)	ED 6900 Classroom Learning Environments, 3, Sp	BS, Biological Science, Clemson University 2002. MEd, Math, Science and Technology, The Ohio State University, 2005. PhD, Curriculum and Instruction, Texas Tech University, 2017.	
Senior Lecturer #1 (F)	EDML 8111 Mid Grds Lang Art Methods Lab, 4 Fa EDML 8121 Mid Gr Soc Stud Methods Lab, 4 Fa EDML 8211 Md Gr Lang Art Meth/St Tch Lab, 4 Sp EDML 8221 Md Gr Soc Stud Meth/St Tch Lab, 4 Sp EDML 4440 Teaching Internship in Middle Level Language Arts (9cr)	BA, English Education, Rowan University 1966. MA, Special Education, College of New Jersey 1972. PhD, Educational Leadership, Clemson University 1996.	
Lecturer #1 (F)	EDML 8080 Mid Sch Assessment for Teachers, 3 Su	BS, Management, Clemson University 2003. MA, Middle Grades Education, Clemson University 2006. EdS, Educational Leadership, University of Central Florida 2008. EdD, Educational Leadership, University of Central Florida 2009.	
University Field Supervisor #1 (F)	EDSC 4271 Tchng Sec Sci Lab, 2 Fa EDSC 4470 Teach Intern Sec Sci, 27 Sp EDSC 8611 Mthds & Strt Secondary Sci Lab, 1 Fa EDSC 8910 Directed Internship, 27 Sp EDML 4470 Teaching Internship in Middle Level Science (9cr)	BS, Natural Science Education, University of South Carolina 1982. MEd, Educational Administration, University of South Carolina 1998.	Extensive experience as a public-school teacher and mentor of graduate and undergraduate students in science and mathematics lab settings.
University Field Supervisor #2 (F)	EDSC 4271 Tchng Sec Sci Lab, 2 Fa EDSC 4470 Teach Intern Sec Sci, 27 Sp EDSC 8611 Mthds & Strt Secondary Sci Lab, 1 Fa EDSC 8910 Directed Internship, 27 Sp EDML 4470 Teaching Internship in Middle Level Science (9cr)	BA, Biology, Wittenberg University. MA, Secondary Education, University of Pittsburgh 1990.	Extensive experience as a public-school teacher and mentor of graduate and undergraduate students in science and mathematics lab settings.

University Field Supervisor #3 (F)	EDSC 8621 Mthds & Str Secondary Math Lab, 1 Fa EDSC 8910 Directed Internship, 27 Sp EDML 4460 Teaching Internship in Middle Level Mathematics (9cr)	BS, Education, North Georgia College 1970. MEd, Secondary Education/Math, Columbus College 1977.	Extensive experience as a public-school teacher and mentor of graduate and undergraduate students in mathematics lab settings.
University Field Supervisor #4 (F)	EDSC 4261 Tchng Sec Math Lab, 2 Fa EDSC 4460 Teach Intern Sec Mth, 27 Sp EDML 4460 Teaching Internship in Middle Level Mathematics (9cr)	BS, Mathematics, Mississippi University for Women 1972. MEd, Secondary Education, Mississippi State University 1981.	Extensive experience as a public-school teacher and mentor of graduate and undergraduate students in mathematics lab settings

Total FTE needed to support the proposed program:

Faculty: 0.36 FTE

Staff:

Administration: 0.179 FTE

Faculty, Staff, and Administrative Personnel

Discuss the Faculty, Staff, and Administrative Personnel needs of the program.

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

Resources

Library and Learning Resources

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

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

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

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

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

If a book is not owned by the Clemson University Library and is not available via PASCAL Delivers, students may directly request the item from the Reference Librarian. Approved books will be rush ordered/cataloged and sent to the requesting patron, who will be responsible for returning them to Cooper Library (via either mail or return to a PASCAL Delivers library.)

Articles owned by Clemson University Libraries: Students requiring articles from print journals owned by the Library may request a scanned copy via <http://www.clemson.edu/culib/forms/secure/ill/emp/dd-rp.php>. Articles not available from Clemson University Libraries: Students also have free access to interlibrary loan to request copies of articles from journals not available at Clemson. Students must create an account prior to borrowing via the following website: <http://libguides.clemson.edu/ill>.

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

Student Support Services

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

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

Physical Resources/Facilities

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

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

Equipment

Identify new instructional equipment needed for the proposed program.

No new instructional equipment is needed.

Impact on Existing Programs

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

Yes

No

Market forces dictated a need to change direction with our current MAT in Middle Level. We are having more difficulty recruiting career changers in the current “traditional” MAT program in Middle Level Education. Further, alternative certification programs are better able to recruit these students because they begin paying them a salary right away. The proposed MAT in Teacher Residency builds on our current undergraduate program and is an area where we are better able to recruit students. As the Teacher Residency MAT is approved, the traditional MAT in Middle Level will be phased out following appropriate process (from Board approval to teach out plans and formal documentations to CHE and SACSCOC).

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

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

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

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

Financial Support

Sources of Financing for the Program by Year												
Category	Spring 2022		2022-23		2023-24		2024-25		2025-26		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Tuition Funding			\$54,971	\$54,971	\$90,576	\$90,576	\$116,640	\$116,640	\$180,090	\$180,090	\$442,277	\$442,277
Program-Specific Fees			\$5,150	\$5,150	\$8,240	\$8,240	\$10,300	\$10,300	\$15,915	\$15,915	\$39,605	\$39,605
Special State Appropriation												
Reallocation of Existing Funds												
Endowment		\$1,923		\$3,846		\$5,882		\$7,143		\$10,000		\$28,794
Total		\$1,923	\$60,121	\$63,967	\$98,816	\$104,698	\$126,940	\$134,083	\$196,005	\$206,005	\$481,882	\$510,676
Estimated Costs Associated with Implementing the Program by Year												
Category	Spring 2022		2022-23		2023-24		2024-25		2025-26		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Program Administration and Faculty/Staff Salaries		\$10,128		\$20,930		\$33,071		\$41,491		\$60,246		\$165,866
Facilities, Equipment, Supplies, and Materials		\$85		\$87		\$2,838		\$167		\$239		\$3,416
Library Resources												
Other (TR Prog Spec Cost))			\$5,150	\$5,150	\$8,240	\$8,240	\$10,300	\$10,300	\$15,915	\$15,915	\$39,605	\$39,605
Other (Debt service, Admin Overhead)			\$22,000	\$22,000	\$38,301	\$38,301	\$50,223	\$50,223	\$79,306	\$79,306	\$189,830	\$189,830
Total		\$10,213	\$27,150	\$48,167	\$46,541	\$82,450	\$60,523	102,181	\$95,221	\$155,706	\$229,435	\$398,717
Net Total (Sources of Financing Minus Estimated Costs)		\$(8,290)	\$32,971	\$15,800	\$52,275	\$22,248	\$66,417	\$31,902	\$100,784	\$50,299	\$252,447	\$111,959

Note: New costs - costs incurred solely as a result of implementing this program. Total costs - new costs; program's share of costs of existing resources used to support the program; and any other costs redirected to the program.

Budget Justification

Provide an explanation for all costs and sources of financing identified in the Financial Support table. Include an analysis of cost-effectiveness and return on investment and address any impacts to tuition, other programs, services, facilities, and the institution overall.

Expense Highlights:

- **Personnel Costs:**
 - No new faculty, support staff or administrators are required for the program implementation.
 - The College of Education will maximize efficiency by leveraging capacity in existing TR courses to support the TR in Special Education master's program.
- **Operational Costs:**
 - Support for supervision of the residency experiences, such as travel costs, are included in the line Other (TR Program Specific) budget line and matching the program specific fee students associated with the TR internship course. The budget (Line: Facilities, equipment, supplies, and materials) does include routine replacement costs of office equipment (software, monitors) and the ADA compliance/Course Capture of online courses on a three-year cycle.
- **Other Costs:**
 - Administrative overhead, intended to represent general and administrative costs are identified, as is the debt service.

Revenue Highlights:

- **Tuition and Fees:** An online Tier 4 rate of \$611 per credit hour for in-state and out-of-state students for the master's program is projected for 2022-23. The revenue model uses a projection of an annual three percent tuition increase.

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

Teacher Residency Program Fee: In 2022-23, a \$515 per semester program fee will be charged to students during their second and third semesters to support administration, field placement, and teacher residency supervision. The program fee is equivalent to lab fees that are charged at the undergraduate level for students engaged in their teacher practicums. The MAT Teacher Residency program requires more supervision and engagement by faculty with the schools and the graduate students thus the fee is necessary for us to cover our expenses.

- **Endowed Funds:** Recurring resources from the Eugene T. Moore endowed fund will support the Teacher Residency program and is shown in the table.
- **Reallocated Resources:** The College of Education will maximize the effectiveness of the existing teacher residency programs by using existing personnel (faculty, administration) and courses taught in TR.

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

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

The student will pay \$5499 in tuition per semester for two semesters (of a three-semester program of study). As stated above, the tuition is \$611/credit hour and a program fee \$515/semester. The total cost of earning the Teacher Residency master's degree is \$ 12,028.

Students will not be paid for their teacher residency.

A student who graduates with a baccalaureate degree who later decides to return to school for a master's degree would spend pay for the entire 30-credit hour master's degree (\$15,450 using the projected Tier 5 tuition for 2023-24), spending more money in tuition dollars than if they completed a teacher residency.

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

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

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

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

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

Evaluation and Assessment

Program Objectives	Student Learning Outcomes Aligned to Program Objectives:	Methods of Assessment
<p>The following are program goals and objectives:</p> <p>Increase recruitment, quality, and retention of educators through an immersive teacher residency program, aligned with the priorities of our partner districts.</p> <ul style="list-style-type: none"> • Increase the selection criteria for teachers in areas of content knowledge and pedagogical experience • Enhance professional development of in-service teachers • Increase student achievement, teacher performance, and teacher effectiveness 	<p>Students will be able to:</p> <p>Identify, implement and evaluate research-based instructional and assessment practices to improve classroom outcomes.</p> <p>Demonstrate leadership skills in the classroom, in collaboration with school partners, in work with parents and family, and in professional organizations.</p>	<p>Teacher Residents (#1): Annually, we will collect CU TR data and comparable data from non-residents enrolled in Clemson’s College of Education, including demographic data, admission scores, grade point averages, and grades earned in required education courses. We will collect other performance information such as performance on student teaching evaluations and other assessments tied to SPA reviews.</p> <p>Courses: ED 8090 and ED 8480: Evaluations of individual lesson plans overtime that indicate the student’s use of assessment and evidence-based data that drive changes in classroom strategies. Project: Case Study Analysis, Student Learning Impact Assignment</p> <p>ED 8600: Research Proposal assignment</p> <p>ED 8090 and ED 8480: Evaluations of long-range plan and professional goals. Observations of students in settings that provide opportunities for the students to work collaboratively with faculty and school administrators, parents/guardians/ family of students, as well as within professional organizations. Projects: Critical Reflections, School Equity Project, Resume, and Interviews</p> <p>ED 8250: cultural diversity class—school profile project (analysis of student data; collaboration with school partners; interactions with parents and families).</p>
<p>Increase quality of instructional leadership and retention in our partner districts through an immersive master teacher program.</p> <ul style="list-style-type: none"> • Decrease teacher 	<p>Students will be able to:</p> <p>Implement a variety of intentional instructional practices in the</p>	<p>Master Teachers (# 2): We will conduct focus groups and interviews with MTs. After MTs have completed coursework on mentoring, coaching, and inquiry-based instruction we will ask about preparedness to serve as effective MTs and about the</p>

<p>turnover in SC school districts</p> <ul style="list-style-type: none"> • Reduce financial barriers to high-quality preparation 	<p>classroom.</p> <p>Analyze student data to modify instruction appropriately.</p>	<p>MT’s experiences with the TR. MTs will be surveyed on their TRs’ readiness to become a teacher of record, ability to reflect upon and critically analyze their own instruction, and their growth during residency. For those MTs supporting TRs after the residency year, we will ask about the types of supports they are providing and the TR’s continued growth as a teacher of record. We will gather data to see if enrollment in the required MT courses leads to pursuit of other specialization or degree programs. Finally, we will track the employment of MTs to explore whether the teacher residency program helps retain MTs in classroom teaching positions. We have mentors excited to engage in this. They see the value and are extremely interested. We are implementing a pilot program this year with the permission of the SC Department of Education, and currently, we have more Master Teachers interested and willing to pursue training than we have Teacher Residents. We will continue to build the pipeline of Master Teachers in the school districts so that we can rotate teachers over the years.</p> <p>School/District Leaders: Annually, we will conduct interviews and focus groups with SLs, including superintendents, principals, and instructional coaches and/or support specialists, beginning the first year the TRs become teachers of record. We will ask SLs about TRs’ abilities to succeed in the classroom, the level of support they need, their ability to integrate quickly into the school’s faculty, and other items deriving from the SC-ADEPT assessment system.</p> <p>Courses: Ed 8090: Observations of students in classroom settings. Project: Video Analysis of Teaching</p> <p>ED 8090 and ED 8480: Evaluations of student work for critical thinking, analysis, and changes in lesson plans based on evidence. Projects: Video Analysis of Teaching, Critical Reflections, Case Study Analysis</p>
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<p>Improve student achievement by focusing on recruitment, preparation, and retention of teachers through a residency approach.</p> <ul style="list-style-type: none"> • Develop data systems to support continuous improvement, accountability, and information exchange among partners. 	<p>Students will be able to:</p> <p>Critically examines how relationships between curriculum ideologies affect decisions of practice</p>	<p>ED 8990: Capstone Project assignments</p> <p>Student Achievement (# 3): Districts will provide information regarding the achievement of students (without student names) in MT classrooms. After the TR graduates, partnering districts will continue to provide achievement data for students in TR classrooms as well as for students in non-TR classrooms. The major student outcome measure will be students’ growth score from the Northwest Evaluation Association’s (NWEA) Measures of Academic Progress (MAP) assessments in English/Language Arts (ELA) and Mathematics, administered in each of the participating districts. NWEA has demonstrated that MAP is well-aligned with the SC READY assessment system; MAP reading scores consistently predicted students’ proficiency levels on the SC READY ELA assessment 84-86% of the time and 86-89% of the time on the SC READY mathematics assessment (NWEA, 2016).</p> <p>Courses: ED 8650: Curriculum Ideology essay. Reflection upon how their own curriculum ideology has changed over time and how it affects practice in the present, grounded in major 20th/21st century curriculum theories.</p>
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Explain how the proposed program, including all program objectives, will be evaluated, along with plans to track employment. Describe how assessment data will be used.

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

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

Likewise, state academic standards are incorporated in all corresponding undergraduate teacher preparation programs. For example, our middle level undergraduates take methods courses in various content disciplines as can be seen by courses in the program, such as methods in mathematics teaching, science teaching, physical science education, social studies teaching, language arts teaching, and arts and creativity. Our middle level students focus specifically on the standards of their primary teaching area (science, math, social studies, or English language arts).

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

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

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

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

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

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

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

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

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

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

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

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

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

Accreditation and Licensure/Certification

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

Yes

No

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

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

Yes

No

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

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

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

Yes

No

The MAT in Middle Level Education is aligned with the Association for Middle Level Education (AMLE) preparation standards and will be submitted for approval through the program review process. Data collection and program recognition will coincide with the initial cohort in the program.

Area of Certification: English/Language Arts, Social Studies, Science, or Mathematics

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

Appendix A

MIDDLE LEVEL EDUCATION

Bachelor of Science

Emphasis areas include: English/Language Arts, Social Studies, Mathematics, and Science

The Bachelor of Science degree in Middle Level Education is available to students preparing to teach Language Arts and Social Studies or Mathematics and Science on the middle school level (grades 5-8). The teaching field should be selected as early as possible, so appropriate freshman and sophomore courses may be taken. Students should select a primary content area, but the curriculum is designed so that students may meet certification requirements in two content areas. The professional education courses should be completed in sequence. To be recommended for licensure, students must earn a C or higher in all required content and education courses.

Teaching Areas: Mathematics and Science

Freshman

Fall

- 3 ENGL 1030 Composition and Rhetoric
- 3 COMM 1500 Intro to Human Comm *or* COMM 2500 Public Speaking
- 3 Mathematics Requirement¹
- 3 HIST 1220 History, Technology, and Society *or* HIST 1240 Environmental History Survey
- 4/5 3-BIOL 1030 General Biology I and 1-BIOL 1050 General Biology Laboratory I *or* 5-BIOL 1100/1101 Principles of Biology I and Principles of Biology I Laboratory

16 or 17

Spring

- 2 ED 1050 Orientation to Education
- 3 Arts and Humanities (Literature) Requirement²
- 3 Arts and Humanities (Non-Lit.) Requirement²
- 3 ANTH 2010 Introduction to Anthropology *or* GEOG 1030 World Regional Geography
- 4/5 3-BIOL 1040 General Biology II and 1-BIOL 1060 General Biology Laboratory II *or* 5-BIOL 1110/1111 Principles of Biology II/Principles of Biology II Laboratory

15 or 16

Sophomore

Fall

- 3 EDML 3260 Practicum in Middle Level Mathematics³ *or* EDML 3270 Practicum in Middle Level Science³
- 3 ED 3010 Principles of American Education
- 4 CH 1050 Chemistry in Context I and CH 1051 Chemistry in Context I Laboratory *or* CH 1010 General Chemistry and CH 1011 Laboratory
- 3 MATH 3080 College Geometry
- 3 MATH 3140 Foundations for Teaching Middle School Mathematics

16

Spring

- 3 EDF 3020 Educational Psychology
- 3 EDF 3350 Adolescent Growth and Development
- 3 MATH 3130 Algebra for Middle Grades Teachers
- 3 STAT 2220 Statistics in Everyday Life
- 3 Social Science Requirement²

15

Junior

Fall

- 3 EDML 4260 Teaching Middle Level Mathematics⁴ *or* EDML 4270 Teaching Middle Level Science⁴
- 3 EDLT 4800 Foundations of Adolescent Literacy
- 4 PHSC 1070 Introduction to Earth Science and PHSC 1071 Introduction to Earth Science Laboratory
- 3 STAT 2300 Statistical Methods I and STAT 2301 Statistical Methods I Laboratory
- 4 PHYS 2000 Introductory Physics and PHYS 2001 Introduction to Physics Laboratory

17

Spring

- 3 Elective⁵
- 3 EDSP 3700 Introduction to Special Education
- 3 BIOL (EDSC) 4820 Laboratory Techniques for Teaching Science
- 3 Science *or* Mathematics Requirement⁶
- 3 Education Elective⁷

15

Senior

Fall

- 3 EDML 4270 Teaching Middle Level Science^{3,8} *or* EDML 4260 Teaching Middle Level Mathematics^{3,8}
- 3 EDLT 4980 Content Area Reading and Writing for Middle and Secondary Teachers⁸
- 3 EDML 4410 Middle School Curriculum
- 3 Science *or* Mathematics Requirement⁶
- 3 Elective⁵

15

Spring

- 12 Emphasis Area Requirement⁹

12

121 - 123 Total Degree Hours

¹Select from: MATH 1020, 1040 and 1070, 1060, 2070, 1080, 1110, *or* any math course at 3000 level *or* above.

²See General Education Requirements.

³Selection dictated by student's primary teaching content area.

⁴Selection dictated by student's secondary teaching content area.

⁵Any elective including creative inquiry.

⁶Any science *or* math course at the 2000 level *or* above.

⁷Any ED, EDSC, EDML, *or* EDEL course

⁸To be taken the semester prior to EDML 4460 and 4560 *or* EDML 4470 and 4570. EDML 4260 *or* EDML 4270 and EDLT 4980 must be taken concurrently. Offered fall semester only.

⁹Completion of one of the following emphasis areas is required.

(1) Teacher Certification Emphasis Area

The following courses must be taken the spring semester of the senior year.

9 cr hrs - EDML 4460 Teaching Internship in Middle Level Mathematics *or* EDML 4470 Teaching Internship in Middle Level Science

3 cr hrs - EDML 4560 Middle Level Mathematics Capstone Seminar *or* EDML 4570 Middle Level Science Capstone Seminar

(2) Non-Certification Emphasis Area

The non-certification option allows 12 credit hours of elective coursework to be substituted in lieu of the 9-credit hours of student teaching/internship and 3-credit capstone course.

Teacher Residency Combine Bachelor-Master Program:

ED 6900 Classroom Learning Environments (3 credits)

ED 8650 Curriculum Theory (3 credits)

EDF 8080 Contemporary Issues in Assessment (3 credits)

ED 8250 Cultural Diversity in Education (3 credits)

Teaching Areas: Language Arts and Social Studies

Freshman

Fall

- 3 ENGL 1030 Composition and Rhetoric
- 3 COMM 1500 Intro to Human Comm *or* COMM 2500 Public Speaking
- 3 Mathematics Requirement¹
- 4 Natural Science with Laboratory Requirement¹
- 3 HIST 1010 History of the United States

16

Spring

- 2 ED 1050 Orientation to Education
- 3 ENGL 2120 World Literature *or* ENGL 2150 Literature in the 20th and 21st Century Context *or* ENGL 2160 African American Literature *or* ENGL 2020 The Major Forms of Literature
- 3 Arts and Humanities (Non-Lit.) Requirement¹
- 3 HIST 1020 History of the United States
- 3 BIOL 2000 Biology in the News
- 3 Social Science Requirement¹

17

Sophomore

Fall

- 3 EDML 3240 Practicum in Middle Level Language Arts² *or* EDML 3280 Practicum in Middle Level Social Studies²
- 3 HIST 2990 Seminar: The Historian's Craft

- 3 ENGL 3960 British Literature Survey I *or* ENGL 3970 British Literature Survey II
 - 3 ENGL 3100 Critical Writing About Literature
 - 3 HIST 1720 The West and the World I
- 15**

Spring

- 3 EDF 3020 Educational Psychology
 - 3 EDF 3350 Adolescent Growth and Development
 - 3 History Requirement³
 - 3 ENGL 3860 Adolescent Literature
 - 3 HIST 1730 The West and the World II
- 15**

Junior

Fall

- 3 EDML 4240 Teaching Middle Level Language Arts⁴ *or* EDML 4280 Teaching Middle Level Social Studies⁴
 - 3 EDLT 4800 Foundations of Adolescent Literacy
 - 3 EDF 3080 Classroom Assessment
 - 3 HIST 3130 History of South Carolina
 - 3 ED 3010 Principles of American Education *or* ED 3200 History of Education
- 15**

Spring

- 3 Elective⁵
 - 3 EDSP 3700 Introduction to Special Education
 - 3 GEOG 1010 Introduction to Geography *or* GEOG 1030 World Regional Geography
 - 3 Education Elective⁶
 - 3 ENGL 4850 Composition and Language Studies for Teachers
- 15** Total

Senior

Fall

- 3 EDML 4280 Teaching Middle Level Social Studies^{2,7} *or* EDML 4240 Teaching Middle Level Language Arts^{2,7}
 - 3 EDLT 4980 Content Reading and Writing for Middle and Secondary Teachers⁷
 - 3 EDML 4410 Middle School Curriculum
 - 3 ENGL 3980 American Literature Survey I *or* ENGL 3990 American Literature Survey II
 - 3 English Requirement⁸
- 15**

Spring

- 12 Emphasis Area Requirement⁹
- 12**

120 Total Degree Hours

¹See General Education Requirements.

²Selection will be dictated by student's primary teaching content area.

³History Requirement; select from HIST 3210, HIST 3220, HIST 3530, HIST 3540, HIST 3550, HIST 3610, HIST 3630, HIST 3650, HIST 3670, HIST 3700, HIST 3720, HIST 3730, HIST 3740, HIST 3750, HIST 3770, HIST 3780, HIST 3800, HIST 3810, HIST 3840, HIST 3850, HIST 3860, HIST 3870, HIST 4500, HIST 4510, HIST 4600, HIST 4700, HIST 4710, HIST 3300, HIST 3330, HIST 3340, HIST 3370, HIST 3380, HIST 3390, HIST 3400, HIST 3410, HIST 3420, HIST 3510, HIST 3520, HIST 3910, HIST 3940, HIST 3960, HIST 3970, HIST 4360, HIST 4380, HIST 4400

⁴Selection will be dictated by student's secondary teaching content area.

⁵Any elective including creative inquiry

⁶Any ED, EDSC, EDML, or EDEL course

⁷To be taken the semester prior to EDML 4440 and EDML 4540 *or* EDML4480 and EDML 4580. EDML 4240 *or* EDML 4280 and EDLT 4980 must be taken concurrently. Offered fall semester only.

⁸Any English course at the 3000 level *or* above.

⁹Completion of one of the following emphasis areas is required.

(1) Teacher Certification Emphasis Area

The following courses must be taken the spring semester of the senior year.

9 cr hrs - EDML 4440 Teaching Internship in Middle Level Language Arts *or* EDML 4480 Teaching Internship in Middle Level Social Studies

3 cr hrs - EDML 4540 Middle Level Language Arts Capstone Seminar *or* EDML 4580 Middle Level Social Studies Capstone Seminar

(2) Non-Certification Emphasis Area

The non-certification option allows 12 credit hours of elective coursework to be substituted in lieu of the 9-credit hours of student teaching/internship and 3-credit capstone course.

Teacher Residency Combine Bachelor-Master Program:

ED 6900 Classroom Learning Environments (3 credits)

ED 8650 Curriculum Theory (3 credits)

EDF 8080 Contemporary Issues in Assessment (3 credits)

ED 8250 Cultural Diversity in Education (3 credits)

APPENDIX B

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

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

The MAT in Middle Level Education is aligned with the Association for Middle Level Education (AMLE) preparation standards and will be submitted for approval through the program review process.

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

Section III: South Carolina State Department of Education Requirements

A. ADEPT

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

Middle Level Education (Language Arts, Mathematics, Science, Social Studies)		
ADEPT Performance Dimension	Course Where Addressed	Assignment(s)/Task(s) Addressing the APS
Introduction to ADEPT Evaluation	ED 1050 Orientation to Education	ADEPT APS 1-10 Orientation
APS 1 Long-Range Planning	ED 8090 Teacher Residency Internship	Student Learning Objective (SLO) Evaluation
	EDML 4240/4260/4270/4280 Teaching Middle Level Language Arts/Mathematics/Science/Social Studies	Student Learning Objective (SLO) Evaluation
APS 2 Short-Range Planning	EDML 4240/4260/4270/4280 Teaching Middle Level Language Arts/Mathematics/Science/Social Studies	Formative Lesson Observations, Final Summary Evaluation
	ED 8090 Teacher Residency Internship	Unit Plan assignment, Unit Evaluation, Mid-Term and Final Summary Evaluations
	ED 8480 Teacher Residency Seminar	Unit Plan assignment, Unit Evaluation

APS 3 Planning Assessments and Using Data	EDML 4240/4260/4270/4280 Teaching Middle Level Language Arts/Mathematics/Science/ Social Studies	Formative Lesson Observations, Final Summary Evaluation
	ED 8090 Teacher Residency Internship	Unit Plan assignment, Unit Evaluation, Formative and Summative Lesson Observations, Mid-Term and Final Summary Evaluations
APS 4 Establishing and Maintaining High Expectations for Learning	EDML 4240/4260/4270/4280 Teaching Middle Level Language Arts/Mathematics/Science/ Social Studies	Formative Lesson Observations, Final Summary Evaluation
	ED 8090 Teacher Residency Internship	Formative and Summative Lesson Observations, Mid- Term and Final Summary Evaluations
APS 5 Using Instructional Strategies to Facilitate Learning	EDML 4240/4260/4270/4280 Teaching Middle Level Language Arts/Mathematics/Science/ Social Studies	Formative Lesson Observations, Final Summary Evaluation
	ED 8090 Teacher Residency Internship	Formative and Summative Lesson Observations, Mid- Term and Final Summary Evaluations
APS 6 Providing Content for Learners	EDML 4240/4260/4270/4280 Teaching Middle Level Language Arts/Mathematics/Science/ Social Studies	Formative Lesson Observations, Final Summary Evaluation
	ED 8090 Teacher Residency Internship	Formative and Summative Lesson Observations, Mid- Term and Final Summary Evaluations
APS 7 Monitoring and Enhancing Learning	ED 8090 Teacher Residency Internship	Formative and Summative Lesson Observations, Mid- Term and Final Summary Evaluations
APS 8 Maintaining and Environment that Promotes Learning	EDML 4240/4260/4270/4280 Teaching Middle Level Language Arts/Mathematics/Science/ Social Studies	Formative Lesson Observations, Final Summary Evaluation
	ED 6900 Classroom Learning Environments	Formative Lesson Observations, Final Summary Evaluation
	ED 8090 Teacher Residency Internship	Formative and Summative Lesson Observations, Mid- Term and Final Summary

		Evaluations
APS 9 Managing the Classroom	EDML 4240/4260/4270/4280 Teaching Middle Level Language Arts/Mathematics/Science/Social Studies	Formative Lesson Observations, Final Summary Evaluation
	ED 6900 Classroom Learning Environments	Formative Lesson Observations, Final Summary Evaluation
	ED 8090 Teacher Residency Internship	Formative and Summative Lesson Observations, Mid-Term and Final Summary Evaluations
APS 10 Fulfilling Professional Responsibilities	EDML 4240/4260/4270/4280 Teaching Middle Level Language Arts/Mathematics/Science/Social Studies	Final Summary Evaluation
	ED 6900 Classroom Learning Environments	Final Summary Evaluation
	ED 8090 Teacher Residency Internship	Mid-Term and Final Summary Evaluation

The Unit is effectively implementing the ADEPT system in field and clinical experiences. ADEPT Standards are integrated in the practica for all initial programs through the use of the following assessments:

- Formative Lesson Observation Form (practicum, internship)
- Student Learning Objective Evaluation (internship)
- Unit Plan and Unit Plan Evaluation (internship)
- Summative Lesson Observation Form (internship)
- Mid-Term Summary Evaluation (internship)
- Final Summary Evaluation (practicum, internship)

ADEPT Performance Standards (APSS)

- Candidates submit a Student Learning Objective (SLO) Evaluation to Chalk & Wire. The Student Learning Objective (SLO) is aligned to ADEPT Performance Standard 1.
- Formative and Summative Lesson Observations are submitted to Chalk & Wire by the university supervisor or master teacher. Formative and Summative Lesson Observations are aligned to ADEPT Performance Standards 1-10. All data will be downloaded to Excel spreadsheets to aggregate and summarize.
- Candidates submit all lesson and unit plans to Chalk & Wire. All lesson and unit plans are aligned with the South Carolina College-and-Career-Ready Standards.
- Mid-Term and Final Summary Evaluations are submitted to Chalk & Wire by the university supervisor. Mid-Term and Final Summary Evaluations are aligned to ADEPT Performance Standards 1-10.

Clinical Practice: Formal Assessments and Assistance

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

Clinical Experiences include a minimum of the following:

Candidate Orientation

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

Master Teacher Orientation

- Review South Carolina Teaching Standards Rubric, required assignments and forms, and required technology (Chalk & Wire)

University Supervisor Orientation

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

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

C. Education Economic Development Act (EEDA)

Candidates in the teacher education preparation programs have the knowledge, skills, and dispositions to achieve EEDA performance standards for teacher education programs.

EEDA Performance Standard	Activity/Course Where Addressed	Assessment
Standard 1: Career Guidance	Internship/Teacher Residency Orientation	Professionalism and career rubric
	ED 8480 Teacher Residency Seminar	Professionalism and career rubric
Standard 2: Career Clusters and Individual Graduation Plan	ED 8480 Teacher Residency Seminar	Pre-Post Assessment
Standard 3: Career Guidance Model	ED 8480 Teacher Residency Seminar	Pre-Post Assessment
Standard 4: Character Education	ED 6900 Classroom Learning Environments	Classroom Management Plan
Standard 5: Contextual Teaching	ED 8090 Teacher Residency Internship	Summative Lesson Observation, Mid-Term and Final Summary Evaluation

Standard 6: Cooperative Learning	ED 8090 Teacher Residency Internship	Summative Lesson Observation, Mid-Term and Final Summary Evaluation
Standard 7: Accommodating Diverse Learning Styles	EDML 4240/4260/4270/4280 Teaching Middle Level Language Arts/Mathematics/Science/Social Studies	Lesson Plan template and rubric
	ED 8480 Teacher Residency Seminar	Lesson Plan template and rubric
	ED 8090 Teacher Residency Internship	Summative Lesson Observation, Mid-Term and Final Summary Evaluation

D. South Carolina Standards of Conduct

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

E. South Carolina Safe School Climate Act

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

South Carolina Safe School Climate Act	
Activity/Course Where Addressed	Assessment
Internship/Teacher Residency Orientation	Bullying Awareness Quiz

F. P-12 Academic Standards

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

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

G. Admission Requirements (Assurance of Compliance)

Candidates admitted to initial educator preparation programs demonstrate basic academic proficiencies by meeting the standards set by the State Board of Education on Praxis Core Academic Skills for Educators tests or on the SAT or ACT. All students seeking to complete the Middle Level Program with an emphasis in English,

Mathematics, Science, or Social Studies must meet all admission requirements and be formally admitted before they are allowed to enroll in restricted professional courses.

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

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

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

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

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

Additional requirements after entering the Teacher Residency track:

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

H. Field and Clinical Experience Requirements

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

Middle Level Language Arts

Field experiences and clinical practice are critical components of the College of Education Middle Level Language Arts teaching degree program. Candidates are prepared for successful teaching positions in middle school English classrooms by engaging in diverse clinical experiences and diverse populations. Through field experiences and clinical practice, teacher candidates are provided opportunities to apply their knowledge, skills, and dispositions in a variety of settings. Candidates participate in numerous and diverse clinical experiences focusing on a variety of settings beginning their first academic year. South Carolina's minimum requirement for field hours prior to student teaching is 100 hours. Candidates in the Middle Level Language Arts teacher education program exceed the state's minimum state requirement by 55 hours. All candidates are also required to complete a culminating, year-long residency teaching internship in a public school setting, which exceeds the state's certification requirements of 60 days. Altogether, Middle Level Language Arts candidates spend at least 1,235 hours engaged

in clinical experiences throughout their course of study. The Office of Field and Clinical Partnerships and Outreach in the College of Education coordinates field and student teaching internships for candidates.

During their early clinical experiences (prior to student teaching), candidates have opportunities to work one-on-one with middle level students (ED 1050), engage in purposeful, challenging, diverse, and supervised field-based observations, tutoring, and co-teaching (EDF 3350, EDML 3240, EDML 4240), service learning (EDF 3350), and lesson planning, assessment development, data analysis, differentiated teaching practices, and reflective practices (EDML 4240). In all that they do throughout their coursework and associated clinical experiences, candidates focus on and develop their content knowledge, pedagogical content knowledge, and their pedagogical knowledge.

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

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

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

As the below table indicates, candidates complete a minimum of 155 hours prior to entering their ED 8090 Teacher Residency Internship.

Middle Level English Initial Licensure Program, Teacher Residency Track		
Course	Description of the Field Experience and clinical practice (practica and internships)	# of hours
ED 1050	Orientation to Education: Candidates (typically freshman year) tutor in public schools to begin their training as educators and acquaint themselves with school age student behaviors.	10
EDF 3350	Adolescent Growth and Development: Candidates (typically sophomore	10

	year) observe adolescents’ development and behavior in a high school setting.	
EDML 3240	Practicum in Middle Level Language Arts English: Candidates (typically junior year) collaborate with mentor teachers and university instructors in conducting focused observations, tutoring individual students, and leading instructional activities.	45
EDML 4240	Teaching Middle Level Language Arts: Candidates (typically senior year) are placed in a public middle school English classroom where they observe, assist, and co-teach with their cooperating teacher.	45
ED 6900	Classroom Learning Environments: Candidates are placed in middle school classroom where they observe, assist, co-teach with their cooperating teacher, and teach.	45
ED 8090	Teacher Residency Internship (Student Teaching): Candidates are placed in a public middle school classroom where they observe, assist, and teach under the supervision of their cooperating teacher and university supervisor.	1,080
Total Hours		1,235

Middle Level Mathematics

Field experiences and clinical practice are critical components of the College of Education Middle Level Mathematics teaching degree program. Candidates are prepared for successful teaching positions in middle school mathematics classrooms by engaging in diverse clinical experiences and diverse populations. Through field experiences and clinical practice, teacher candidates are provided opportunities to apply their knowledge, skills, and dispositions in a variety of settings. Candidates participate in numerous and diverse clinical experiences focusing on a variety of settings beginning their first academic year. South Carolina’s minimum requirement for field hours prior to student teaching is 100 hours. Candidates in the Middle Level Mathematics teacher education program exceed the state’s minimum state requirement by 55 hours. All candidates are also required to complete a culminating, year-long teacher residency teaching internship in a public school setting, which exceeds the state’s certification requirements of 60 days. Altogether, Middle Level Mathematics candidates spend at least 1,235 hours engaged in clinical experiences throughout their course of study. The Office of Field and Clinical Partnerships and Outreach in the College of Education coordinates field and student teaching internships for candidates.

During their early clinical experiences (prior to student teaching), candidates have opportunities to work one-on-one with middle level students (ED 1050), engage in purposeful, challenging, diverse, and supervised field-based observations, tutoring, and co-teaching (EDF 3350, EDML 3260, EDML 4260), service learning (EDF 3350), and lesson planning, assessment development, data analysis, differentiated teaching practices, and reflective practices (EDML 4260). In all that they do throughout their coursework and associated clinical experiences, candidates focus on and develop their content knowledge, pedagogical content knowledge, and their pedagogical knowledge.

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

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

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

As the below table indicates, candidates complete a minimum of 155 hours prior to entering their ED 8090 Teacher Residency Internship.

Middle Level Mathematics Initial Licensure Program, Teacher Residency Track		
Course	Description of the Field Experience and clinical practice (practica and internships)	# of hours
ED 1050	Orientation to Education: Candidates (typically freshman year) tutor in public schools to begin their training as educators and acquaint themselves with school age student behaviors.	10
EDF 3350	Adolescent Growth and Development: Candidates (typically sophomore year) observe adolescents’ development and behavior in a high school setting.	10
EDML 3260	Practicum in Teaching Middle Level Mathematics: Candidates (typically junior year) collaborate with mentor teachers and university instructors in conducting focused observations, tutoring individual students, and leading instructional activities.	45
EDML 4260	Teaching Middle Level Mathematics: Candidates (typically senior year) are placed in a public middle school Mathematics classroom where they observe, assist, and co-teach with their cooperating teacher.	45
ED 6900	Classroom Learning Environments: Candidates are placed in middle school classroom where they observe, assist, co-teach with their cooperating teacher, and teach.	45
ED 8090	Teacher Residency Internship (Student Teaching): Candidates are placed in a public middle school classroom where they observe, assist, and teach under the supervision of their cooperating teacher and university supervisor.	1,080
Total Hours		1,235

Middle Level Science

Field experiences and clinical practice are critical components of the College of Education Middle Level Science teaching degree program. Candidates are prepared for successful teaching positions in middle school science classrooms by engaging in diverse clinical experiences and with diverse populations. Through field experiences and clinical practice, teacher candidates are provided opportunities to apply their knowledge, skills, and dispositions in a variety of settings. Candidates participate in numerous and diverse clinical experiences focusing on a variety of settings beginning their first academic year. South Carolina's minimum requirement for field hours prior to student teaching is 100 hours. Candidates in the Middle Level Science teacher education program exceed the state's minimum state requirement by 55 hours. All candidates are also required to complete a culminating, year-long teacher residency teaching internship in a public school setting, which exceeds the state's certification requirements of 60 days. Altogether, Middle Level Science candidates spend at least 1,235 hours engaged in clinical experiences throughout their course of study. The Office of Field and Clinical Partnerships and Outreach in the College of Education coordinates field and student teaching internships for candidates.

During their early clinical experiences (prior to student teaching), candidates have opportunities to work one-on-one with middle school students (ED 1050), engage in purposeful, challenging, diverse, and supervised field-based observations, tutoring, and co-teaching (EDF 3350, EDML 3270, EDML 4270), service learning (EDF 3350), and lesson planning, assessment development, data analysis, differentiated teaching practices, and reflective practices (EDML 4270). In all that they do throughout their coursework and associated clinical experiences, candidates focus on and develop their content knowledge, pedagogical content knowledge, and their pedagogical knowledge.

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

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

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

As the below table indicates, candidates complete a minimum of 155 hours prior to entering their ED 8090 Teacher Residency Internship.

Middle Level Science Initial Licensure Program, Teacher Residency Track		
Course	Description of the Field Experience and clinical practice (practica and internships)	# of hours
ED 1050	Orientation to Education: Candidates (typically freshman year) tutor in public schools to begin their training as educators and acquaint themselves with school age student behaviors.	10
EDF 3350	Adolescent Growth and Development: Candidates (typically sophomore year) observe adolescents' development and behavior in a high school setting.	10
EDML 3270	Practicum in Teaching Middle Level Science: Candidates (typically junior year) collaborate with mentor teachers and university instructors in conducting focused observations, tutoring individual students, and leading instructional activities.	45
EDML 4270	Teaching Middle Level Science: Candidates (typically senior year) are placed in a public middle school science classroom where they observe, assist, and co-teach with their cooperating teacher.	45
ED 6900	Classroom Learning Environments: Candidates are placed in middle school classroom where they observe, assist, co-teach with their cooperating teacher, and teach.	45
ED 8090	Teacher Residency Internship (Student Teaching): Candidates are placed in a public middle school classroom where they observe, assist, and teach under the supervision of their cooperating teacher and university supervisor.	1,080
Total Hours		1,235

Middle Level Social Studies

Field experiences and clinical practice are critical components of the College of Education Middle Level Social Studies teaching degree program. Candidates are prepared for successful teaching positions in middle school Social Studies classrooms by engaging in diverse clinical experiences and with diverse populations. Through field experiences and clinical practice, teacher candidates are provided opportunities to apply their knowledge, skills, and dispositions in a variety of settings. Candidates participate in numerous and diverse clinical experiences focusing on a variety of settings beginning their first academic year. South Carolina's minimum requirement for field hours prior to student teaching is 100 hours. Candidates in the Middle Level Social Studies teacher education program exceed the state's minimum state requirement by 55 hours. All candidates are also required to complete a culminating, year-long teacher residency teaching internship in a public school setting, which exceeds the state's certification requirements of 60 days. Altogether, Middle Level Social Studies candidates spend at least 1,235 hours engaged in clinical experiences throughout their course of study. The Office of Field and Clinical Partnerships and Outreach in the College of Education coordinates field and student teaching internships for candidates.

During their early clinical experiences (prior to student teaching), candidates have opportunities to work one-on-one with middle level students (ED 1050), engage in purposeful, challenging, diverse, and supervised field-based observations, tutoring, and co-teaching (EDF 3350, EDML 3280, EDML 4280), service learning (EDF 3350), and lesson planning, assessment development, data analysis, differentiated teaching practices, and reflective practices (EDML 4280). In all that they do throughout their coursework and associated clinical experiences,

candidates focus on and develop their content knowledge, pedagogical content knowledge, and their pedagogical knowledge.

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

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

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

As the below table indicates, candidates complete a minimum of 155 hours prior to entering their ED 8090 Teacher Residency Internship.

Middle Level Social Studies Initial Licensure Program, Teacher Residency Track		
Course	Description of the Field Experience and clinical practice (practica and internships)	# of hours
ED 1050	Orientation to Education: Candidates (typically freshman year) tutor in public schools to begin their training as educators and acquaint themselves with school age student behaviors.	10
EDF 3350	Adolescent Growth and Development: Candidates (typically sophomore year) observe adolescents’ development and behavior in a high school setting.	10
EDML 3280	Practicum in Teaching Middle Level Social Studies: Candidates (typically junior year) collaborate with mentor teachers and university instructors in conducting focused observations, tutoring individual students, and leading instructional activities.	45
EDML 4280	Teaching Middle Level Social Studies: Candidates (typically senior year) are placed in a public middle school Social Studies classroom where they observe, assist, and co-teach with their cooperating teacher.	45

ED 6900	Classroom Learning Environments: Candidates are placed in middle school classroom where they observe, assist, co-teach with their cooperating teacher, and teach.	45
ED 8090	Teacher Residency Internship (Student Teaching): Candidates are placed in a public middle school classroom where they observe, assist, and teach under the supervision of their cooperating teacher and university supervisor.	1,080
Total Hours		1,235

Procedures for Monitoring Candidates' Progress

Transition Point 1: Admission to Middle Level Education

Initial Undergraduate Level:

1. The undergraduate candidate applies to Clemson University Office of Admissions. Upon acceptance, the College of Education receives a list of students identifying themselves as pre-professional majors in Middle Level Education.
2. Pre-professional majors are assigned an academic advisor who facilitates and monitors progression through the program.
3. Pre-professional majors complete a minimum of 60 credit hours in general education coursework and pre-professional coursework with a minimum GPA of 2.75, successfully pass the Praxis Core (Praxis CORE may be exempted if the student meets minimum ACT or SAT requirements as determined by the South Carolina State Department of Education);
4. Pre-professional majors meet with an academic advisor and apply to the professional level prior to the semester they wish to enter the program.
5. The academic advisor verifies the satisfactory completion of all requirements with the applicant and recommends the candidate to the professional education program.
6. Advancement to the professional level is noted in the candidate's records so that course holds can be lifted which allows students to take professional level courses.

Transition Point 2: Transition to the Teacher Residency Track

1. Candidates, with the assistance of their academic advisor, complete and submit the GS6 Bachelor-to-Graduate form.
2. Candidates, with the assistance of their academic advisor, complete the Change of Major form (to non-certification emphasis area) and acknowledgement form. (Note: candidates will not meet the South Carolina Department of Education requirement for initial teacher certification through their undergraduate program and will not be recommended for initial teacher certification by the Clemson University College of Education until they have completed their graduate teacher residency field experience.)
3. Academic advisors ensure candidates have a minimum cumulative GPA of 3.4 and a minimum of 90 credits.

Transition Point 3: Admission to Internship

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

2. The Certification Coordinator monitors and verifies the completion of all requirements for admission to the internship.
3. The Teacher Residency Steering Committee, in conjunction with the Office of Field and Clinical Partnerships and Outreach, begins to coordinate the placement process.
4. Candidates pass the required Praxis II exam and the Praxis II PLT prior to internship placement.
5. Candidate records indicate the candidate is ready to register for internship course(s) and accompanying seminar course(s).
6. The Teacher Residency Steering Committee, in conjunction with the Office of Field and Clinical Partnership and Outreach, finalize internships. Candidates are notified of their internships the semester prior to the beginning of their internship.

Transition Point 4: Completion on Internship

1. Candidate’s progress during the internship is monitored and assessed by the university supervisor and cooperating teacher for required coursework completion.
2. The Office of Field and Clinical Partnership and Outreach verifies and documents the completion of all requirements for the internship.

Transition Point 5: Program Completion and Recommendation for Certification

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

I. Eligibility for Certification

Candidates for Middle Level Education certification complete at least 18-21 credit hours in their area of content concentration. Candidates must also complete 6-12 credit hours in a second content area to pursue add-on certification. The Middle Level program seeks national recognition by the CAEP-designated SPA (AMLE). In addition, candidates must successfully complete the following Praxis Subject Assessments and Principles of Learning (PLT) requirements.

Praxis Subject Assessment Test			Principles of Learning and Teaching (PLT) Test		
Test Name	CDT Code	Qualifying Score	Test Name	CDT Code	Qualifying Score
Middle Level Language Arts	5047	164*	Principles of Learning and Teaching: Grades 5-9	5623	160*
Middle Level Mathematics	5169	165*			
Middle Level Science	5235	148*			
Middle Level Social Studies	5089	155*			

* <https://www.ets.org/praxis/sc/requirements>

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

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

K. Commitment to Diversity Assurance

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

- *Candidates possess a strong knowledge of cultural diversity issues that includes global and multicultural perspectives.*
 Clemson’s College of Education general education program includes a distribution of the requirements on global and multicultural understanding.
- *Candidates can teach all students, regardless of exceptionalities or backgrounds.*
 Assignments in EDSP 3700, Introduction to Special Education, and lesson plans during the internship serve as the primary measurements of candidates’ abilities to teach all students.

L. Professional Development Courses – NA

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

N. Experimental or Innovative Programs - NA

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

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

ISTE NETS-T	Courses Where Addressed	Assignment/Task
<p>Facilitate and inspire student learning and creativity Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.</p> <p>a. Promote, support, and model creative and innovative thinking and inventiveness b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments</p>	EDLT 4800 Foundations of Adolescent Literacy	Tech to Try assignment Reflections and Connections assignments Final Project
	ED 8090 Teacher Residency Internship	Formative and Summative Lesson Observations Mid-Term Summary Evaluation Final Summary Evaluation

<p>Design and develop digital age learning experiences and assessments Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the Standards.</p> <p>a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity</p> <p>b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress</p> <p>c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources</p> <p>d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform learning and teaching</p>	<p>EDLT 4800 Foundations of Adolescent Literacy</p>	<p>Tech to Try assignment</p> <p>Reflections and Connections assignments</p> <p>Final Project</p>
<p>Model digital age work and learning Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.</p> <p>a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations</p> <p>b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation</p> <p>c. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats</p> <p>d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning</p>	<p>EDLT 4800 Foundations of Adolescent Literacy</p>	<p>Tech to Try assignment</p> <p>Reflections and Connections assignments</p> <p>Final Project</p>
<p>Promote and model digital citizenship and responsibility Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.</p> <p>a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate</p>	<p>ED 8090 Teacher Residency Internship</p>	<p>Formative and Summative Lesson Observations</p> <p>Mid-Term Summary Evaluation</p> <p>Final Summary Evaluation</p>
<p>Promote and model digital citizenship and responsibility Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.</p> <p>a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate</p>	<p>EDLT 4800 Foundations of Adolescent Literacy</p>	<p>Tech to Try assignment</p> <p>Reflections and Connections assignments</p> <p>Final Project</p>

<p>documentation of sources</p> <p>b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources</p> <p>c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information</p> <p>d. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools</p>	<p>ED 8090 Teacher Residency Internship</p>	<p>Formative and Summative Lesson Observations</p> <p>Mid-Term Summary Evaluation</p> <p>Final Summary Evaluation</p>
<p>Engage in professional growth and leadership</p> <p>Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.</p> <p>a. Participate in local and global learning communities to explore creative applications of technology to improve student learning</p> <p>b. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others</p> <p>c. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning</p> <p>d. Contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community</p>	<p>EDLT 4800 Foundations of Adolescent Literacy</p>	<p>Tech to Try assignment</p> <p>Reflections and Connections assignments</p> <p>Final Project</p>
	<p>ED 8090 Teacher Residency Internship</p>	<p>Formative and Summative Lesson Observations</p> <p>Mid-Term Summary Evaluation</p> <p>Final Summary Evaluation</p>

Section IV: National Accreditor and SPA Standards, and Assessments

A. Context

State or Institutional Policies that Influence Application of SPA Standards

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

The South Carolina Educator Licensure Manual provide information about requirements for certification to teach in the state. The requirements for this program are as follows:

- (1) Bachelor's degree
- (2) Initial, or professional certificate in early childhood, middle, secondary or pre-K– 12 level
- (3) Minimum qualifying score(s) on the content-area examination(s) required by the State Board of Education
- (4) Specialized Preparation
 - Middle Level Curriculum and Organization 3
 - Early Adolescent Growth and Development and Learning Communities 3
 - Teaching Reading and Writing in the Content Area 3

From the Draft 2017 Educator Preparation Provider Guidelines:

Traditional EPP Content Area Preparation: Middle Level (Grades 5–8)

Minimally, middle-level candidates must complete one area of content preparation. Candidates must take eighteen to twenty-one semester hours of coursework in the selected content area (i.e., English language arts, mathematics, science, or social studies). At least twelve credit hours in the selected content area must be upper-level coursework (above general education requirements). Clinical experiences for middle level candidates must be in grades five through eight in the content area in which they are seeking initial certification; however, candidates should have field experiences across the middle level grade span. Candidates are encouraged to take six to twelve semester hours in a second content area in order to pursue add-on certification in another middle level content area. The additional hours in a second content area are not required to complete an initial certification program or to be recommended for initial certification.

Another document outlining requirements Standards, Policy, and Procedures for Educator Preparation Units found here: <https://ed.sc.gov/educators/educator-preparation/educator-preparation-units/accrreditation/policies-and-regulations/#Units>. Section III, A-O outlines the ways in which this program meets the requirements outlined in the EPP policy document.

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

To be admitted to the professional level of an undergraduate program, candidates must have successfully completed 60 credit hours, passed all parts of the PRAXIS I pre-professional skills test (PPST) and have a cumulative grade point ratio of 2.75 on a 4.0 scale. A candidate may exempt the PPST by meeting minimum ACT or SAT requirements as determined each year by the SC Department of Education. The following conditions apply to students enrolling in the MAT Teacher Residency Program:

1. Students with at least a 3.4 GPA and 90 hours are eligible for the TR program.

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

Field and Clinical Experiences Required for the Program

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

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

All educator preparation programs, including programs for the preparation of other school personnel, must provide candidates with a variety of progressive experiences in multiple and diverse settings. Units must present evidence that

- Teacher education candidates at the initial undergraduate level complete a minimum of 100 hours of field experiences in multiple and diverse settings prior to their clinical experience (student teaching).
- Teacher education candidates at the initial graduate level must complete a minimum of 75 hours of field experiences prior to their clinical experience.
- Teacher education candidates have an intensive, continuous clinical experience in a public school in the state of South Carolina. Occasionally extraordinary circumstances arise when the candidate has completed all work but the clinical phase of training and the candidate wishes to request a variance to complete the clinical in a public school in another state. If the unit in South Carolina that will ultimately recommend the candidate for certification agrees to supervise the candidate and fulfill all state requirements of this section, the unit may appeal to the Education Professions Committee (EPC) of the State Board of Education, describing in detail how the unit will ensure that the candidate meets all South Carolina criteria for completion of the clinical, including especially clinical supervision of the candidate by unit faculty. The unit will submit its proposal to the South Carolina Department of Education Division of School Effectiveness. After a staff review of the unit proposal, the proposal will be placed on the EPC agenda. If the EPC approves the proposal, it will be taken to the State Board for final review.
- The clinical experience must be the equivalent of a minimum of twelve weeks or sixty full days.
- The candidate must teach independently a minimum of ten full days in one setting.
- During the clinical phase, the candidate adheres to the daily schedule of the cooperating teacher including activities such as bus duty, faculty meetings and parent conferences.
- Each candidate is supervised by one or more institutional clinical faculty who has preparation in both the supervision of education and in the teaching area of the candidate and is ADEPT-trained.

- Each candidate must be supervised by one or more school-based clinical faculty (the cooperating teacher) who is trained in the ADEPT system.
- Each candidate must receive formative ADEPT evaluations and assistance from both their institutional clinical faculty and their school-based clinical faculty. These formative evaluations will provide the candidate with written and oral feedback in terms of all ADEPT standards and must be based on a minimum of four classroom observations (at least two by the institutional clinical faculty and two by the cooperating teacher). Formative ADEPT evaluations, based on appropriate ADEPT standards, are also required for candidates preparing to work as other school personnel.

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

- Each candidate’s background must be screened and approved through a SLED check prior to participation in any field experience.
- Each candidate’s background must be reviewed and cleared by SLED and the Federal Bureau of Investigation prior to clinical practice.
- Each candidate must be advised that prior arrests or convictions could affect ability to complete the clinical experience and qualify for certification in South Carolina.

Program of Study and Faculty Information

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

B. List of Assessments

Assessments	Name of Assessment	Form of Assessment	When Administered
Assessment 1	Praxis II Content and PLT	Required SC state Licensure tests: Praxis II (5047 for English language arts; 5089 for social studies; 5169 for mathematics, 5235 for science) and PLT 5623; licensure assessments-- assessments on AMLE content knowledge related to subject area content knowledge and knowledge of adolescent learner	Passing Praxis II scores are required prior to teacher residency internship. Praxis II is typically taken by fall of senior year.

Assessment 2	The Adolescent Learner Knowledge Index	A combination of summative assessments on various course projects; assessment on AMLE content knowledge of adolescent learner	Administered in EDML 3240, 3260, 3270, or 3280 (Practicum in Middle Level Language Arts, Mathematics, Science or Social Studies)
Assessment 3	Unit Plan	Summative assessment of teaching unit; assessment of candidate ability to plan instruction or offer evidence of emerging pedagogical and professional knowledge, skills and dispositions	Administered in EDML 4240, 4260, 4270, or 4280 methods courses (Teaching Middle Level Language Arts, Mathematics, Science or Social Studies)
Assessment 4	AMLE Supplementary Summary Evaluation of Student Teaching	Summative Assessment--Rating Scale and Observational Checklist used by cooperating teacher and university supervisor; assessment of student teaching or pedagogical and professional knowledge, skills and dispositions	Administered in ED 8090 Teacher Residency Internship
Assessment 5	Pre-Post Plan	Summative assessment of impact on student learning assessment; assessment of candidate effect on student learning	Administered in ED 8480 Teacher Residency Seminar
Assessment 6	The Integrated Unit	Summative assessment of teaching unit; assessment for young adolescent development; middle level curriculum; middle level	Administered in EDML 4410 Middle School Curriculum

		instruction and assessment; and middle level professional roles	
Assessment 7	The Team Plan	Summative assessment; criterion referenced rating scale was used; additional assessment on young adolescent development; middle level curriculum; middle level instruction and assessment	Administered in EDML 4410 Middle School Curriculum
Assessment 8	ADEPT Portfolio APS 10	Portfolio documentation of professional activities during practicum and student teaching; additional assessment of middle level professional roles	Administered in ED 8090 Teacher Residency Internship

C. Relationships of Assessments to Standards

- Standard 1 Assessments 1,2,3,5
- Standard 2 Assessments 1,2,3,4,5,6,7
- Standard 3 Assessments 4,5
- Standard 4 Assessments 3,5,6,7
- Standard 5 Assessments 4,6,7,8

D. Planned Evidence for Meeting Standards

Assessment 1: Praxis II Content and PLT

Description of Assessment

Two licensure tests are used within this first assessment to give indications of the content knowledge of teacher candidates within Clemson University’s Middle Level program as understood by AMLE. These are the Praxis II Subject Area Assessment and the Principles of Learning and Teaching (PLT), which are offered through Educational Testing Service (ETS). The Praxis II content exam for the various subject areas measures the academic skills and subject-specific content knowledge needed for teaching. The required SC state Licensure tests are 5047 for English language arts; 5089 for social studies; 5169 for mathematics, and 5235 for science. While the program prepares candidates in two content areas, they are only required to certify in one area and have the option of adding on certification in the second area.

The PLT, in contrast, is required for those seeking middle grades certification in South Carolina and assesses teacher candidates’ knowledge of pedagogy within grades 5-9. PLT 5623 offers no real indication of discipline-specific content area knowledge, but it does offer some insight into candidate knowledge of learning theory that is appropriate for the middle grades years so it is included within this assessment although it is a minor

component of it. Besides, all state licensure exam results are required by the state of South Carolina. All enrolled teacher candidates must take and pass the required Praxis II content and PLT exams before beginning the teacher residency internship. Candidates generally have both the PLT and content exams taken by fall of their senior year prior to the teacher residency internship.

Assessment's Alignment with Standards

AMLE requires an 80% pass rate on both licensure assessments. The Praxis II scores will be used to show evidence of candidates' discipline-specific background knowledge as explained in AMLE Standard 2 Middle Level Curriculum, Element a. Subject Matter Content. The PLT scores, in contrast, will show some evidence of appropriate middle level learning theory as encouraged within AMLE Standard 1 Young Adolescent Development, Element a. Knowledge of Young Adolescent Development. Since the PLT requires analyses of complicated teaching scenarios, teacher candidate knowledge of Learning Theory is woven into their overall analyses of these scenarios that include other forms of background knowledge as the ETS website explains. There is not an easy way to show a separate score for this dimension of content knowledge related to adolescent learners, but the overall acceptable PLT score is an indication that the candidate does not lack this essential Learning Theory knowledge related to the young adolescent. Candidates who earn passing scores at least demonstrate that their knowledge of Learning Theory does not impede their ability to analyze these scenarios effectively.

Assessment Tool and Rubric

There is no assessment tool or rubric associated with Assessment 1.

Assessment 2 Adolescent Learner Knowledge Index

Description of Assessment

The middle level program offers EDML 3240, 3260 3270, or 3280 (Practicum in Middle Level Language Arts, Mathematics, Science, or Social Studies). It is taken in the sophomore year, prior to junior and senior level methods courses so that candidates know the population they will work with before they enter the classroom. Assessment 2 is the summative experience of this course (EDML 3240, 3260, 3270, or 3280) based on three common assignments: interviews of an early adolescents (with parental permission); a critical review of an early adolescent text; and a research paper on an early adolescent development topic of the candidate's choice and with the approval of the instructor. Other activities in this class, such as spending time at a middle school, reading assignments on early adolescent growth and development, and classroom discussions also will contribute to the overall experience and final course evaluation. Students who receive an A in the class are considered to be performing at an Acceptable AMLE level at this point in their induction. They are able to evidence that they have the conceptual knowledge related to the four indicators, but they have not been able to fully apply that knowledge within their teacher residency placement since this is one of their first courses in their preparation program.

For the purposes of this Assessment, the "Target" description from the AMLE standards rubric is sometimes split between "book learning" or conceptual understanding (Acceptable) and "application of this learning within an actual classroom setting" (Target), which will be assessed during the teacher residency internship experience. For example, no teacher candidate will receive a Target rating for Standard 1, Element A, as it requires more classroom time with students in order for candidates to use their understanding of young adolescent development in curriculum and instruction. When this element is evaluated again, it is during residency experience when they do have the opportunity to demonstrate that they can apply this knowledge within their classroom settings.

Assessment's Alignment with Standards

This particular assessment aligns primarily with **Standard 1 Young Adolescent Development** and its four

indicators. For example, the **Interview, Reflection and Analysis** project that is worth 50 points within the overall class grade and enables teacher candidates to explore the nature of young adolescent development within the context of interviews with middle school students. Although the assessment tool does not directly state this major aim, it was assumed that the candidates will use their knowledge of the **Young Adolescent Development** (Standard 1, Element A) gleaned from their readings and lectures as they reflected upon the data they were able to garner within the interviews. The second assessment **Examination of Texts for Stereotypes** relates more directly to **Standard 1 Element B Knowledge of the Implications of Diversity on Young Adolescent Development** because it has such a pronounced focus on diversity concerns especially as it relates to various forms of stereotyping and how that can impact the development and identities of students. To a much lesser degree, it offers some data that candidates are prepared to address issues related to diversity within their curricula and instructional strategies during their later student teaching experience (**Standard 2**). The third major assessment **Critical Analysis of Middle School Practice**, which is more heavily weighted for 100 points, requires teacher candidates to critically examine a current teaching method commonly used in middle school classrooms. They have to use knowledge of appropriate developmental theory and research studies to build their argument about the effectiveness of their selected method. Then, within a simulation exercise, they have to argue as an instructional leader the merits of the method. In so doing, they are offering evidence that they are performing in accord with all 4 of the **Standard 1** Elements since they revealed knowledge of adolescent development (**1a**), thought about the needs of diverse learners (**1b**), imagined the possibilities of the use of the method within a classroom setting (**1c**), and again within a simulation exercise pondered the implications of young adolescent development on the choice of appropriate methods (**1d**).

Assessment 2 also offers some evidence for **Standard 2: Middle Level Curriculum** since it prepares teacher candidates to be able to design and implement developmentally responsive curriculum.

Assessment Tools and Rubrics

Interview, Reflection and Analysis (Total 50 points):

You will interview middle school students with the questions will be given to you (we had to get permission from their parents so we had to write the questions for you). You will record the answers for the interviews, trying to be as accurate as possible with their responses. If there are quotes you can write down, that would be helpful as well. You will respond to reflection questions about this experience and then write a 2-3 page paper which includes the following:

- What did you learn from talking to the students?
- What surprised/challenged/made you pause about what they said?
- In what ways is it important for adolescents to feel “heard”?
- What were the major ideas/themes that came across all the students during the classroom discussion?
- What did they say that you could incorporate in your classroom?
- How can you use a similar technique to better understand your future middle school students?

You should utilize the class readings to help guide your paper as well.

Examination of Texts for Stereotypes (Total Points 30 points):

Choose a textbook or other resource from your content area. Examine it for gender, racial, ethnic, and other stereotypes. Write up a 1-2 page reflection that includes:

- a. Examples of stereotypes or more inclusive undertones (be sure to examine the text as well as the pictures; if you use e-text you can include screen shots),
- b. Ways that we as teachers can dispel these ideas in our classroom,
- c. The impact of these texts and other media influences beliefs/values/identity.

Scoring Rubric:

Examples of Stereotypes The student provided appropriate examples of stereotypes in text resources.

8 points	Excellent
7 points	Above Average
6 points	Average
5 points	Below Average
< 4 points	Unacceptable/failing

Ways to Dispel Stereotypes: The student articulated clear and concise conclusion statements about what they can do as a teacher to dispel stereotypes in their classrooms. Response is situated in context of research on early adolescent development.

10 points	Excellent
8-9 points	Above Average
6-7 points	Average
5 points	Below Average
< 4 points	Unacceptable/failing

Impact on Students: The student articulated clear and concise synthesis statements about the impact of stereotypes in texts and other media influences beliefs/values/identity. Response is situated in context of research on early adolescent development.

12 points	Excellent
10-11 points	Above Average
8-9 points	Average
7 points	Below Average
< 6 points	Unacceptable/failing

Critical Analysis of Middle School Practice (Total Points 100 points):

Select a specific middle school education practice to research. Write a critical analysis of that practice as if you were a consulting middle school education teacher for a school board or other educational institution. Possible topics include: (1) identity formation, (2) integration, mainstreaming and inclusion, (3) racism in schools, (4) influence of parental styles on adolescence, (5) peer relationships, amongst others. An example will be provided in class.

This paper requires that you conduct background research on the educational practice you selected. You must incorporate evidence from at least two primary sources in your analysis. These sources must be recent (since 2002), original, empirical research studies found in academic journals in the library. Appropriate articles will have methods and results sections. Resources such as book chapters, articles from newspapers or magazines, internet sites do not count as primary sources for this assignment, although you may use them in addition to your selected primary resources.

- You will need to do a search using Google Scholar, PSYCINFO, Education Research Complete, or ERIC.
- Please have your paper topic approved prior to choosing and reviewing the articles and writing the paper.
- More information about empirical studies: <http://libanswers.library.cpp.edu/a.php?qid=33985>

The paper, which will be approximately 3-4 pages in length, should include three broad sections:

1. **Introduction** (about ½ page) – briefly describing the educational practice. What is the history of the practice? Where and why is it used? What was thought to be its original benefit for adolescent students? Why is it currently under review?
2. **Critical analysis** (about 2-3 pages) – a thoughtful, thorough analysis of the strengths and weaknesses of this practice from two different perspectives. This section must reference to empirical evidence in the two articles you have chosen as described above. In this section, include a detailed description of each of the two studies

you selected, explain how each study examines the practice in question, and what the authors conclude about the practice.

3. **Conclusion/Recommendation** (about ½ page) – a conclusion about the practice, based on reflective evaluation of the research and theoretical analysis you have presented in the second section. You must articulate, from the perspective of a practicing middle school teacher, a recommendation to adopt/keep or reject the practice. This section might also include your ideas on how to improve the practice, but again, these should be rooted in either theory from the course or developmental research.

Grading Rubric for Critical Analysis of Practice Paper

Introduction: The practice is thoroughly described from a historical perspective. Its original, predicted benefits are explained, as well as its contemporary usage in middle grades education. Reasons are given for its current controversial status.

14-15 points	Excellent
12-13 points	Above average
10-11 points	Average
8-9 points	Below average
< 8 points	Unacceptable/failing

Critical Analysis: A thorough analysis of the strengths and weaknesses of the practice is conducted from both contemporary research and theoretical bases. At least three empirical articles are referenced in the paper.

32-35 points	Excellent
21-23 points	Below average
28-31 points	Above average
24-27 points	Average
< 21 points	Unacceptable/failing

Conclusion: The student has articulated a clear and concise conclusion about the practice, based on reflective evaluation of the research and theoretical analysis, including a recommendation to adopt/keep or reject the practice.

32-35 points	Excellent
28-31 points	Above average
24-27 points	Average
21-23 points	Below average
< 21 points	Unacceptable/failing

Formatting: The paper is presented in Times New Roman, 12-point font, 1 inch margins, double spaced and uses a style guide for references.

9-10 points	Excellent
8 points	Above average
7 points	Average
6 points	Below average
< 6 points	Unacceptable/failing

Presentation of Articles

5 points	Articles presented
0 points	Articles missing

Please be mindful of avoiding any form of plagiarism as you write this paper. Violations of the academic integrity policy will be reported to the appropriate office on campus

Scoring Guide from Assessments

The scoring guide below is used for each candidate to show whether they are performing at the target, acceptable or unacceptable level for each of the AMLE Standard 1 indicators. This scoring guide is also used to gather data for the overall College assessment that is developed to reveal performance that was Unsatisfactory, Developing, Proficient and Distinguished. Please disregard these College-wide labels. Instead, note the labels in the blue row below the title row that includes the AMLE rating designations within parentheses and that include **Unacceptable** for the first two rating columns (the columns also labeled unsatisfactory and developing in the College assessment), **Acceptable** for the third column (the column also labeled Proficient for the College assessment) and AMLE **Target** for the last column of ratings (the column which is also labeled as Distinguished for the College version of the assessment). Within this course, teacher candidates are unable and not expected to evidence Target performance since they are not teaching within classrooms at this time although they are interacting with students in classrooms during the field-based component of this class.

AMLE Assessment 2 Adolescent Learner Knowledge Index				
Criteria	Unsatisfactory (AMLE Unacceptable) Middle Level Teacher Candidates	Developing (AMLE Unacceptable) Middle Level Teacher Candidates	Proficient (AMLE Acceptable) Middle Level Teacher Candidates	Distinguished (AMLE Target) Middle Level Teacher Candidates
AMLE 1A - Knowledge of Young Adolescent Development	Understand very little about young adolescent development	Demonstrate some basic knowledge of the concepts, theories, and research about young adolescent development	Understand and accurately interpret the concepts, principles, theories and research about young adolescent development	Apply knowledge of early adolescents to deconstruct classroom events and other experiences, analyze how this information impacts student learning, and modify their teaching to reflect this new understanding
AMLE 1B - Knowledge of the Implications of Diversity on Young Adolescent Development	Demonstrate little knowledge of the implications of diversity on the development of young adolescents. They participate in	Demonstrate some knowledge of the implications of diversity on the development of young adolescents. They	Demonstrate their understanding of the implications of diversity on the development of young adolescents. They participate	Implement curriculum and instruction that is responsive to young adolescents' local, national, and international

	middle level practices that consider and celebrate the diversity of some young adolescents	participate in middle level practices that consider and celebrate the diversity of all young adolescents	successfully in middle level practices that consider and celebrate the diversity of all young adolescents	histories, language/dialects, and individual identities
AMLE 1C - Implications of Young Adolescent Development for Middle Level Curriculum and Instruction	Use very little knowledge of young adolescent development when planning middle level curriculum and when selecting instructional strategies	Use their emerging knowledge of young adolescent development when planning middle level curriculum and when selecting instructional strategies	Use their knowledge of young adolescent development when planning middle level curriculum and when selecting instructional strategies	Use their knowledge of young adolescent development when planning and implementing middle level curriculum and when selecting and using instructional strategies
AMLE 1D - Implications of Young Adolescent Development for Middle Level Programs and Practices	Demonstrate little ability to participate in effective middle level school organizational practices such as interdisciplinary team organization and advisory programs	Demonstrate their ability to participate in effective middle level school organizational practices such as interdisciplinary team organization and advisory programs	Demonstrate their ability to participate successfully in effective middle level school organizational practices such as interdisciplinary team organization and advisory programs	Apply their knowledge of young adolescent development when making decisions about their respective roles in creating and maintaining developmentally responsive learning environments. They demonstrate their ability to participate successfully in effective middle level school organizational practices such as interdisciplinary team organization and advisory programs

Assessment 3 Unit Plan

Description of Assessment

Candidates in all cohorts and disciplines (ELA, social studies, mathematics and science) are required to produce a two-week unit of instruction in the second of their two methods classes in the fall semester that is prior to their student teaching semester. The unit includes at least ten lesson plans and an introductory narrative. Instruction in the fall methods class is purposefully directed at this assignment and the unit plan due at the end of the semester. The unit assignment requires all planning resources, handouts and assessments. The unit objectives must be aligned with appropriate South Carolina content area standards. It is evaluated on 1) organization, 2) mechanical presentation, 3) appropriateness for early adolescents as understood by AMLE, 4) range of appropriate activities for accommodations as suggested by AMLE, 5) quality of materials in terms of AMLE standards, and 6) integration of technology in accord with AMLE standards. This is the major assignment of the second methods class.

Assessment Alignment with Standards

This AMLE Assessment 3 Unit Plan aligns with **AMLE Standard 1 Young Adolescent, Standard 2 Middle Level Curriculum, and Standard 4 Middle Level Instruction and Assessment.**

This assessment addresses some components of **AMLE Standard 1 Young Adolescent Development** but more at the acceptable or developing level since the candidates are not actually teaching the unit plan that they are devising in this fall methods class. They are developing or moving toward the ability to fully implement their units or comparable ones in the teacher residency experience. No candidate is expected to earn Target competency in any of the four AMLE Standard 1 indicators at this developmental stage. This assessment also addresses all four indicators **within Standard 2 Middle Level Curriculum.** Again, Target competency cannot be evidenced with most Elements since the unit designs are not implemented and evaluated in a classroom setting. Instead, the candidates are designing lessons within units that could eventually enable them to reach Target level proficiency for this standard in the following teacher residency year as they have room and time to implement it or another comparable unit. Finally, **Standard 4 Middle Level Instruction and Assessment** is foundational to the purpose of this assessment, but for the most part candidates are unable to show at this early stage that they can fully meet the desired Targets of the four indicators except for AMLE indicator 4a., which requires them to use their knowledge of instruction and assessment strategies that are especially effective in the subjects they teach. Within a unit plan, they can show that they are using this knowledge without fully displaying it in an actual teaching setting. All three of the AMLE standards associated with this Assessment are more fully addressed at the Target level within other assessments (Assessments 4,5,6 and 7).

Assessment Tool and Rubrics

A version of this Assessment 3 Description is used in each subject specific fall methods class (EDML 4240, 4260, 4270, and 4280)

Unit Plan Assignment

Your Unit Lesson plan needs the following components to be complete:

- 1) A cover sheet with your name, my name, course #, date, and Unit Title
- 2) A 1-2 page introduction of the unit that states the overall purpose and justification for teaching that particular subject matter to students at that specific grade level. Please align your thinking with our AMLE standards associated with this assignment.
- 3) Citations for all texts, central and supplemental.
- 4) A pacing guide for the two weeks (see sample)
- 5) Ten separate lesson plans (2 full weeks); one for each day of the unit.

The lesson plans should follow the model we have gone over in class, complete with SC standards, references to AMLE standards where appropriate, and a narrative. They should include all tests, quizzes or other assessments, handouts, and directions for homework that you would provide your students in class.

In the narrative, be sure to point out how you link your classroom work with your objectives (state standards). How are you helping your students understand what they have read? How do your activities relate to the content knowledge you want students to learn? What types of accommodations will you use for special needs, challenge, or ELL students? How are you using technology in the classroom?

You may use phrases such as “I am doing this because” and “This shows” or “This activity reinforces or links.” You actually comment on your plans (annotate them) as you write them. Use first person.

Your unit will be graded on the following points (summary of attached rubric):

- 1) Appropriateness for content area and grade level (use of AMLE standards and SC Academic Standards)
- 2) Properly designed Pacing Guide and Lesson Plans
- 3) Clear, organized presentation of developmentally appropriate activities (double check AMLE standards for this)
- 4) Clear link between material, activities, and assessment
- 5) Use of a variety of teaching methods, activities, accommodations (check AMLE standards for this assessment in LiveText)
- 6) Use of technology when appropriate and feasible
- 7) As always, proper spelling, punctuation, and grammar (good writing)

Please keep in mind that you will also receive a rating within our AMLE standards “scoring sheet.” Please make sure you allude to the AMLE standards as you explain the logic of your unit design, methods, assessments and accommodations for diverse students

Scoring Guide from Assessment

This AMLE scoring guide also serves as a chart of candidate data derived from Assessment 3. Since this assessment is administered in the fall semester methods class prior to the teacher residency experience, the expectation is that candidates will only be able to evidence Acceptable ratings since they are unable to fully implement the unit. At this stage, they show evidence that they can design a unit that would be worthy of implementation.

AMLE Assessment 3 Unit Plan			
Criteria	Unacceptable Middle Level Candidates	Acceptable Middle Level Candidates	Target Middle Level Candidates
AMLE 1a. Knowledge of Young Adolescent Development	Understand very little about the importance of being knowledgeable about young adolescent development in terms of unit planning	Understand and accurately interpret the concepts, principles, theories and research about young adolescent development as	Apply knowledge of early adolescents to deconstruct classroom events and other experiences, analyze how this information

		evidenced in their unit plans	impacts student learning, and modify their teaching to reflect this new understanding
AMLE 1b. Knowledge of the Implications of Diversity on Young Adolescent Development	Demonstrate little knowledge of the implications of diversity on the development of young adolescents within their planning. They participate in middle level practices that consider and celebrate the diversity of some young adolescents	Demonstrate their understanding of the implications of diversity on the development of young adolescents within their planning. They participate successfully in middle level practices that consider and celebrate the diversity of all young adolescents such as planning for instruction	Implement curriculum and instruction that is responsive to young adolescents' local, national, and international histories, language/dialects, and individual identities
AMLE 1c. Implications of Young Adolescent Development for Middle Level Curriculum and Instruction	Use very little knowledge of young adolescent development when planning middle level curriculum and when selecting instructional strategies	Use their knowledge of young adolescent development when planning middle level curriculum and when selecting instructional strategies	Use their knowledge of young adolescent development when planning and implementing middle level curriculum and when selecting and using instructional strategies
AMLE 1d. Implications of Young Adolescent Development for Middle Level Programs and Practices.	Demonstrate little ability to participate in effective middle level school organizational practices such as interdisciplinary team organization, advisory programs, and system wide unit design efforts	Demonstrate their ability to participate successfully in effective middle level school organizational practices such as interdisciplinary team organization, advisory programs, and system wide unit design efforts	Apply their knowledge of young adolescent development when making decisions about their respective roles in creating and maintaining developmentally responsive learning environments. They demonstrate their ability to participate successfully in effective middle level school organizational practices such as interdisciplinary team organization and advisory programs
AMLE 2a. Subject Matter Content Knowledge	Demonstrate very little subject matter content knowledge in the subjects they teach.	Demonstrate subject matter content knowledge in the subjects they teach.	Demonstrate a breadth and depth of subject matter content knowledge in the

	They incorporate information literacy skills and state-of-the-art technologies into teaching their subjects	They incorporate information literacy skills and state-of-the-art technologies into teaching their subjects	subjects they teach. They incorporate information literacy skills and state-of-the-art technologies into teaching their subjects
AMLE 2b. Middle Level Student Standards	Use very little knowledge of local, state, national, and core standards to frame their teaching. They are rarely able draw on their knowledge of these standards to design developmentally responsive, meaningful, and challenging curriculum for all young adolescents	Use their knowledge of local, state, national, and core standards to frame their teaching. They draw on their knowledge of these standards to design developmentally responsive, meaningful, and challenging curriculum for all young adolescents	Use their knowledge of local, state, national, and core standards to frame their teaching. They draw on their knowledge of these standards to design, implement, and evaluate developmentally responsive, meaningful, and challenging curriculum for all young adolescents
AMLE 2c. Interdisciplinary nature of knowledge	Demonstrate very little understanding of the interdisciplinary nature of knowledge by helping all young adolescents make connections among subject areas as they design instruction. They rarely facilitate relationships among content, ideas, interests, and experiences by developing relevant, challenging, integrative, and exploratory curriculum. They rarely design learning opportunities that enhance information literacy in their specialty fields	Demonstrate the interdisciplinary nature of knowledge by helping all young adolescents make connections among subject areas as they design instruction. They facilitate relationships among content, ideas, interests, and experiences by developing relevant, challenging, integrative, and exploratory curriculum. They design learning opportunities that enhance information literacy in their specialty fields	Demonstrate the interdisciplinary nature of knowledge by helping all young adolescents make connections among subject areas. They facilitate relationships among content, ideas, interests, and experiences by developing and implementing relevant, challenging, integrative, and exploratory curriculum. They provide learning opportunities that enhance information literacy in their specialty fields
AMLE 4a. Content Pedagogy	Rarely use knowledge of instruction and assessment strategies that are effective in the subjects they teach	Use their knowledge of instruction and assessment strategies that are effective in the subjects they teach but they tend to be more	Use their knowledge of instruction and assessment strategies that are especially effective in the subjects they teach

		generic instruction and assessment strategies rather than discipline specific	
AMLE 4b. Middle Level Instructional Strategies	Rarely employ a variety of effective teaching, learning and assessment strategies in their instructional design efforts. They rarely use instructional strategies and technologies in ways that encourage exploration, creativity, and information literacy skills so that young adolescents are actively engaged in their learning. They rarely use instructional methods within their unit plans that are responsive to young adolescents' local, national, and international histories, language/dialects, and individual identities	Employ a variety of effective teaching, learning and assessment strategies in their instructional design efforts. They use instructional strategies and technologies in ways that encourage exploration, creativity, and information literacy skills so that young adolescents are actively engaged in their learning. They use instructional methods within their unit plans that are responsive to young adolescents' local, national, and international histories, language/dialects, and individual identities	Employ a variety of effective teaching, learning and assessment strategies. They use instructional strategies and technologies in ways that encourage exploration, creativity, and information literacy skills so that young adolescents are actively engaged in their learning. They use instruction that is responsive to young adolescents' local, national, and international histories, language/dialects, and individual identities
AMLE 4c. Middle Level Assessment and Data-informed Instruction	Develop assessments as formative and summative tools	Develop assessments as formative and summative tools to create meaningful learning experiences by assessing prior learning	Develop and administer assessments and use them as formative and summative tools to create meaningful learning experiences by assessing prior learning, implementing effective lessons, reflecting on young adolescent learning, and adjusting instruction based on the knowledge gained
AMLE 4d. Young Adolescent Motivation	Rarely demonstrate their ability to motivate all young adolescents and facilitate their learning through a wide variety of developmentally	Demonstrate their ability to motivate all young adolescents and facilitate their learning through a wide variety of developmentally responsive materials	Demonstrate their ability to motivate all young adolescents and facilitate their learning through a wide variety of developmentally responsive materials

	responsive materials and resources	and resources	and resources. They establish equitable, caring, and productive learning environments for all young adolescents
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Assessment 4 AMLE Supplementary Summary Evaluation of Teacher Residency

Description of Assessment

This Assessment 4 AMLE Student Teaching Addendum is a comprehensive assessment since it is administered during teacher residency and since it aligns so closely to practically all of the AMLE standard elements. It is within teacher residency that teacher candidates are truly able to evidence Target level work since they are applying all that they have learned throughout the program within a given classroom context. Basically, this assessment is purposefully designed to offer feedback on each teacher candidate’s progress toward AMLE excellence as understood by its Target elements within the various standards. Upon closer inspection, it is clear that our program has developed several rubric items related to a given standard element just to make sure that we are offering feedback on all of the key dimensions of a given element. Master teachers, university supervisors and the teacher candidates weigh in on this assessment before it is sent to the discipline-specific methods professors for their further review. The results of this assessment influence the teacher residency grade that is earned in the last year and have major implications for the ongoing improvement of the program.

Assessment Alignment with Standards

This AMLE Assessment 4 AMLE Student Teaching Addendum aligns with all of the AMLE standards: **AMLE Standard 1 Young Adolescent, Standard 2 Middle Level Curriculum, Standard 3 Middle Level Philosophy and School Organization, Standard 4 Middle Level Instruction and Assessment, and Standard 5 Middle Grades Professional Roles**

Assessment Tool and Rubric

This assessment tool is shared early in methods classes, which are discipline-specific classes. The assessment is used by cooperating teachers and the university supervisors in the fall to give some feedback and to acquaint teacher candidates with the many elements that relate to the various standards. Then, in the last year, this AMLE Supplemental Program Evaluation for Teacher Residency is used throughout the entire residency experience to reinforce the high standards we expect within our program. University supervisors, master teachers and middle grades faculty all receive copies and inductions related to these key evaluation standards that have shaped our entire program. The results are uploaded into Chalk & Wire at the end of the semester but are used at both mid-term and the exit meeting to help candidates truly appreciate their accomplishments as middle level teacher candidates.

Article I. Middle Level Program
 AMLE Supplemental Program Evaluation for Teacher Residency

Student Name	Date
Master Teacher	School
University Supervisor	Semester
Evaluator	

Ratings: 3 = Target, 2 = Acceptable, 1 = Unacceptable, NO = no opportunity (this rating must include a comment)

Indicators. Young Adolescent Development (AMLE 1) *

The Middle Level Teacher Candidate:	1	2	3	NO
1. demonstrates an understanding of young adolescent development.				
2. is successful in establishing mutually respectful and supportive relationships with young adolescents.				
3. is a positive role model and mentor for young adolescents.				
4. establishes and maintains high, realistic, developmentally appropriate expectations for learning and behavior.				
5. creates and maintains supportive learning that promotes the healthy development of young adolescents.				

Comments:

AMLE Rubric Supporting Scoring of AMLE Standard 1

UNACCEPTABLE	ACCEPTABLE	TARGET
Middle level teacher candidates understand the importance of being knowledgeable about young adolescent development.	Middle level teacher candidates demonstrate their knowledge of the concepts, principles, theories and research about young adolescent development. They apply this knowledge in their practice.	Middle level teacher candidates understand and accurately interpret the concepts, principles, theories and research about young adolescent development. They use this knowledge to deconstruct classroom events and other experiences, analyze how this information impacts student learning, and modify their teaching to reflect this new understanding.
Middle level teacher candidates understand the importance of creating and maintaining safe learning environments that promote the development of young adolescents.	Middle level teacher candidates create supportive learning environments that promote the healthy development of diverse populations of young adolescents.	Middle level teacher candidates create and maintain safe and supportive learning environments that promote the healthy development of all young adolescents. They create dynamic environments that celebrate and incorporate the diversity found within student populations.
Middle level teacher candidates understand the importance of using young adolescent development when selecting instructional strategies and making curricular decisions.	Middle level teacher candidates assess the diverse developmental levels of their students and use this information when selecting instructional strategies and making curricular decisions.	Middle level teacher candidates assess the diverse developmental levels of their students and use this information effectively when selecting instructional strategies and making curricular decisions. They reflect on their decisions and revise their practice to

		enhance their teaching effectiveness and to increase student learning.
Middle level teacher candidates demonstrate awareness about the ways young adolescent development impacts school organizations and middle level programs and practices.	Middle level teacher candidates articulate and apply their understanding of the diversities of young adolescent development as they work successfully within middle level school organizations and engage in middle level programs and practices.	Middle level teacher candidates articulate and apply their understanding of school organizations and the components of middle level programs and practices. They use this understanding to help ensure a successful schooling experience for all young adolescents. They use reflection to improve their ability to be successful in middle level programs and practices in a variety of school organizational patterns.

Indicators: Middle Grades Curriculum (AMLE 2)

The Middle Level Teacher Candidate:	1	2	3	NO
1. creates a supportive learning environment for students				
2. recognizes and understands diverse developmental levels of students				
3. uses diverse instructional strategies for diverse levels of students				

Comments:

Content Knowledge (AMLE 2a) *

The Middle Level Teacher Candidate:	1	2	3	NO
1. demonstrates adequate knowledge of his/her content area.				
2. uses content knowledge in his or her teaching.				
3. demonstrates understanding of the importance of integrated, interdisciplinary content.				
4. recognizes the value of staying current in his or her content area.				
5. integrates technology into content area instruction				

Comments:

AMLE Rubric Supporting Scoring of AMLE Standard 2

UNACCEPTABLE	ACCEPTABLE	TARGET
Middle level teacher candidates demonstrate limited content knowledge in the subjects they teach. They do not pursue the acquisition of additional knowledge.	Middle level teacher candidates demonstrate depth and breadth of subject matter content knowledge in the subjects they teach.	Middle level teacher candidates demonstrate depth and breadth of subject matter content knowledge in the subjects they teach. They demonstrate their understanding of the complexities of the subject area

		disciplines, value continued learning, and seek the knowledge needed to improve the effectiveness of their teaching for all young adolescents.
Middle level teacher candidates recognize the importance of using content specific teaching and assessment strategies.	Middle level teacher candidates demonstrate their ability to use content specific teaching and assessment strategies and integrate information literacy skills and technologies into the subjects they teach.	Middle level teacher candidates demonstrate their ability to analyze content and assess the needs of their students. They purposely select and integrate teaching and assessment strategies that include information literacy skills and state-of-the-art technologies for all students.
Middle level teacher candidates are aware of state, national, and core standards for student learning.	Middle level teacher candidates demonstrate their knowledge of state, national, and core middle level curriculum standards for student learning. They use this knowledge in their teaching.	Middle level teacher candidates demonstrate their knowledge of state, national, and core middle level curriculum standards for student learning. They deconstruct the standards to better understand their intent and their effects on all young adolescents. They align instructional goals and student assessments with these standards.
Middle level teacher candidates recognize that middle level curriculum should be relevant, challenging, integrative, and exploratory.	Middle level teacher candidates develop and utilize middle level curriculum that is relevant, challenging, integrative, and exploratory.	Middle level teacher candidates demonstrate a commitment to and advocacy for middle level curriculum that is relevant, challenging, integrative, and exploratory. They select, design, evaluate, and modify curriculum in ways that capitalize on the diverse learning needs of all young adolescents.
Middle level teacher candidates recognize the importance of the interdisciplinary nature of knowledge.	Middle level teacher candidates demonstrate an understanding of the interdisciplinary and integrated nature of knowledge and teach in ways that enable young adolescents to make connections among subject areas, their interests, and experiences.	Middle level teacher candidates demonstrate an understanding of the interdisciplinary and integrated nature of knowledge. They provide credible evidence that all their students make authentic and meaningful connections among subject areas, and their interests and experiences.

Indicators: Middle Grades Philosophy and Organization (AMLE 3)

The Middle Level Teacher Candidate:	1	2	3	NO
1. demonstrates an understanding of the philosophical foundations of middle level education.				
2. demonstrates an understanding of the rationale and characteristic components of developmentally responsive middle level schools.				

Comments:

AMLE 3b*: Diversity (AMLE 3) * Second rubric for Standard 3 in italics below.

The Middle Level Teacher Candidate:	1	2	3	NO
1. is aware of and takes into consideration the diversity of populations, including different learning styles, socio-economic status, race, ethnicity, gender, sexual orientation				
2. provides opportunities for students with different rates of learning (including special needs students and English language learners)				
3. understands appropriate developmental levels of instruction for diverse types of learners				

Comments:

AMLE Rubric Supporting Scoring for AMLE Standard 3

UNACCEPTABLE	ACCEPTABLE	TARGET
Middle level teacher candidates recognize the importance of the philosophical and historical foundations of developmentally responsive middle level programs and schools.	Middle level teacher candidates demonstrate an understanding of the knowledge base underlying the philosophical and historical foundations of developmentally responsive middle level education. They understand that the implementation of successful programs, practices, and schools can occur in a variety of organizational patterns that enroll young adolescents (e.g., grade 6-8, K-8, 7-12). They apply this knowledge in their practice.	Middle level teacher candidates advocate for and provide leadership in the authentic implementation of middle school programs and practices, understanding that these may occur in a variety of organizational patterns that enroll young adolescents (e.g., grade 6-8, K-8, 7-12).
<i>Middle level teacher candidates can describe developmentally responsive practices.</i>	<i>Middle level teacher candidates articulate the rationale for developmentally responsive and socially equitable practices, and they use this knowledge within the context of the school setting.</i>	<i>Middle level teacher candidates articulate the rationale for developmentally responsive and socially equitable practices, and they use this knowledge to foster healthy adolescent development within their practice. They assess the effectiveness of middle level components within the school</i>

		<i>context and share that knowledge when appropriate.</i>
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Indicators: Assessment (AMLE 4) *Third rubric for Standard 4 in italics.*

The Middle Level Teacher Candidate:	1	2	3	NO
1. demonstrates an understanding of the essential role of assessment and its application to the instructional process.				
2. participates in assessing student performance.				
3. links classroom assessment to state and national accountability systems.				
4. uses assessment results to monitor and improve teaching.				

Comments:

Indicators: Middle Level Instruction (AMLE 4)

The Middle Level Teacher Candidate:	1	2	3	NO
1. is proficient at using a variety of effective teaching strategies.				
2. demonstrates and understanding of the principles of effective instruction.				
3. seeks assistance from master teacher when planning for instruction.				
4. delivers developmentally responsive lessons.				
5. maintains a positive learning environment.				
6. employs effective classroom management strategies.				
7. analyzes the effectiveness of instructional strategies.				

Comments:

AMLE Rubric Supporting Scoring of AMLE Standard 4

UNACCEPTABLE	ACCEPTABLE	TARGET
Middle level teacher candidates can articulate a variety of content specific teaching and assessment strategies.	Middle level teacher candidates demonstrate their knowledge of content specific teaching and assessment strategies by using them successfully in their teaching.	Middle level teacher candidates demonstrate their knowledge of content specific teaching and assessment strategies, use a wide variety of them in their teaching, and modify their use based on the unique learning needs of their students.
Middle level teacher candidates understand the importance of creating learning experiences that are developmentally responsive and that engage young adolescents.	Middle level teacher candidates create challenging, culturally sensitive, and developmentally responsive learning experiences that encourage exploration, creativity, and information literacy skills (e.g., critical thinking, problem solving, evaluation of information gained).	In collaboration with students, colleagues, and other stakeholders, middle level teacher candidates create challenging, culturally sensitive, and developmentally responsive learning experiences that encourage exploration, creativity, and information literacy skills (e.g., critical thinking, problem solving, evaluation of information

		gained).
<i>Middle level teacher candidates recognize the importance of formative and summative assessment in effective instruction.</i>	<i>Middle level teacher candidates understand the multiple roles of assessment and use this knowledge to create formative and summative tools. They use assessment data to inform their instruction (e.g., adjust pace, differentiate for individuals, create meaningful learning experiences, and implement effective lessons).</i>	<i>Middle level teacher candidates collaborate with students and colleagues to select and create a wide variety of formative and summative assessments. They analyze the data to evaluate their practice and inform their instruction (e.g., adjust pace, differentiate for individuals, create meaningful learning experiences, and implement effective lessons).</i>
Middle level teacher candidates understand the importance of motivating young adolescents.	Middle level teacher candidates demonstrate their ability to motivate young adolescents. They facilitate student learning through developmentally responsive materials and resources (e.g., technology, manipulative materials, information literacy skills, contemporary media).	Middle level teacher candidates facilitate student learning through a wide variety of developmentally responsive materials and resources (e.g., technological resources and contemporary media). They employ a process of self-analysis and collaboration with students and colleagues to determine the impact of their instruction on student motivation and learning, and they adjust their teaching accordingly.
Middle level teacher candidates understand the importance of establishing a productive learning environment.	Middle level teacher candidates demonstrate their ability to increase student motivation for learning by establishing productive learning environments for all young adolescents (e.g., one that is equitable, inclusive, and caring; that employs research- based methodologies; fosters trusting relationships; sets rigorous academic expectations; and includes the skilled use of	Middle level teacher candidates collaborate with colleagues, family members, and others to increase motivation to learn among all young adolescents. They emphasize intrinsic and extrinsic student motivation by establishing productive learning environments for all students (e.g., one that is equitable, inclusive, and caring; that employs research- based methodologies; fosters trusting

	technology).	relationships; sets rigorous academic expectations; and includes the skilled use of technology).
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Indic

ators: Middle Grades Professional Roles (AMLE 5) *

The Middle Level Teacher Candidate:	1	2	3	NO
1. establishes and maintains respectful professional relationships with students and colleagues.				
2. understands the roles and relationships of other helping professionals that serve young adolescents.				
3. works effectively with other teachers and professional personnel.				
4. participates in ongoing professional development (conferences, inservice, other professional development activities)				

Comments:

Indicators: Family and Community Involvement (AMLE 5c) * *Third rubric for Standard 5 in italics.*

The Middle Level Teacher Candidate:	1	2	3	NO
1. demonstrates an understanding that family background and home environment can affect student learning and performance.				
2. demonstrates an understanding that information can and should be shared with other teachers, family members, and other agencies and what should remain private confidential.				
3. demonstrates respect for young adolescents and their families.				
4. is committed to assisting young adolescents and their families.				
5. seeks opportunities and participates in youth related community activities.				

Comments:

Professional Behavior (AMLE 5 & program) *

The Middle Level Teacher Candidate:	1	2	3	NO
1. is dependable, rarely absent, and arrives to work on time.				
2. demonstrates appropriate and professional oral and written language.				
3. is reliable and responsible.				
4. behaves in a professional manner.				
5. dresses professionally and follows the dress code of the school.				

Comments:

AMLE Rubric Supporting Scoring of AMLE Standard 5

UNACCEPTABLE	ACCEPTABLE	TARGET
Middle level teacher candidates can articulate the basic components of middle level education, including the importance of collaborative processes such as teaming.	Middle level teacher candidates demonstrate the components of middle level education and understand the interdependent relationships among all professionals who serve young adolescents (e.g., interdisciplinary teams, school counselors, social service workers, home-school	Middle level teacher candidates understand collaborative theories and processes and the interdependent relationships among all professionals who serve young adolescents (e.g., interdisciplinary teams, school counselors, social service workers, home-school coordinators, and community

	coordinators, and community agencies). They participate as members of student support systems.	agencies). They initiate opportunities to collaborate with other professionals in ways that support and strengthen teaming practices and collaborative processes.
Middle level teacher candidates recognize the importance of advocating for young adolescents and middle level education.	Middle level teacher candidates advocate for young adolescents and middle level education (e.g., school personnel and family members).	Middle level teacher candidates demonstrate knowledge of advocacy theories and skills. They advocate for young adolescents and middle level education in a variety of settings (e.g., school, community, youth-serving organizations, legislative bodies, policy makers).
<i>Middle level teacher candidates recognize the importance of working with family and community members.</i>	<i>Middle level teacher candidates can articulate the knowledge base related to working collaboratively with family and community members. They communicate with parents and community members to improve education for all young adolescents.</i>	<i>Middle level teacher candidates value family diversity and cultural backgrounds and capitalize on those assets in their teaching. They initiate collaboration with parents and community members to improve education and to promote the well-being of all young adolescents.</i>
Middle level teacher candidates can articulate the importance of ethical behavior and professional competence.	Middle level teacher candidates demonstrate appropriate ethical behaviors and professional competence. They recognize the impact of their behaviors on young adolescents.	Middle level teacher candidates understand the impact they have on young adolescents and colleagues. They take responsibility for modeling appropriate ethical behaviors and high levels of professional competence.
Middle level teacher candidates recognize the importance of professional development opportunities.	Middle level teacher candidates engage in professional development opportunities that extend their knowledge and skills.	Middle level teacher candidates self-assess their professional development needs and take initiatives to seek out and participate in opportunities that address them.

*Standards are used in Practicum Evaluation in the fall semester as well in less official ways

**AMLE Assessment 5 Pre- and Post-Test Unit
 Description of Assessment**

The Pre-Post Unit and Test is a measure of candidate effect on student learning administered during teacher residency year. Purposes of this assessment include the opportunity for the candidates to demonstrate: their ability to plan, implement, and reflect on instruction, their ability to assess student understanding, and their

ability to provide evidence of their positive impact on student learning.

Assessment Alignment with Standards

This AMLE Assessment 5 Pre- and Post-Test Unit aligns with elements within **AMLE Standard 1 Young Adolescent, Standard 2 Middle Level Curriculum, 3 Middle Level Philosophy and School Organization and Standard 4 Middle Level Instruction and Assessment.**

Assessment Tool and Rubric

Pre- and Post-Test Unit

This assignment is designed to determine the effectiveness of your planned and implemented instruction on student achievement. It is a program requirement for the state through ADEPT and nationally for CAEP/AMLE. For this assignment, you will be required to do the following:

1. In collaboration with your master teacher, plan a unit of instruction. The minimum length of this unit is five days of instruction plus the two assessments.
2. You may use the format that we used for the Unit Plan in your methods class or you may use a modified format that is accepted by your school/district. Include all handouts and formative assessments.
3. When your unit had been planned, you will create a pre-test and a post-test for this unit.
4. Before instruction begins, you will administer the pre-test to all students in the section(s) for whom this unit is intended.
5. Pre-test scores will be recorded. (Please use Student 1, Student 2, etc. to protect the anonymity of your students.)
6. The unit plan will be implemented. Scores for all formative assessments will be recorded.
7. After the unit plan has been implemented, the post-test will be administered and scores recorded.
8. Documentation for this assignment should include:
 - a. Unit Plan
 - b. Pre-Test
 - c. All formative assessments
 - d. Post-Test
 - e. All recorded scores (please use provided Excel spreadsheet)
 - f. Narrative summary of how you think the unit went and your results.

Pre- and Post-Test Unit

Evaluation Standards for Course Grade

Grade	Criteria
A	<ul style="list-style-type: none"> • All state standards are identified • All learning objectives are identified • Duration of the unit is 5 days (minimum) • All required materials, technology and literature are identified • Pre-test, Post-test and formative assessments are aligned with standards and learning objectives • Pre-test, Post-test and formative assessments are well constructed • Documentation of student scores is complete
B	Most state standards are identified Most learning objectives are identified Duration of the unit is 5 days

	<p>Most required materials, technology and literature are identified</p> <p>Pre-test, Post-test and formative assessments are aligned with standards and learning objectives</p> <p>Pre-test, Post-test and formative assessments are well constructed</p> <p>Documentation of student scores is complete</p>
C	<p>Some state standards are identified</p> <p>Some learning objectives are identified</p> <p>Duration of the unit is less than 5 days</p> <p>Some required materials, technology and literature identified</p> <p>Pre-test, Post-test and formative assessments are somewhat aligned with standards and learning objectives</p> <p>Pre-test, Post-test and formative assessments are poorly constructed</p> <p>Documentation of student scores is complete</p>
D	<ul style="list-style-type: none"> • Few state standards are identified • Few learning objectives are identified • Duration of the unit is less than 5 days • Few required materials, technology and literature are identified • Pre-test, Post-test and formative assessments are poorly aligned with standards and learning objectives • Pre-test, Post-test and formative assessments are poorly constructed • Documentation of student scores is incomplete
F	<p>No attempt was made to complete the assignment</p> <p>or</p> <p>No state standards are identified</p> <p>No learning objectives are identified</p> <p>Duration of the unit is less than 5 days</p> <p>No required materials, technology and literature are identified</p> <p>Pre-test, Post-test and formative assessments are no aligned with standards and learning objectives</p> <p>Pre-test, Post-test and formative assessments are included but poorly constructed</p> <p>Documentation of student scores is not included</p>

Rubric—AMLE Assessment 5

	UNACCEPTABLE	ACCEPTABLE	TARGET
2a. Subject Matter Content Knowledge	Middle level teacher candidates demonstrate limited content knowledge in the subjects they teach. They do not pursue the acquisition of additional knowledge.	Middle level teacher candidates demonstrate depth and breadth of subject matter content knowledge in the subjects they teach.	Middle level teacher candidates demonstrate depth and breadth of subject matter content knowledge in the subjects they teach. They demonstrate their understanding of the complexities of the subject area disciplines, value continued learning, and seek the knowledge needed to improve the effectiveness of their teaching for all young adolescents.
2b. Middle Level	Middle level teacher	Middle level	Middle level teacher candidates

<p>Student Standards</p>	<p>candidates recognize the importance of using content specific teaching and assessment strategies.</p>	<p>teacher candidates demonstrate their ability to use content specific teaching and assessment strategies and integrate information literacy skills and technologies into the subjects they teach.</p>	<p>demonstrate their ability to analyze content and assess the needs of their students. They purposely select and integrate teaching and assessment strategies that include information literacy skills and state-of-the-art technologies for all students.</p>
<p>2b. Middle Level Student Standards</p>	<p>Middle level teacher candidates are aware of state, national, and core standards for student learning.</p>	<p>Middle level teacher candidates demonstrate their knowledge of state, national, and core middle level curriculum standards for student learning. They use this knowledge in their teaching.</p>	<p>Middle level teacher candidates demonstrate their knowledge of state, national, and core middle level curriculum standards for student learning. They deconstruct the standards to better understand their intent and their effects on all young adolescents. They align instructional goals and student assessments with these standards.</p>
<p>2c. Interdisciplinary Nature of Knowledge</p>	<p>Middle level teacher candidates recognize that middle level curriculum should be relevant, challenging, integrative, and exploratory.</p>	<p>Middle level teacher candidates develop and utilize middle level curriculum that is relevant, challenging, integrative, and exploratory.</p>	<p>Middle level teacher candidates demonstrate a commitment to and advocacy for middle level curriculum that is relevant, challenging, integrative, and exploratory. They select, design, evaluate, and modify curriculum in ways that capitalize on the diverse learning needs of all young adolescents.</p>
<p>2c. Interdisciplinary Nature of Knowledge</p>	<p>Middle level teacher candidates recognize the importance of the interdisciplinary nature of knowledge.</p>	<p>Middle level teacher candidates demonstrate an understanding of the interdisciplinary and integrated nature of knowledge and teach in ways that enable young adolescents to make connections</p>	<p>Middle level teacher candidates demonstrate an understanding of the interdisciplinary and integrated nature of knowledge. They provide credible evidence that all their students make authentic and meaningful connections among subject areas, and their interests and experiences.</p>

		among subject areas, their interests, and experiences.	
4a. Content Pedagogy	Middle level teacher candidates can articulate a variety of content specific teaching and assessment strategies.	Middle level teacher candidates demonstrate their knowledge of content specific teaching and assessment strategies by using them successfully in their teaching.	Middle level teacher candidates demonstrate their knowledge of content specific teaching and assessment strategies, use a wide variety of them in their teaching, and modify their use based on the unique learning needs of their students.
4b. Middle Level Instructional Strategies	Middle level teacher candidates understand the importance of creating learning experiences that are developmentally responsive and that engage young adolescents.	Middle level teacher candidates create challenging, culturally sensitive, and developmentally responsive learning experiences that encourage exploration, creativity, and information literacy skills (e.g., critical thinking, problem solving, evaluation of information gained).	In collaboration with students, colleagues, and other stakeholders, middle level teacher candidates create challenging, culturally sensitive, and developmentally responsive learning experiences that encourage exploration, creativity, and information literacy skills (e.g., critical thinking, problem solving, evaluation of information gained).
4c. Middle Level Assessment and Data-informed Instruction	Middle level teacher candidates recognize the importance of formative and summative assessment in effective instruction.	Middle level teacher candidates understand the multiple roles of assessment and use this knowledge to create formative and summative tools. They use assessment data to inform their instruction (e.g., adjust pace, differentiate for individuals, create meaningful	Middle level teacher candidates collaborate with students and colleagues to select and create a wide variety of formative and summative assessments. They analyze the data to evaluate their practice and inform their instruction (e.g., adjust pace, differentiate for individuals, create meaningful learning experiences, and implement effective lessons).

		learning experiences, and implement effective lessons).	
4d. Young Adolescent Motivation	Middle level teacher candidates understand the importance of motivating young adolescents.	Middle level teacher candidates demonstrate their ability to motivate young adolescents. They facilitate student learning through developmentally responsive materials and resources (e.g., technology, manipulative materials, information literacy skills, contemporary media).	Middle level teacher candidates facilitate student learning through a wide variety of developmentally responsive materials and resources (e.g., technological resources and contemporary media). They employ a process of self-analysis and collaboration with students and colleagues to determine the impact of their instruction on student motivation and learning, and they adjust their teaching accordingly.
4d. Young Adolescent Motivation	Middle level teacher candidates understand the importance of establishing a productive learning environment.	Middle level teacher candidates demonstrate their ability to increase student motivation for learning by establishing productive learning environments for all young adolescents (e.g., one that is equitable, inclusive, and caring; that employs research-based methodologies; fosters trusting relationships; sets rigorous academic expectations; and includes the skilled use of technology).	Middle level teacher candidates collaborate with colleagues, family members, and others to increase motivation to learn among all young adolescents. They emphasize intrinsic and extrinsic student motivation by establishing productive learning environments for all students (e.g., one that is equitable, inclusive, and caring; that employs research-based methodologies; fosters trusting relationships; sets rigorous academic expectations; and includes the skilled use of technology).

Assessment 6 Integrated Unit

Description of Assessment

This Integrated Unit assessment is used within the fall Middle School Curriculum Course, EDML 4410. Candidates in all four disciplines are enrolled in this class so it lends itself to interdisciplinary team planning. Teacher candidates work within a simulation exercise in which they assume the roles of teachers within an interdisciplinary middle school team, including an English language arts, social studies, mathematics and science teacher candidate. They work all semester within their teams to devise a week-long integrated unit that unfolds throughout the school day from 8:00 until 3:30 and culminates on Friday with a day-long synthesizing project that often involves parents and community members. Each content area teacher candidate devises a week-long unit for his or her content area that aligns with the integrated unit theme. On the 5th day, all of the teacher candidates and their students come together in a large setting such as a gymnasium for a culminating day of integrated learning and exploration that is often shared with family, the larger school and community. This is an additional assessment that adds additional support that our candidates are well-prepared at the Acceptable level prior to their teacher residency internship for the challenges they will face as middle level teachers.

Assessment Alignment with Standards

This AMLE Assessment 6 aligns with **AMLE Standard 2 Middle Level Curriculum, Standard 4 Middle Level Instruction and Assessment, and Standard 5 Middle Level Professional Roles.**

Our teacher candidates will reveal their ability to use subject specific content knowledge to build their own 5-day units that align with the theme of the unit that they as a whole interdisciplinary team devise. Since they will be unable to implement the unit with actual students, they will display only Acceptable performances in terms of AMLE standards. As with Assessment 3, they will make good use of state and national standards such as AMLE's standards, as they developed their units (Standard 2). Within this assessment, more than any other assessment at this stage in the fall semester, the candidates will be able to show their ability to work with others to develop an interdisciplinary unit (2c). Again, they will only meet the Acceptable competency since they will not implement the unit with actual middle level students. Furthermore, they will use their content specific instructional strategies and assessments to build their units (Standard 4 a,b,c,d). In addition, since they will work together in a simulation for a whole semester, they will reveal their abilities to imagine how they would have to work with other colleagues, outside experts that they tap for insights into their unit initiatives, other educational personnel like media specialists and assistant principals who will be needed to help them with alternative scheduling and large room reservations and such. This very simulation also enables them to demonstrate that they critically reflect on their planning decisions in an ongoing way throughout a whole semester (Standard 5). In all these ways, our candidates will reveal Acceptable performances prior to their teacher residency experience in which they will have some opportunity to work within grade level teams to develop integrated curricula and instructional practices as they also contemplate how they would have to tap supporters within the larger school and community to enrich the scope of their integrated units of instruction.

Assessment Tool and Rubric

AMLE Integrated Unit Assignment and Assessment

This integrated unit assignment is linked to your team plan project. Both are AMLE assessments that give you clear feedback as to how you are developing as a middle level teacher professional.

You will be in a group for the planning and presenting of both assignments. The Team Plan will receive a group grade that all team members will share. The Integrated Unit grade will be an individual grade. The only common work in the Integrated Unit will be part of the 2-3 page introductions. The presentation of both assignments by the same group will be part of the common Team Plan grade.

After you are assigned to your groups, review the Team Plan Assignment sheet. The written portion of the assignment is due first. Decide who should do what. You may use documents from the schools to which you are assigned and edit or combine them to create your school/team documents. The idea is to look at what is out there and then to use the pieces you like the best, along with your own ideas, to create the “ideal” team. For the purposes of this class, the team must be at a public school, although you may choose to be a charter or magnet school with a specific curricular emphasis (i.e. an IB School, a fine arts school, etc.).

The Team Plan will also need some sort of presentation piece—a PowerPoint, a tri-fold, a poster (good news here, as we have a plotter) for your presentation later in the semester. I recommend taking care of this early, when you do your written report. All team members should have an electronic copy to turn in within CANVAS.

For the Integrated Unit, your group must choose a common topic in which each person can create a week’s worth of lesson plans around (the integrated unit that you would all teach at the same time on the same team). **As a group, you will write a 1-2 page introduction that each team member will expand for his/her unit. These exact same pages should appear in each team member’s assignment that is uploaded into CANVAS, supplemented by specific information for your content area.** A sample topic might be The Olympics, because it has applications for all 4 content areas. There should be a culminating activity for your team at the end of your unit (team Olympics w/various costumes, activities, food, etc.). Field trips, reenactments, mock trials, showcase days for parents, etc. can all work here. Use your imaginations!

Each individual will hand in a one-week unit (5 separate lesson plans with accompanying documents such as assessments or PowerPoint presentations) with your joint introduction, which provides a rationale for the unit, how your individual content area applies, and a discussion of the culminating activity. A content-oriented template for formal lesson plans should be given out in your methods class. If you would like one from me, please ask. Each person will upload this into the appropriate CANVAS portal.

When your group presents your Team Plan, you will also present your integrated unit. For example, “The Bears of South MS go to the Olympics!” You will tell about your team and then what your team chose for its integrated unit and how each content area incorporated it.

Scoring Guide

Integrated Unit Rubric—An AMLE assessment (Standard Elements 2a,b,c; 4a,b,c,d; 5)

	A	B	C	D
Organization	All elements of the Unit are included. Materials are well organized in a logical manner.	Most elements of the Unit are included. Materials are organized in a logical manner.	Some elements of the Unit are included. Materials are organized.	Few elements of the Unit are included. Materials are not well organized.
Written Presentation	Unit is free of mechanical errors in spelling, punctuation, grammar, usage.	Unit contains a few mechanical errors in spelling, punctuation, grammar, usage.	Unit contains mechanical errors in spelling, punctuation, grammar, usage.	Mechanical errors in spelling, punctuation, grammar, usage interfere with the reader’s understanding of the text.

Understanding of Middle Grades 4x	Unit reflects a thorough understanding of social, cognitive and developmental issues affecting middle grades students. Make sure all required AMLE standard elements are addressed.	Unit reflects an understanding of social, cognitive and developmental issues affecting middle grades students.	Unit reflects a partial understanding of social, cognitive and developmental issues affecting middle grades students.	Unit reflects a limited understanding of social, cognitive and developmental issues affecting middle grades students.
Content Integration	Individual content area plans fit well with unit's overall topic/theme. Culminating activity is a good fit for content area.	Individual content area plans fit with unit's overall topic/theme. Culminating activity is a close fit for content area.	Individual content area plans must stretch to fit with the unit's overall topic/theme. Culminating activity is not a good fit for content area.	Individual content area plans do not fit with the unit's overall topic/theme. Culminating activity does not fit with content area.

Assessment 6 Integrated Unit			
Criteria	Unacceptable Teacher Candidates	Acceptable Teacher Candidates	Target Teacher Candidates
AMLE 2a. Subject Matter Content Knowledge	Demonstrate very little subject matter content knowledge in the subjects they teach. They incorporate information literacy skills and state-of-the-art technologies into teaching their subjects	Demonstrate subject matter content knowledge in the subjects they teach. They incorporate information literacy skills and state-of-the-art technologies into teaching their subjects	Demonstrate a breadth and depth of subject matter content knowledge in the subjects they teach. They incorporate information literacy skills and state-of-the-art technologies into teaching their subjects
AMLE 2b. Middle Level Student Standards	Use very little knowledge of local, state, national, and core standards to frame their teaching.	Use their knowledge of local, state, national, and core standards to frame their future teaching.	Use their knowledge of local, state, national, and core standards to frame their teaching.

<p>AMLE 2b. Middle Level Student Standards</p>	<p>They are rarely able draw on their knowledge of these standards to design developmentally responsive, meaningful, and challenging curriculum for all young adolescents</p>	<p>They draw on their knowledge of these standards to design developmentally responsive, meaningful, and challenging curriculum for all young adolescents</p>	<p>They draw on their knowledge of these standards to design, implement, and evaluate developmentally responsive, meaningful, and challenging curriculum for all young adolescents</p>
<p>AMLE 2c. Interdisciplinary Nature of Knowledge</p>	<p>Demonstrate very little understanding of the interdisciplinary nature of knowledge by helping all young adolescents make connections among subject areas as they design instruction. They rarely facilitate relationships among content, ideas, interests, and experiences by developing relevant, challenging, integrative, and exploratory curriculum</p>	<p>Demonstrate the interdisciplinary nature of knowledge by helping all young adolescents make connections among subject areas as they design instruction. They facilitate relationships among content, ideas, interests, and experiences by developing relevant, challenging, integrative, and exploratory curriculum</p>	<p>Demonstrate the interdisciplinary nature of knowledge by helping all young adolescents make connections among subject areas. They facilitate relationships among content, ideas, interests, and experiences by developing and implementing relevant, challenging, integrative, and exploratory curriculum</p>
<p>AMLE 2c. Interdisciplinary Nature of Knowledge</p>	<p>Rarely design learning opportunities that enhance information literacy in their specialty fields</p>	<p>Design learning opportunities that enhance information literacy in their specialty fields</p>	<p>Provide learning opportunities that enhance information literacy in their specialty fields</p>
<p>AMLE 4a. Content Pedagogy</p>	<p>Rarely use knowledge of instruction and assessment strategies that are effective in the subjects they teach</p>	<p>Use their knowledge of instruction and assessment strategies that are effective in the subjects they teach but they tend to be more generic instruction and assessment strategies rather than discipline specific</p>	<p>Use their knowledge of instruction and assessment strategies that are especially effective in the subjects they teach</p>
<p>AMLE 4b. Middle Level Instructional</p>	<p>Rarely employ a variety of effective teaching,</p>	<p>Employ a variety of effective teaching,</p>	<p>Employ a variety of effective teaching,</p>

<p>Strategies</p>	<p>learning and assessment strategies in their instructional design efforts. They rarely use instructional strategies and technologies in ways that encourage exploration, creativity, and information literacy skills so that young adolescents are actively engaged in their learning. They rarely use instructional methods within their unit plans that are responsive to young adolescents' local, national, and international histories, language/dialects, and individual identities</p>	<p>learning and assessment strategies in their instructional design efforts. They use instructional strategies and technologies in ways that encourage exploration, creativity, and information literacy skills so that young adolescents are actively engaged in their learning. They use instructional methods within their unit plans that are responsive to young adolescents' local, national, and international histories, language/dialects, and individual identities</p>	<p>learning and assessment strategies. They use instructional strategies and technologies in ways that encourage exploration, creativity, and information literacy skills so that young adolescents are actively engaged in their learning. They use instruction that is responsive to young adolescents' local, national, and international histories, language/dialects, and individual identities</p>
<p>AMLE 4c. Middle Level Assessment and Data-informed Instruction</p>	<p>Develop assessments as formative and summative tools</p>	<p>Develop assessments as formative and summative tools to create meaningful learning experiences by assessing prior learning</p>	<p>Develop and administer assessments and use them as formative and summative tools to create meaningful learning experiences by assessing prior learning, implementing effective lessons, reflecting on young adolescent learning, and adjusting instruction based on the knowledge gained</p>
<p>AMLE 4d. Young Adolescent Motivation</p>	<p>Rarely demonstrate their ability to motivate young adolescents and facilitate their learning through a wide variety of developmentally responsive materials and resources</p>	<p>Demonstrate their ability to motivate most young adolescents and facilitate their learning through a wide variety of developmentally responsive materials</p>	<p>Demonstrate their ability to motivate all young adolescents and facilitate their learning through a wide variety of developmentally responsive materials</p>

	Rarely establishes equitable, caring learning environments for all young adolescents	and resources Often establish equitable, caring learning environments for most young adolescents	and resources Establish equitable, caring, and productive learning environments for all young adolescents
AMLE 5 Middle Grades Professional Roles Establishes and maintains respectful professional relationships with students and colleagues.	Shows little evidence of being able to maintain respectful professional relationships with colleagues	Establishes and maintains respectful professional relationships with colleagues	Establishes and maintains respectful professional relationships with students and colleagues
5 Middle Grades Professional Roles Understand the roles and relationships of other helping professionals that serve young adolescents.	Shows little evidence of wanting to become familiar with the roles of professionals who serve young adolescents	Is becoming familiar with the roles and relationships of other helping professionals that serve young adolescents	Understands the roles and relationships of other helping professionals that serve young adolescents
5. Middle Grades Professional Roles Works effectively with other teachers and professional personnel.	Shows little ability to work effectively with other teacher candidates on interdisciplinary units	Work effectively with other teacher candidates within a simulation of an interdisciplinary team	Work effectively with other teachers and professional personnel
5. Middle Grades Professional Roles Is collaborative learner who is knowledgeable, reflective and critical in terms of analyzing teaching	Shows little evidence of being collaborative learner who is knowledgeable, reflective and critical in terms of analyzing unit design efforts	Is collaborative learner who is knowledgeable, reflective and critical in terms of analyzing unit design efforts for future teaching	Is collaborative learner who is knowledgeable, reflective and critical in terms of analyzing teaching

Assessment 7 Team Plan

Description of Assessment

This additional Assessment 7 Team Plan reinforces the other assessments that document teacher candidates' performances in accord with various AMLE standards.

The Team Plan is part of the fall semester Middle School Curriculum course EDML 4410 that all teacher candidates in all four content areas take while spending their practicum experience within middle grades classrooms. The Team Plan is designed to emphasize several key components of best practices in middle grades: working as a middle grades team with a content member from each area, designing good parent communication plans, designing good classroom management plans, and understanding middle grades advisement.

The Team Plan, which provides a common group grade, is also connected the program's AMLE Integrated Unit Assessment 6, which provides an individual grade. You will see this referred to in the Assessment Tool. The

integrated unit requires the teams of candidates to choose a topic for integrated instruction and for team members to each design a week-long unit for their content area with a culminating activity in which all content areas can participate. This helps to emphasize another important best practice of middle level teaching: integrated instruction.

Assessment's Alignment with Standards

This additional AMLE Assessment 7 aligns with **AMLE Standard 2 Middle Level Curriculum, Standard 4 Middle Level Instruction and Assessment, and Standard 5 Middle Level Professional Roles.**

Again, as in other required AMLE assessments, our teacher candidates will reveal their ability to use subject specific content knowledge to work with other content teachers to align their instruction with the theme of the unit that they as a whole interdisciplinary team devise. Since they are unable to implement the unit with actual students, they will display only Acceptable performances in terms of AMLE standards. As in their fall methods classes, they will make good use of state and national standards such as AMLE's standards, as they develop their units that are a part of their overall Team Plan (Standard 2). Within this assessment, more than any other assessment at this stage in the fall semester, the candidates will be able to show their ability to work with others to develop an interdisciplinary unit (2c). Again, they will reveal only Acceptable AMLE competency since they will not implement the unit with actual middle level students. Furthermore, they will use their content specific instructional strategies and assessments to build their units but they will do so with their Team's theme and final integrated authentic assessment in mind (Standard 4 a,b,c,d). In addition, since they will work together in a team simulation for a whole semester, they will reveal their abilities to imagine how they would work with other colleagues, outside experts that they tap for insights into their unit initiatives, other educational personnel like media specialists and assistant principals who are needed to help them with alternative scheduling and large room reservations and such. This Team simulation also enables them to demonstrate that they critically reflected on their planning decisions in an ongoing way throughout a whole semester and with other colleagues on their team (Standard 5). In all these ways, our candidates reveal Acceptable performances prior to their teacher residency experience in which they will have some opportunity to work within grade level teams to develop integrated curricula and instructional practices as they also contemplate how they would have to tap supporters within the larger school and community to enrich the scope of their integrated units of instruction that they co-produce as instructional team members.

Assessment Tool and Rubric

AMLE Team Plan Assignment

This AMLE Team Plan Assessment 7 is tied with your AMLE Integrated Unit Assessment 6. You will be in a group for the planning and presenting of both assignments. The Team Plan will receive a group grade that all team members will share. The Integrated Unit grade will be an individual grade. The only common work in the Integrated Unit will be part of the 2-3 page introductions. The presentation of both assignments by the same group will be part of the common Team Plan grade.

After you are assigned to your groups, review the Team Plan Assignment sheet. The written portion of the assignment is due first. Decide who should do what. You may use documents from the schools to which you are assigned and edit or combine them to create your school/team documents. The idea is to look at what is out there and then to use the pieces you like the best, along with your own ideas, to create the "ideal" team. For the purposes of this class, the team must be at a public school, although you may choose to be a charter or magnet school with a specific curricular emphasis (i.e. an IB School, a fine arts school, etc.).

The Team Plan will also need some sort of presentation piece—a PowerPoint, a tri-fold, a poster (good news here, as we have a plotter) for your presentation later in the semester. I recommend taking care of this early, when you do your written report. All team members should have an electronic copy to turn in within CANVAS.

For the Integrated Unit, your group must choose a common topic in which each person can create a week's worth of lesson plans around (the integrated unit that you would all teach at the same time on the same team). **As a group, you will write a 1-2 page introduction that each team member will expand for his/her unit. These exact same pages should appear in each team member's assignment that is uploaded into CANVAS, supplemented by specific information for your content area.** A sample topic might be The Olympics, because it has applications for all 4 content areas. There should be a culminating activity for your team at the end of your unit (team Olympics w/various costumes, activities, food, etc.). Field trips, reenactments, mock trails, showcase days for parents, etc. can all work here. Use your imaginations!

Each individual will hand in a one-week unit (5 separate lesson plans with accompanying documents such as assessments or PowerPoint presentations) with your joint introduction, which provides a rationale for the unit, how your individual content area applies, and a discussion of the culminating activity. A content-oriented template for formal lesson plans should be given out in your methods class. If you would like one from me, please ask. Each person will upload this into the appropriate CANVAS portal.

When your group presents your Team Plan, you will also present your integrated unit. For example, "The Bears of South MS go to the Olympics!" You will tell about your team, and then what your team chose for its integrated unit and how each content area incorporated it.

Team Plan Assignment Specifics

Your team plan must contain seven documents. Your presentation should contain a description of these documents. For the presentation, you must use visual aids such as PowerPoint, poster, etc. Each team member should have a complete copy of the plan.

Document 1: Introduction

Name of team members and subject(s) taught

Grade level of team

Name of school and short school profile (location, demographics, etc. 1-2 pages) *

Team name

Team colors

Team mascot

Team motto

Document 2: Opening of School Letter to Parents

Document 3: Management Plan

Document 4: Team Rules (should address tardiness, preparedness, disruptive behavior, attentiveness, make-up work, dress code, etc.)

Document 5: Parent Contact Plan (When contact will be made, how contact will be made, for what reasons contact will be made, how contact will be documented, what will occur if contact cannot be made.)

Document 6: Advising Plan and Daily Class Schedule (How will students be assigned? When will students meet with advisers and how often? What will be discussed? How will special needs will be addressed?) The Advising Plan should include an anti-bullying program, and opportunities for tutoring and making up work. You will need to design a **daily class schedule** with Document 6. How many periods do you have, how long are they, how long is lunch, do you have a homeroom, how does advising fit in?

Document 7: Faculty Team Members Responsibilities (How is the team organized? Among team members, what special duties will be assumed by whom? When, where, and how often will the team meet?) This is not a throw away document. Think about certain areas of cooperation among team members. What needs to be spelled out ahead of time?

*Demographics include number of students in school, number of students at each grade level, number of students on the team, number/average number of students per class, number of teams per grade level, special purpose of /or programs in the school (magnet, Title I, etc.), characteristics of student population (race, percentage of students receiving subsidized meals, etc.). The Profile itself is a few written paragraphs about your school—you need more than just statistics here.

Scoring Guide

AMLE Assessment 7 Team Plan			
Criteria	Unacceptable Teacher Candidates	Acceptable Teacher Candidates	Target Teacher Candidates
AMLE 2a. Subject Matter Content Knowledge	Demonstrate very little subject matter content knowledge in the subjects they teach. They incorporate information literacy skills and state-of-the-art technologies into teaching their subjects	Demonstrate subject matter content knowledge in the subjects they teach. They incorporate information literacy skills and state-of-the-art technologies into teaching their subjects	Demonstrate a breadth and depth of subject matter content knowledge in the subjects they teach. They incorporate information literacy skills and state-of-the-art technologies into teaching their subjects
AMLE 2b. Middle Level Student Standards	Use very little knowledge of local, state, national, and core standards to frame their teaching.	Use their knowledge of local, state, national, and core standards to frame their future teaching.	Use their knowledge of local, state, national, and core standards to frame their teaching.
AMLE 2b. Middle Level Student Standards	They are rarely able draw on their knowledge of these standards to design developmentally responsive, meaningful, and challenging curriculum for all young	They draw on their knowledge of these standards to design developmentally responsive, meaningful, and challenging curriculum	They draw on their knowledge of these standards to design, implement, and evaluate developmentally responsive,

	adolescents	for all young adolescents	meaningful, and challenging curriculum for all young adolescents
AMLE 2c. Interdisciplinary Nature of Knowledge	Demonstrate very little understanding of the interdisciplinary nature of knowledge by helping all young adolescents make connections among subject areas as they design instruction. They rarely facilitate relationships among content, ideas, interests, and experiences by developing relevant, challenging, integrative, and exploratory curriculum	Demonstrate the interdisciplinary nature of knowledge by helping all young adolescents make connections among subject areas as they design instruction. They facilitate relationships among content, ideas, interests, and experiences by developing relevant, challenging, integrative, and exploratory curriculum	Demonstrate the interdisciplinary nature of knowledge by helping all young adolescents make connections among subject areas. They facilitate relationships among content, ideas, interests, and experiences by developing and implementing relevant, challenging, integrative, and exploratory curriculum
AMLE 2c. Interdisciplinary Nature of Knowledge	Rarely design learning opportunities that enhance information literacy in their specialty fields	Design learning opportunities that enhance information literacy in their specialty fields	Provide learning opportunities that enhance information literacy in their specialty fields
AMLE 4a. Content Pedagogy	Rarely use knowledge of instruction and assessment strategies that are effective in the subjects they teach	Use their knowledge of instruction and assessment strategies that are effective in the subjects they teach but they tend to be more generic instruction and assessment strategies rather than discipline specific	Use their knowledge of instruction and assessment strategies that are especially effective in the subjects they teach
AMLE 4b. Middle Level Instructional Strategies	Rarely employ a variety of effective teaching, learning and assessment strategies in their instructional design efforts. They rarely use instructional strategies and technologies in ways that encourage	Employ a variety of effective teaching, learning and assessment strategies in their instructional design efforts. They use instructional strategies and technologies in ways	Employ a variety of effective teaching, learning and assessment strategies. They use instructional strategies and technologies in ways that encourage exploration, creativity,

	<p>exploration, creativity, and information literacy skills so that young adolescents are actively engaged in their learning.</p> <p>They rarely use instructional methods within their unit plans that are responsive to young adolescents' local, national, and international histories, language/dialects, and individual identities</p>	<p>that encourage exploration, creativity, and information literacy skills so that young adolescents are actively engaged in their learning. They use instructional methods within their unit plans that are responsive to young adolescents' local, national, and international histories, language/dialects, and individual identities</p>	<p>and information literacy skills so that young adolescents are actively engaged in their learning. They use instruction that is responsive to young adolescents' local, national, and international histories, language/dialects, and individual identities</p>
<p>AMLE 4c. Middle Level Assessment and Data-informed Instruction</p>	<p>Develop assessments as formative and summative tools</p>	<p>Develop assessments as formative and summative tools to create meaningful learning experiences by assessing prior learning</p>	<p>Develop and administer assessments and use them as formative and summative tools to create meaningful learning experiences by assessing prior learning, implementing effective lessons, reflecting on young adolescent learning, and adjusting instruction based on the knowledge gained</p>
<p>AMLE 4d. Young Adolescent Motivation</p>	<p>Rarely demonstrate their ability to motivate young adolescents and facilitate their learning through a wide variety of developmentally responsive materials and resources</p> <p>Rarely establishes equitable, caring learning environments for all young adolescents</p>	<p>Demonstrate their ability to motivate most young adolescents and facilitate their learning through a wide variety of developmentally responsive materials and resources</p> <p>Often establish equitable, caring learning environments for most young adolescents</p>	<p>Demonstrate their ability to motivate all young adolescents and facilitate their learning through a wide variety of developmentally responsive materials and resources</p> <p>Establish equitable, caring, and productive learning environments for all young adolescents</p>
<p>AMLE 5 Middle Grades</p>	<p>Shows little evidence of</p>	<p>Establishes and</p>	<p>Establishes and</p>

Professional Roles Establishes and maintains respectful professional relationships with students and colleagues.	being able to maintain respectful professional relationships with colleagues	maintains respectful professional relationships with colleagues	maintains respectful professional relationships with students and colleagues
5 Middle Grades Professional Roles Understand the roles and relationships of other helping professionals that serve young adolescents.	Shows little evidence of wanting to become familiar with the roles of professionals who serve young adolescents	Is becoming familiar with the roles and relationships of other helping professionals that serve young adolescents	Understands the roles and relationships of other helping professionals that serve young adolescents
5. Middle Grades Professional Roles Works effectively with other teachers and professional personnel.	Shows little ability to work effectively with other teacher candidates on interdisciplinary units	Work effectively with other teacher candidates within a simulation of an interdisciplinary team	Work effectively with other teachers and professional personnel
5. Middle Grades Professional Roles Is collaborative learner who is knowledgeable, reflective and critical in terms of analyzing teaching	Shows little evidence of being collaborative learner who is knowledgeable, reflective and critical in terms of analyzing unit design efforts	Is collaborative learner who is knowledgeable, reflective and critical in terms of analyzing unit design efforts for future teaching	Is collaborative learner who is knowledgeable, reflective and critical in terms of analyzing teaching

Assessment 8 ADEPT APS 10

Assessment Description

The mission and vision of Clemson’s College of Education emphasizes connections with communities and professional responsibilities beyond the classroom. ADEPT APS 10 (Assisting, Developing and Evaluating Professional Teaching, Performance Standard 10) is especially important to candidate assessment and aligns well with AMLE’s Standard 5, Middle Level Professional Roles. There is a common form/rubric that measures initial certification candidates’ performance in this area during the teacher residency year. Since this data is collected during the teacher residency experience, the APS 10 score is offered through a consensus conversation among the university supervisor, master teacher and teacher candidate. The master teacher, in particular, is most able to document that professional activities unfolded as documented within the required form. He or she also observes the professional behavior and reflecting planning of the teacher candidate. The master teacher knows how the candidate has advocated for students with special needs and for the classes as a whole. It is the master teacher, too, who can best describe the candidate’s ongoing collaborative efforts with various personnel.

Assessment’s Alignment with Standards

This additional AMLE Assessment 8 offers additional data that suggest that teacher candidates are performing in accord with Standard 5, Elements a, b, c & d.

Assessment Tool and Rubric

Assessment 8 ADEPT APS 10

During the first month of teacher residency, the teacher resident will prepare professionalism and dispositional goals for the teacher residency experience. This assignment is to be completed as soon as possible using this template in consultation with the master teacher and the university supervisor.

At the end of the semester, the master teacher and the university supervisor will complete a consensus professionalism and dispositions evaluation (APS 10) based on the goals presented in this plan and the teacher resident's accomplishment on these goals and performance related to APS 10 on the Final Summary Evaluation.

The key elements of the SC ADEPT teacher performance standards APS 10 for this assignment are below.

ADEPT Performance Standard 10-Fulfilling Professional Responsibilities	
An effective teacher is an ethical, responsible, contributing, and ever-learning member of the profession.	
Key Elements	10A The teacher is an advocate for the students. <i>The teacher collaborates with colleagues, administrators, and other student-oriented professionals (e.g., curriculum specialists, counselors, library media specialists, speech-language therapists, nurses) to determine the needs of his or her students and to plan and provide them with the appropriate learning experiences and assessments. The teacher establishes appropriate professional relationships with agencies, businesses, and community groups that support the well-being of students.</i>
	10B The teacher works to achieve organizational goals in order to make the entire school a positive and productive learning environment for the students. <i>The teacher regularly attends and contributes to departmental meetings, faculty meetings, strategic planning sessions, and the like. The teacher actively supports the efforts of school organizations such as parent-teacher groups and school improvement councils. To the extent that is possible and appropriate, the teacher supports extracurricular activities that contribute to the overall learning and development of students (e.g., academic clubs, student council, athletics, cultural/artistic events).</i>
	10C The teacher is an effective communicator. <i>Both inside and outside the classroom, the teacher's spoken and written language is clear, correct, and appropriate for each target audience (e.g., students, parents, colleagues, related professionals). The teacher communicates with parents/guardians on a regular basis about goals and expectations for student learning, behavioral rules and consequences, assignments, suggestions for supporting student learning at home, assessment results, and student progress and performance. The teacher responds appropriately to parental concerns. The teacher uses a variety of formats (e.g., telephone contacts, meetings, conferences, letters/newsletters, Web sites, report cards, notes, e-mails, interactive journals) to maintain effective and ongoing communication with others.</i>
	10D The teacher exhibits professional demeanor and behavior. <i>The teacher maintains a valid teaching certificate; complies with all professional, school, and district rules, policies, and procedures; and is cognizant of the policies set forth in the SDE publication Standards of Conduct for South Carolina Educators. The teacher's performance is characteristic of a professional in terms of self-management (e.g., responsibility, initiative, time management, appearance), ethical standards, and quality of work (e.g., completing required tasks in an accurate, timely, and effective manner).</i>
	10E The teacher is an active learner. <i>The teacher is a reflective practitioner who systematically collects, synthesizes, and evaluates student-achievement data in order to accurately identify his or her own professional strengths and weaknesses and to gain professional insight and vision regarding ways to enhance student learning. As a result of this self-assessment, the teacher collaborates with his or her supervisor(s) to develop an appropriate individualized professional growth plan. Additionally, the teacher regularly seeks out, participates in, and contributes to activities that promote collaboration and that support his or her continued professional growth (e.g., participation in professional associations, courses, conferences, workshops, seminars).</i>

Professionalism/Dispositions Goals	10.A-E
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Using the above text for ADEPT APS 10 as a guide, for each element A-E provide specific goals and describe how each of these goals will be accomplished.

10A.
10B.
10C.

10D.
10E.

Scoring Guide

_1 Unacceptable; 2 Acceptable; 3 Target

APS 10:	Fulfilling Professional Responsibilities	Score			Rationale
10A AMLE 5b	Advocate for the students	1	2	3	
10B AMLE 5a	Works to achieve organizational goals in order to make the entire school a positive and productive learning environment for the students	1	2	3	
10C AMLE 5c	Effective communicator	1	2	3	
10D AMLE 5d	Exhibits professional demeanor and behavior	1	2	3	
10E AMLE5d	Active, lifelong learner	1	2	3	
Please list student Professional Activities below.					

E. Planned Use of Assessment Results to Improve Candidate and Program Performance

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