

**New Program Proposal
 Bachelor of Science in Middle Level Education
 Clemson University**

Executive Summary

Clemson University requests approval to offer a program leading to the Bachelor of Science in Middle Level Education to be implemented in Fall 2019. The proposed program is to be offered through traditional instruction. The following chart outlines the stages of approval for the proposal. The Advisory Committee on Academic Programs (ACAP) voted to recommend approval of the proposal. The full program proposal is attached.

| Stages of Consideration | Date | Comments |
|--------------------------------|-------------|---|
| Program Proposal Received | 7/31/18 | Not Applicable |
| ACAP Consideration | 9/27/18 | <p>Representatives from Clemson University (CU) introduced the critical need for the proposed program in middle level (ML) educator preparation, citing over 100 ML teaching vacancies across South Carolina to start the 2016-17 school year, and 1500+ middle level teachers not returning to the profession the same year. The program would be cost neutral, would prepare candidates in two content areas, and provide for seniors an option to transition to a combined BS/MAT as other Clemson pre-service teacher educator majors can.</p> <p>The Advisory Committee on Academic Programs (ACAP) discussed the program, with inquiry about program development with the South Carolina Department of Education (SCDE), content area requirements, student recruitment, academic advisement, and cost efficiency. Clemson representatives confirmed continued collaboration with SCDE, citing student options to pursue certification in two content areas to improve their employment opportunities, while requiring only one content area, to align with revised (2017) State Board of Education policy. Upon implementation, Clemson would provide clear academic advisement about program and state requirements. Representatives noted the proposed program would minimize cost through maximizing current operations, including personnel, facilities, and support services since the program would recruit internally to meet expressed but unmet CU student interest, and not increase overall student enrollment.</p> <p>After remaining discussion, ACAP voted to recommend approval of the program. Staff transmitted remaining questions for additional clarity.</p> |

| Stages of Consideration | Date | Comments |
|---|---------|---|
| Comments and suggestions from CHE staff sent to the institution | 10/1/18 | Staff requested the proposal be revised to include explanations provided at ACAP about content offering requirements, academic advisement, and personnel. |
| Revised Program Proposal Received | 10/8/18 | The revised proposal satisfactorily addressed the request for revisions. |

Recommendation

The staff recommends the Committee on Academic Affairs and Licensing approve the program leading to the Bachelor of Science in Middle Level Education to be implemented in Fall 2019.

Clemson University Student and Program Data

| | |
|---|----------------------------------|
| Undergraduate In-/Out-of-State Enrollment, Fall 2017 | 13,628 (70.24%) / 5,774 (29.76%) |
| Number of Approved Programs in 10 Yrs. (FY 2007- 2017) | 37 |
| Number of Terminated Programs in 10 Yrs. (FY 2007- 2017) | 18 |

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

| Occupational Field ¹ | 2016 Median Income ² | 2016 Estimated Employment ³ | 2026 Projected Employment | Total 2016-2026 Employment Change | 2016-2026 Annual Avg. Percent Change | Total Percent Change |
|----------------------------------|---------------------------------|--|---------------------------|-----------------------------------|--------------------------------------|----------------------|
| Education, Training, and Library | \$45,440 | 114,248 | 126,874 | 12,626 | 1.05% | 11.05% |

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

² SC Department of Employment & Workforce (DEW), Labor Market Information. (2018). Occupational Employment and Wage Rates (OES) for All Major Groups in South Carolina in 2016 [Data file]. Retrieved from <https://jobs.scworks.org/vosnet/lmi/default.aspx?pu=1>

³ SC Department of Employment & Workforce (DEW), Labor Market Information. (2018). Occupational Projections (Long-term) for Multiple Occupations in South Carolina in 2016-2026 [Data file]. Retrieved from <https://jobs.scworks.org/vosnet/lmi/default.aspx?pu=1>

* Data downloaded October 8, 2018; Most recent data available

NEW PROGRAM PROPOSAL FORM

Name of Institution: **Clemson University**

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

Middle Level Education, Bachelor of Science

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

Program Designation:

- | | |
|---|--|
| <input type="checkbox"/> Associate's Degree | <input type="checkbox"/> Master's Degree |
| <input checked="" 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 2019

CIP Code: 13.1203

Delivery Site(s): Main Campus

Delivery Mode:

- | | |
|---|---|
| <input checked="" 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 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):

- Dr. Michelle Cook, Interim Associate Dean for Undergraduate Studies, College of Education, mcook@clermson.edu, 864-656-5119
- Dr. Debbie Jackson, Professor Emeritus dbj@clermson.edu; 864-650-0667
- Dr. Jeremy King, Associate Provost for Institutional Effectiveness jking2@clermson.edu; 864-656-1492

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 Undergraduate Curriculum Committee: March 2, 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.

Districts across the region continually recognize Clemson University's pre-service education programs as among the best. In 2001 changes in administrative and certification policies lead to Clemson's decision to not offer a middle level program, but to provide students opportunities to add on courses leading to middle level certification. Faculty interest and departmental resources are now in place to allow the university to propose a Middle Level Education, BS program to meet the needs of the state for teachers in middle level grades. Currently, Clemson provides K-5 and 9-12 teacher preparation programs and adding the Middle Level Education program will complete Clemson's K-12 programs of study.

Middle level is recognized as a critically needed area and should be part of any comprehensive K-12 education program—particularly for a land-grant university. The need is greater now than ever. 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...”. In 2016-17, 111 middle level teaching positions were vacant to begin school year, 77 students were PACE certified in 16-17 at middle level, and more than 1500 middle level teachers did not return to teaching in 2016-17.

While Clemson is far from being able to currently meet the state demand of teachers in this area, we are now able to bring this program to fruition in a cost neutral manner. Some of the coursework will overlap with secondary education majors so this will be an economical approach while offering unsurpassed excellence. All students will come out prepared in two content areas (either math and science or social studies and English/Language Arts).

The target audience of the Middle Level Education program comprises undergraduate students seeking initial certification to teach middle level grades in English/Language Arts, Mathematics, Science or Social Studies. While the program prepares candidates in two content areas, the students are only required to certify in one area and have the option of adding on certification in the second area. The program adheres to the standards and guidelines of the SC Department of Education and the Association of Middle Level Education (AMLE). As with Clemson's other preservice teacher education programs, undergraduate students in middle level will have an opportunity to transition to a combined BS/MAT program of study their senior year as well.

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

Alignment with the ClemsonForward Plan

The proposed undergraduate middle level 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.

There is a clear interest: approximately 12 students per year have been taking coursework to add-on middle level, and a recent survey of students shows that 16% of our current elementary or secondary majors would have selected middle level if it were an option (48% possibly would have), and 55% of students responded that they have one or more friends at Clemson University that would have definitely selected middle level if it were an option. Finally, our advising office feels that based on conversations with students that 40 students is a very manageable target per year if we grow over a few years. Initially, the greatest pull is likely going to be from those who are changing majors from other majors across campus and within other program areas in the College of Education.

The program has been designed to be revenue neutral for the university and does not increase the overall freshmen class enrollment. The greatest source of students will be from those who are changing majors from other majors across campus and within other program areas in the College of Education. Students admitted to the university will now have another major from which to choose.

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 |
| 2019-2020 | 20 | 20 | |
| 2020-2021 | 48 | 48 | |
| 2021-2022 | 79 | 79 | |
| 2022-2023 | 115 | 115 | |
| 2023-2024 | 132 | 132 | |

Explain how the enrollment projections were calculated.

New student enrollment is projected at 20 new students in the first fall, increasing to 30, 35 and capping at 40 new students by 2022-23. These projections were based on student surveys and discussions with faculty advisors. An attrition rate was assumed using the secondary education program as a model, so that 85% of all new students are retained in the major and the graduation rate in for education majors (first time, full time freshmen) is 91.1% in six years and 88% in four years. (Overall the freshmen retention rate is 93% and it should be noted that students who may leave the major do not necessarily leave Clemson but change majors.)

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

- Yes
 No

Students will meet the current policy and procedures for admission to Clemson University for freshmen and/or transfer undergraduate students. All policies and procedures are outlined in the Undergraduate Announcements and managed by the Admission's Office.

Curriculum

New Courses

List and provide course descriptions for new courses.

Clemson requires courses with accompanying labs provide course numbers for both (the lecturer course ends in a zero, and the lab ends in a one); students can not enroll in the course without also adding the lab. The accompanying lab course number does not appear in the catalog. So a student enrolling in EDML 3240 will also enroll in EDML 3241 (which carries no credit hours).

Language Arts

EDML 3240 Practicum in Middle Level Language Arts (3cr)

Allows students to explore theoretical ideas in a field-based practicum. Working both individually and in collaboration with selected mentor teachers, students practice planning instruction, observing students and teachers in the classroom, and reflecting on the experience.

EDML 3241 Practicum in Middle Level Language Arts Laboratory (0)

Forty-five hour field-based experience to support the weekly discussions and assignments related to the accompanying practicum class. Students engaged in at least two different mentor placements to provide diverse experiences and variety of viewpoints.

EDML 4240 Teaching Middle Level Language Arts (3cr)

Development of instructional practices and materials appropriate for middle level Language Arts; familiarization with curriculum materials; includes field experiences in local schools in preparation for student teaching. Includes laboratory and/or field experience in local schools.

EDML 4241 Teaching Middle Level Language Arts Laboratory (0)

Forty-five hour field-based experience to support the weekly discussions and assignments related to the accompanying methods class. Students engaged in at least two different mentor placements to provide diverse experiences and variety of viewpoints.

EDML 4440 Teaching Internship in Middle Level Language Arts (9cr)

This course provides students with an opportunity to learn to teach under the direction and guidance of certified, experienced Classroom Teachers and University Supervisors. This experience provides opportunities to incorporate theory with practice, coupled with real world training, for learning in a diverse global environment.

EDML 4540 Middle Level Language Arts Capstone Seminar (3cr)

Capstone seminar accompanying supervised middle level Language Arts teaching internship. Satisfies part of the requirement for SC middle level Language Arts certification.

Mathematics

EDML 3260 Practicum in Middle Level Mathematics (3cr)

Intensive field-based practicum experience. Pre-service middle-level mathematics teachers gain content and pedagogical knowledge by observing and reflecting upon the classroom practices of selected in-service middle school mathematics teachers. Students will collaborate with mentor teachers and university instructors in conducting focused observations, tutoring individual students, and leading instructional activities.

EDML 3261 Practicum in Middle Level Mathematics Laboratory (0)

Forty-five hour field-based experience to support the weekly discussions and assignments related to the accompanying practicum class. Students engaged in at least two different mentor placements to provide diverse experiences and variety of viewpoints.

EDML 4260 Teaching Middle Level Mathematics (3cr)

Development of instructional practices and materials for teaching middle level school mathematics; familiarization with middle level mathematics curriculum materials; includes field experiences in local schools.

EDML 4261 Teaching Middle Level Mathematics Laboratory (0)

Forty-five hour field-based experience to support the weekly discussions and assignments related to the accompanying methods class. Students engaged in at least two different mentor placements to provide diverse experiences and variety of viewpoints.

EDML 4460 Teaching Internship in Middle Level Mathematics (9cr)

This course provides students with an opportunity to learn to teach under the direction and guidance of certified, experienced Classroom Teachers and University Supervisors. This experience provides opportunities to incorporate theory with practice, coupled with real world training, for learning in a diverse global environment.

EDML 4560 Middle Level Mathematics Capstone Seminar (3cr)

Capstone seminar accompanying supervised middle level mathematics teaching internship. Satisfies part of the requirement for SC middle level mathematics certification.

MATH 3130 Algebra for Middle Level Teachers

Study of elementary algebra, solution of equations, and inequalities; properties and applications of parent functions and models (linear, quadratic, polynomial, exponential, absolute value, logarithmic, square root); graphical analysis and curve fitting of data; systems of equations; and history of algebra. Develops symbol sense and algebraic reasoning. Emphasizes flexibility with multiple representations of and formulating generalizations for algebraic relationships. Computational tools are used.

MATH 3140 Foundations of Mathematics for Middle Level Teachers

Study of number systems, with emphasis on whole number, rational number, integer, and real number operations, properties, and their links to algebra. Topics include number theory, prime and composite numbers, decimals and percents, divisibility, common factors, multiples, and applications. Develops flexibility with multiple representations of numbers and strategies for estimation and mental computation.

Science

EDML 3270 Practicum in Middle Level Science (3cr)

Intensive field-based practicum experience. Pre-service middle-level science students gain content and pedagogical knowledge by observing and reflecting upon the classroom practices of selected in-service middle school science teachers. Students will collaborate with mentor teachers and university instructors in conducting focused observations, tutoring individual students, and leading instructional activities.

EDML 3271 Practicum in Middle Level Science Laboratory (0)

Forty-five hour field-based experience to support the weekly discussions and assignments related to the accompanying practicum class. Students engaged in at least two different mentor placements to provide diverse experiences and variety of viewpoints.

EDML 4270 Teaching Middle Level Science (3cr)

Development of instructional practices and materials for teaching middle level school science (biological, earth and physical sciences); familiarization with middle level science curriculum materials; includes field experiences in local schools.

EDML 4271 Teaching Middle Level Science Laboratory (0)

Forty-five hour field-based experience to support the weekly discussions and assignments related to the accompanying methods class. Students engaged in at least two different mentor placements to provide diverse experiences and variety of viewpoints.

EDML 4470 Teaching Internship in Middle Level Science (9cr)

This course provides students with an opportunity to learn to teach under the direction and guidance of certified, experienced Classroom Teachers and University Supervisors. This experience provides opportunities to incorporate theory with practice, coupled with real world training, for learning in a diverse global environment.

EDML 4570 Middle Level Science Capstone Seminar (3cr)

Capstone seminar accompanying supervised middle level science teaching internship. Satisfies part of the requirement for SC middle level science certification.

Social Studies

EDML 3280 Practicum in Middle Level Social Studies (3cr)

This course is an in-depth, intensive field-based practicum experience. Pre-service middle-level social studies students gain both content and pedagogical knowledge through observation and reflection of social studies teachers. Students will collaborate with mentor teachers and university instructors in conducting focused observations, tutoring individual students, and leading instructional activities.

EDML 3281 Practicum in Middle Level Social Studies Laboratory (0)

Forty-five hour field-based experience to support the weekly discussions and assignments related to the accompanying practicum class. Students engaged in at least two different mentor placements to provide diverse experiences and variety of viewpoints.

EDML 4280 Teaching Middle Level Social Studies (3cr)

The goal for this semester is to create such a classroom by developing instructional practices and materials appropriate for middle level social studies; assessment, familiarization with curriculum materials, embracing new ways of knowing and understanding the teaching of the social studies, our pluralistic society, and our roles as educators.

EDML 4281 Teaching Middle Level Social Studies Laboratory (0)

Forty-five hour field-based experience to support the weekly discussions and assignments related to the accompanying methods class. Students engaged in at least two different mentor placements to provide diverse experiences and variety of viewpoints.

EDML 4480 Teaching Internship in Middle Level Social Studies (9cr)

This course provides students with an opportunity to learn to teach under the direction and guidance of certified, experienced Classroom Teachers and University Supervisors. This

experience provides opportunities to incorporate theory with practice, coupled with real world training, for learning in a diverse global environment.

EDML 4580 Middle Level Social Studies Capstone Seminar (3cr)

Capstone seminar accompanying supervised middle level social studies teaching internship. Satisfies part of the requirement for SC middle level social studies certification.

Middle Level Undergraduate Student Advisement

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

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

Total Credit Hours Required: 121-123

Teaching Area: **Mathematics and Science** (Note: 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.)

| Curriculum by Year | | | | | |
|---|--------------|---|--------------|----------------------|--------------|
| Course Name | Credit Hours | Course Name | Credit Hours | Course Name | Credit Hours |
| Year 1 | | | | | |
| Fall | | Spring | | Summer | |
| ENGL 1030 Composition and Rhetoric | 3 | ED 1050 Orientation to Education | 2 | | |
| COMM 1500 Intro to Human Comm <i>or</i> COMM 2500 Public Speaking | 3 | Arts and Humanities (Literature) Requirement ² | 3 | | |
| Mathematics Requirement ¹ | 3 | Arts and Humanities (Non-Lit.) Requirement ² | 3 | | |
| HIST 1220 History, Technology, and Society <i>or</i> HIST 1240 Environmental History Survey | 3 | ANTH 2010 Introduction to Anthropology <i>or</i> GEOG 1030 World Regional Geography | 3 | | |
| 3-BIOL 1030 General Biology I and 1-BIOL 1050 General Biology Laboratory I <i>or</i> 5-BIOL 1100/1101 Principles of Biology I and Principles of Biology I Laboratory | 4-5 | 3-BIOL 1040 General Biology II and 1-BIOL 1060 General Biology Laboratory II <i>or</i> 5-BIOL 1110/1111 Principles of Biology II/Principles of Biology II Laboratory | 4-5 | | |
| | | | | | |
| Total Semester Hours | 16 or 17 | Total Semester Hours | 15 or 16 | Total Semester Hours | |
| Year 2 | | | | | |
| Fall | | Spring | | Summer | |
| EDML 3260 Practicum in Middle Level Mathematics ³ <i>or</i> EDML 3270 Practicum in Middle Level Science ³ | 3 | EDF 3020 Educational Psychology | 3 | | |
| ED 3010 Principles of American Education | 3 | EDF 3350 Adolescent Growth and Development | 3 | | |
| CH 1050 Chemistry in Context I and CH 1051 Chemistry in Context I Laboratory <i>or</i> CH 1010 General Chemistry and CH 1011 Laboratory | 3 | MATH 3130 Algebra for Middle Grades Teachers | 3 | | |
| MATH 3080 College Geometry | 3 | STAT 2220 Statistics in Everyday Life | 3 | | |
| MATH 3140 Foundations for Teaching Middle School Mathematics | 3 | Social Science Requirement ² | 3 | | |
| | | | | | |
| Total Semester Hours | 16 | Total Semester Hours | 15 | Total Semester Hours | |

| Course Name | Credit Hours | Course Name | Credit Hours | Course Name | Credit Hours |
|--|--------------|---|--------------|----------------------|--------------|
| Year 3 | | | | | |
| Fall | | Spring | | Summer | |
| EDML 4260 Teaching Middle Level Mathematics ⁴ or EDML 4270 Teaching Middle Level Science ⁴ | 3 | Elective ⁵ | 3 | | |
| EDLT 4800 Foundations of Adolescent Literacy | 3 | EDSP 3700 Introduction to Special Education | 3 | | |
| PHSC 1070 Introduction to Earth Science and PHSC 1071 Introduction to Earth Science Laboratory | 4 | BIOL (EDSC) 4820 Laboratory Techniques for Teaching Science | 3 | | |
| STAT 2300 Statistical Methods I and STAT 2301 Statistical Methods I Laboratory | 3 | Science or Mathematics Requirement ⁶ | 3 | | |
| PHYS 2000 Introductory Physics and PHYS 2001 Introduction to Physics Laboratory | 4 | Education Elective ⁷ | 3 | | |
| | | | | | |
| Total Semester Hours | 17 | Total Semester Hours | 15 | Total Semester Hours | |
| Year 4 | | | | | |
| Fall | | Spring | | Summer | |
| EDML 4270 Teaching Middle Level Science ^{3,8} or EDML 4260 Teaching Middle Level Mathematics ^{3,8} | 3 | Emphasis Area Requirement ⁹ | 12 | | |
| EDLT 4980 Content Area Reading and Writing for Middle and Secondary Teachers ⁸ | 3 | | | | |
| EDML 4410 Middle School Curriculum | 3 | | | | |
| Science or Mathematics Requirement ⁶ | 3 | | | | |
| Elective ⁵ | 3 | | | | |
| Total Semester Hours | 15 | Total Semester Hours | 12 | Total Semester Hours | |
| Footnotes | | | | | |
| ¹ Select from: MATH 1020, 1040 and 1070, 1060, 2070, 1080, 1110, or any math course at 3000 level or above. ² See General Education Requirements. ³ Selection dictated by student's primary teaching content area. ⁴ Selection dictated by student's secondary teaching content area. ⁵ Any elective including creative inquiry. ⁶ Any science or math course at the 2000 level or above. ⁷ Any ED, EDSC, EDML, or EDEL course ⁸ To 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 | | | | | |

| Course Name | Credit Hours | Course Name | Credit Hours | Course Name | Credit Hours |
|---|--------------|-------------|--------------|-------------|--------------|
| <p>fall semester only. ⁹Completion of one of the following emphasis areas is required.</p> <p>(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 <i>or</i> EDML 4470 Teaching Internship in Middle Level Science 3 cr hrs - EDML 4560 Middle Level Mathematics Capstone Seminar <i>or</i> EDML 4570 Middle Level Science Capstone Seminar</p> <p>(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.</p> <p>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)</p> | | | | | |

Total Credit Hours Required: 120

Teaching Area: **Language Arts and Social Studies** (Note: 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.)

| Curriculum by Year | | | | | |
|--|--------------|---|--------------|----------------------|--------------|
| Course Name | Credit Hours | Course Name | Credit Hours | Course Name | Credit Hours |
| Year 1 | | | | | |
| Fall | | Spring | | Summer | |
| ENGL 1030 Composition and Rhetoric | 3 | ED 1050 Orientation to Education | 2 | | |
| COMM 1500 Intro to Human Comm <i>or</i> COMM 2500 Public Speaking | 3 | ENGL 2120 World Literature <i>or</i> ENGL 2150 Literature in the 20th and 21st Century Context <i>or</i> ENGL 2160 African American Literature <i>or</i> ENGL 2020 The Major Forms of Literature | 3 | | |
| Mathematics Requirement ¹ | 3 | Arts and Humanities (Non-Lit.) Requirement ² | 3 | | |
| Natural Science with Laboratory Requirement ¹ | 4 | HIST 1020 History of the United States | 3 | | |
| HIST 1010 History of the United States | 3 | BIOL 2000 Biology in the News | 3 | | |
| | | Social Science Requirement ¹ | 3 | | |
| Total Semester Hours | 16 | Total Semester Hours | 17 | Total Semester Hours | |
| Year 2 | | | | | |
| Fall | | Spring | | Summer | |
| EDML 3240 Practicum in Middle Level Language Arts ² <i>or</i> EDML 3280 Practicum in Middle Level Social Studies ² | 3 | EDF 3020 Educational Psychology | 3 | | |
| HIST 2990 Seminar: The Historian's Craft | 3 | EDF 3350 Adolescent Growth and Development | 3 | | |
| ENGL 3960 British Literature Survey I <i>or</i> ENGL 3970 British Literature Survey II | 3 | History Requirement ³ | 3 | | |
| ENGL 3100 Critical Writing About Literature | 3 | ENGL 3860 Adolescent Literature | 3 | | |
| HIST 1720 The West and the World I | 3 | HIST 1730 The West and the World II | 3 | | |
| | | | | | |
| Total Semester Hours | 15 | Total Semester Hours | 15 | Total Semester Hours | |

| Course Name | Credit Hours | Course Name | Credit Hours | Course Name | Credit Hours |
|--|--------------|---|--------------|----------------------|--------------|
| Year 3 | | | | | |
| Fall | | Spring | | Summer | |
| EDML 4240 Teaching Middle Level Language Arts ⁴ or EDML 4280 Teaching Middle Level Social Studies ⁴ | 3 | Elective ⁵ | 3 | | |
| EDLT 4800 Foundations of Adolescent Literacy | 3 | EDSP 3700 Introduction to Special Education | 3 | | |
| EDF 3080 Classroom Assessment | 4 | GEOG 1010 Introduction to Geography or GEOG 1030 World Regional Geography | 3 | | |
| HIST 3130 History of South Carolina | 3 | Education Elective ⁶ | 3 | | |
| ED 3010 Principles of American Education or ED 3200 History of Education | 4 | ENGL 4850 Composition and Language Studies for Teachers | 3 | | |
| | | | | | |
| Total Semester Hours | 17 | Total Semester Hours | 15 | Total Semester Hours | |
| Year 4 | | | | | |
| Fall | | Spring | | Summer | |
| EDML 4280 Teaching Middle Level Social Studies ^{2,7} or EDML 4240 Teaching Middle Level Language Arts ^{2,7} | 3 | Emphasis Area Requirement ⁹ | 12 | | |
| EDLT 4980 Content Reading and Writing for Middle and Secondary Teachers ⁷ | 3 | | | | |
| EDML 4410 Middle School Curriculum | 3 | | | | |
| ENGL 3980 American Literature Survey I or ENGL 3990 American Literature Survey II | 3 | | | | |
| English Requirement ⁸ | 3 | | | | |
| Total Semester Hours | 15 | Total Semester Hours | 12 | Total Semester Hours | |
| Footnotes | | | | | |
| ¹ See General Education Requirements. ² Selection will be dictated by student's primary teaching content area. ³ History 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 ⁴ Selection will be dictated by student's secondary teaching content area. ⁵ Any elective including creative inquiry ⁶ Any ED, EDSC, EDML, or EDEL course ⁷ To 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 | | | | | |

| Course Name | Credit Hours | Course Name | Credit Hours | Course Name | Credit Hours |
|--|--------------|-------------|--------------|-------------|--------------|
| <p>concurrently. Offered fall semester only. ⁸Any English course at the 3000 level <i>or</i> above. ⁹Completion of one of the following emphasis areas is required.</p> <p>(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 <i>or</i> EDML 4480 Teaching Internship in Middle Level Social Studies 3 cr hrs - EDML 4540 Middle Level Language Arts Capstone Seminar <i>or</i> EDML 4580 Middle Level Social Studies Capstone Seminar</p> <p>(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.</p> <p>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)</p> | | | | | |

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 Level Education, BS with Language Arts/Social Studies; Math/Science | 125-132 | Bob Jones University | Both programs meet AMLE standards and lead to the initial SC state certification to teach grades 5-8 in public school settings. Both universities have two areas of combined study language arts/social studies and math/science. Both programs highlight the importance of critical thinking, problem solving, effective communications, and ethical decision making. | The major difference is that BJU core is a combination of Bible and liberal arts and campus activities to strengthen students' religious affiliations. The difference in credit hours appears to be related to the increase core courses in Bible study required by BJU. Students at Clemson University have an opportunity to participate in a combined degree BS/MAT program in their senior year. |
| Middle Level Education, BS | 126-128 | Claflin University | Both programs meet AMLE standards and lead to the initial SC state certification to teach grades 5-8 in public school settings. Both programs have similar "transition points" identified for students from admission to teacher education to professional clinical practice to recommendation for certification. | Students at Claflin select two cognate areas from English/Language Arts, Science, Mathematics, and Social Studies. |
| Middle Level Education, BA with Math/English; Math/Science; Math/Social Studies; Science/English; Science/Social Studies; Social Studies/English | 120-125 | Coastal Carolina University | Both programs meet AMLE standards and lead to the initial SC state certification to teach grades 5-8 in public school settings. Students select courses in two teaching areas. | Students at Coastal Carolina can select two cognate areas from four forming six different combinations, while Clemson students select one of two combinations (Math/Science or Language Arts/Social Studies). Students at Clemson University have an opportunity to participate in a combined degree BS/MAT program in their senior year. |
| Middle Grades Education, AB or BS with Math/English; Math/Science; Math/Social Studies; Science/English, Science/Social Studies; Social Studies/English | 122 | College of Charleston | Both programs meet AMLE standards and lead to the initial SC state certification to teach grades 5-8 in public school settings. Students select courses in two teaching areas. | Students at College of Charleston can select two cognate areas from four areas forming six different combinations, while Clemson students select one of two combinations (Math/Science or Language Arts/Social |

| | | | | |
|--|-----|---------------------------|--|--|
| | | | | Studies). Students at Clemson University have an opportunity to participate in a combined degree BS/MAT program in their senior year. |
| Middle Level Education, BA with English, Mathematics, Science, Social Studies | 120 | Columbia College | Both programs meet AMLE standards and lead to the initial SC state certification to teach grades 5-8. Students select courses in two teaching areas. | Students at Columbia College can select two cognate areas from four areas forming six different combinations, while Clemson students select one of two combinations (Math/Science or Language Arts/Social Studies). Students at Clemson University have an opportunity to participate in a combined degree BS/MAT program in their senior year |
| Middle Level Education, BS with Math/English; Math/Science; Math/Social Studies; Science/English; Science/Social Studies; Social Studies/English | 129 | Francis Marion University | Both programs meet AMLE standards and lead to the initial SC state certification to teach grades 5-8 in public school settings. Students select courses in two teaching areas. | Students at Francis Marion can select two cognate areas from four content areas forming six different combinations, while Clemson students select one of two combinations (Math/Science or Language Arts/Social Studies). Students at Clemson University have an opportunity to participate in a combined degree BS/MAT program in their senior year. Students at Newberry can select two cognate areas from four content areas forming six different combinations, while Clemson students select one of two combinations (Math/Science or Language Arts/Social Studies). Students at Newberry can participate in a program RETAIN (Retain Teachers through Action, Innovation, and Networking) initiated with funding from SC CHE. It provides resources and continuing education for new teachers (first three years). Students at Clemson University have an opportunity to participate in a combined degree BS/MAT program in their senior year. |
| Education, BS in Middle Level Education | 120 | Newberry College | Both programs meet AMLE standards and lead to the initial SC state certification to teach grades 5-8 in public school settings. Students select courses in two teaching areas. | Students at Newberry can participate in a program RETAIN (Retain Teachers through Action, Innovation, and Networking) initiated with funding from SC CHE. It provides resources and continuing education for new teachers (first three years). Students at Clemson University have an opportunity to participate in a combined degree BS/MAT program in their senior year. |

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|--|---------|---------------------------------|--|---|
| Education, Middle Level, BS with language arts, mathematics, science, or social studies | 122 | Presbyterian College | Both programs meet AMLE standards and lead to the initial SC state certification to teach grades 5-8 in public school settings. Students select courses in two teaching areas. | Students at SCSU can select two cognate areas from four choices forming six different combinations, while Clemson students select one of two combinations (Math/Science or Language Arts/Social Studies). Students at Clemson University have an opportunity to participate in a combined degree BS/MAT program in their senior year. |
| Middle Level Education, BS with Math/English; Math/Science; Math/Social Studies; Science/English; Science/Social Studies; Social Studies/English | 120 | South Carolina State University | Both programs meet AMLE standards and lead to the initial SC state certification to teach grades 5-8 in public school settings. Students select courses in two teaching areas. | Students at USC-Aiken can select two cognate areas from four forming six different combinations, while Clemson students select one of two combinations (Math/Science or Language Arts/Social Studies). Students at Clemson University have an opportunity to participate in a combined degree BS/MAT program in their senior year. |
| Middle Level Education, BAEd with Math/English; Math/Science; Math/Social Studies; Science/English; Science/Social Studies; Social Studies/English | 122-130 | USC Aiken | Both programs meet AMLE standards and lead to the initial SC state certification to teach grades 5-8 in public school settings. Students select courses in two teaching areas. | Students at USC-Columbia can select two cognate areas from four forming six different combinations, while Clemson students select one of two combinations (Math/Science or Language Arts/Social Studies). Students at Clemson University have an opportunity to participate in a combined degree BS/MAT program in their senior year. |
| Middle Level Education, BA or BS with Math/English; Math/Science; Math/Social Studies; Science/English; Science/Social Studies; Social Studies/English | 122-133 | USC-Columbia | Both programs meet AMLE standards and lead to the initial SC state certification to teach grades 5-8 in public school settings. Students select courses in two teaching areas. | Students at USC-Upstate can select two cognate areas from four forming six different combinations, while Clemson students select one of two combinations (Math/Science or |
| Middle Level Education BA with Math/English; Math/Science; Math/Social Studies; Science/English; Science/Social Studies; Social Studies/English | 122-123 | USC-Upstate | Both programs meet AMLE standards and lead to the initial SC state certification to teach grades 5-8 in public school settings. Students select courses in two teaching areas. | |

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|---|----------------|----------------------------|---|--|
| <p>Middle Level Education, BS with Math/English; Math/Science; Math/Social Studies; Science/English; Science/Social Studies; Social Studies/English</p> | <p>122-129</p> | <p>Winthrop University</p> | <p>Both programs meet AMLE standards and lead to the initial SC state certification to teach grades 5-8 in public school settings. Students select courses in two teaching areas.</p> | <p>Language Arts/Social Studies). Students at Clemson University have an opportunity to participate in a combined degree BS/MAT program in their senior year. Students at Winthrop can select two cognate areas from four forming six different combinations, while Clemson students select one of two combinations (Math/Science or Language Arts/Social Studies). Winthrop does offer an accelerated master’s program for students who have undergraduate education course work completed at Winthrop. Students at Clemson University have an opportunity to participate in a combined degree BS/MAT program in their senior year.</p> |
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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) | 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) | 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 Meth/Stud Teach, 2 Sp | BS, Meteorology, University of Oklahoma 1995. MS, Mathematics, Colorado State University 1997. PhD, Instructional Leadership and Academic Curriculum, University of Oklahoma 2005. | |
| Associate Professor #3 (F) | 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 | BS, Biology, University of North Carolina 1997. MAT, Science Education, University of | |

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| | 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) | North Carolina 1998. PhD, Science Education, North Carolina State University 2006. | |
| Associate Professor #4 (F) | 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, Indiana University 2000. MS, Education, Indiana University Purdue University -Indianapolis 2002. PhD, Curriculum and Instruction, Indiana University 2010. | |
| Associate Professor #5 (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 | BA, Classics and History, Trinity University 1997. MA, Classics, University of Texas 1999. PhD, Curriculum and Instruction, University of Texas 2006. | |
| Associate Professor #6 (F) | ED 4410 Middle School Curr, 3 Su 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 #7 (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 Arts Capstone Seminar (3cr) | BA, English Literature, Rhodes College 2001. MAT, Secondary English Education, Johns Hopkins University 2003. PhD, Educational Studies – Literacy, Emory University 2010. | |
| Assistant Professor #3 (F) | ED 3970 Creative Inquiry in Education, 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 | BS, Mathematics, University of Texas-El Paso 2007. | |

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| | 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) | MEd, Mathematics Education, University of Georgia 2010. PhD, Mathematics Education, University of Georgia 2016. | |
| Assistant Professor #5 (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) 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, College of Charleston 1999. MS, Mathematics, Clemson University 2001. PhD, Mathematics, University of Washington 2009. | |
| Assistant Professor #6 (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. | |
| Assistant Professor #7 (F) Replacement for an open position, not a new position. | 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 Arts Capstone Seminar (3cr) | Candidate background should prepare him/her to teach Middle Level English/Language Arts | |
| 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. | |

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|------------------------------------|---|--|--|
| | | EdD, Educational Leadership, University of Central Florida 2009. | |
| University Field Supervisor #1 (F) | 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) | 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) | 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) | 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: 4.0 FTE (Year 01, 1.0 FTE, Year 02-05: 4.0 FTE)

Staff: 0

Administration: 0

Faculty, Staff, and Administrative Personnel

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

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

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

The current traditional MAT in Middle Level (ML) Education has suspended admission as we transition to the BS degree in middle level education and the Teacher Residency in ML MAT.

Financial Support

| Sources of Financing for the Program by Year | | | | | | | | | | | | |
|--|-----------------------|--------------|-----------------------|--------------|-----------------------|--------------|-----------------------|--------------|-----------------------|--------------|--------------------|--------------|
| Category | 1st | | 2nd | | 3rd | | 4th | | 5th | | Grand Total | |
| | New | Total | New | Total | New | Total | New | Total | New | Total | New | Total |
| Tuition Funding | | 402,877 | | 1,018,795 | | 1,717,740 | | 2,585,972 | | 3,067,731 | | \$ 8,793,115 |
| Program-Specific Fees | | | | | | | | | | | | |
| Special State Appropriation | | | | | | | | | | | | |
| Reallocation of Existing Funds | | | | | | | | | | | | |
| Federal, Grant, or Other Funding | | | | | | | | | | | | |
| Total | | \$402,877 | | \$1,018,795 | | \$1,717,740 | | \$2,585,972 | | \$3,067,731 | | \$8,793,115 |
| Expenditures | | | | | | | | | | | | |
| Category | 1st | | 2nd | | 3rd | | 4th | | 5th | | Grand Total | |
| | New | Total | New | Total | New | Total | New | Total | New | Total | New | Total |
| Program Administration and Faculty/Staff Salaries | | 110,962 | | 433,859 | | 448,084 | | 462,811 | | 478,059 | | \$1,933,775 |
| Facilities, Equipment, Supplies, and Materials | | 5,000 | | 10,000 | | 10,000 | | 10,000 | | 10,000 | | \$45,000 |
| Library Resources | | | | | | | | | | | | |
| Other (debt service, admin overhead) | | 285,312 | | 544,414 | | 842,351 | | 1,090,047 | | 1,249,364 | | \$4,011,488 |
| Total | | 396,275 | | 978,273 | | 1,290,436 | | 1,552,858 | | 1,727,424 | | \$ 5,945,266 |
| Net Total (Sources of Financing Minus Estimated Costs) | | \$6,602 | | \$40,522 | | \$427,304 | | \$1,033,114 | | \$1,340,307 | | \$2,847,849 |

CAAL

10/25/2018

Agenda Item 4a

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

Budget Justification

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

The Bachelor of Science in Middle Level Education will not increase the overall freshmen enrollment at Clemson and, therefore will not require any increases in funding. The program has been designed to be revenue neutral for the university. This means that there is not increase in general education costs, administrative overhead, etc. The students, in the program, will be from those who have been admitted as part of the freshmen class total (3500-3600) who have identified education as a major, who are changing majors from other majors across campus and changes within other program areas in the College of Education. There has been no proposed overall increase in the number of new freshmen in the College of Education. Therefore, no financial impact is anticipated due to the reallocation of existing resources to support new courses and faculty. **Any net revenue is reallocated sources within the university and does not represent new revenue to the university as a whole.**

Expense Highlights

- **Personnel Costs:** The College of Education will reallocate responsibilities and teaching assignments of four existing faculty positions, currently supporting the preexisting middle level graduate courses that are planned for phase-out, to support the launch of this undergraduate program, with no additional resources or faculty lines necessary. No additional administrative or student support services personnel will be required as part of this undergraduate degree.
- **Operating Costs:** Supplies, equipment and materials supports the departmental implementation of educational programs. Library and other campus resources are in place for the delivery of the Middle Level program because Clemson has been teaching a MAT in Middle Level.
- **Other Costs:** Administrative overhead, intended to represent general and administrative costs are identified, as is the debt service.

Revenue Highlights

- **Tuition and Fees:** New student enrollment is projected at 20 new students in the first fall, increasing to 30, 35 and capping at 40 new students by 2022-23; the retention rate of students in program is 85%. The residency mix is anticipated at 72% in-state and 28% out-of-state for calculating the tuition income. Tuition is calculated with a three percent annual increase to cover inflation.

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>Prepare candidates to teach grades 5-8 (middle level) in public schools.</p> | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate a breadth and depth of subject matter content knowledge in the subjects they teach, incorporating information literacy skills and state-of-the-art technologies into teaching their subjects. • Demonstrate their ability to analyze content and assess the needs of their students and purposely select and integrate teaching and assessment strategies that include information literacy skills and state-of-the-art technologies for all students. • Draw on their knowledge of ML standards to design, implement, and evaluate developmentally responsive, meaningful, and challenging curriculum for all young adolescents. • Demonstrate the interdisciplinary nature of knowledge by helping all young adolescents make connections among subject areas, facilitating relationships among content, ideas, interests, and experiences by developing and implementing relevant, challenging, integrative, and exploratory curriculum • Use their knowledge of instruction and assessment strategies that are especially effective in the subjects they teach. • Implement research-based | <p>Courses:</p> <p>EDML 4440/4460/4470/4480 Teaching Internship in Middle Level ELA/Mathematics/Science/Social Studies Summative Lesson Observation, Mid-Term and Final Summary Evaluation ADEPT Portfolio APS 10: Portfolio documentation of professional activities during practicum and student teaching; additional assessment of middle level professional roles</p> <p>EDML 4440/4460/4470/4480 Teaching Internship in Middle Level ELA/Mathematics/Science/Social Studies Summative Lesson Observation, Mid-Term and Final Summary Evaluation</p> <p>EDML 4240/4260/4270/4280 Teaching Middle Level Language Arts/Mathematics/Science/Social Studies Lesson Plan template and rubric</p> <p>EDML 4540/4560/4570/4580 Middle Level Language Arts/Mathematics/Science/Social Studies Capstone Seminar Lesson Plan template and rubric 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 Pre-post plan Summative assessment of impact on student learning assessment; assessment of candidate effect on student learning</p> |

| | | |
|---|--|--|
| | <p>instruction.</p> <ul style="list-style-type: none"> • Establish and maintain respectful professional relationships with students, families, and colleagues. • Understand the roles and relationships of other helping professionals that serve young adolescents. • Be collaborative learners who are knowledgeable, reflective and critical in terms of analyzing teaching and learning. • Establish equitable, caring, and productive learning environments for all young adolescents | <p>EDML 4440/4460/4470/4480 Teaching Internship in Middle Level ELA/Mathematics/Science/Social Studies Summative Lesson Observation, Mid-Term and Final Summary Evaluation</p> <p>EDML 3240, 3260, 3270, or 3280 (Practicum in Middle Level Language Arts, Mathematics, Science or Social Studies) : A combination of summative assessments on various course projects; assessment on AMLE content knowledge of adolescent learner</p> <p>EDML 4240, 4260, 4270, or 4280 methods courses (Teaching Middle Level Language Arts, Mathematics, Science or Social Studies): Summative assessment of teaching unit; assessment of candidate ability to plan instruction or offer evidence of emerging pedagogical and professional knowledge, skills and dispositions</p> <p>EDML 4410 Middle School Curriculum: The Integrated Unit: Summative assessment of teaching unit; assessment for young adolescent development; middle level curriculum; middle level instruction and assessment; and middle level professional roles 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.</p> <p>ED 4050 21st Century Learners Classroom Plan</p> |
| <p>Increase the number of teachers qualified in middle level education.</p> | <p>Candidates will be able to:</p> <ul style="list-style-type: none"> • Demonstrate professional standards. • Provide evidence of successful completion of | <p>Internship Orientation Professionalism and career rubric</p> <p>EDML 4540/4560/4570/4580 Middle Level Language</p> |

| | | |
|--|---|--|
| | <p>meeting all ADEPT Performance Standards</p> <ul style="list-style-type: none"> • Know, understand, and apply the SC College and Career –12 Academic Standards in their content area and align their lesson plans with these standards. • Meet the state Standards of Conduct (59-25-160; 59-25-530; 63-17-1060) required for initial certification. • Demonstrate the knowledge, skills, and dispositions to identify and prevent bullying, harassment, and intimidation in schools. • Demonstrate the knowledge, skills, and dispositions to achieve EEDA performance standards for teacher education programs. • Pass all required tests for competency, including Praxis PLT and Praxis Subject Assessment Test. | <p>Arts/Mathematics/Science/Social Studies Capstone Seminar</p> <p>Professionalism and career rubric</p> <p>EDML 4540/4560/4570/4580 Middle Level Language Arts/Mathematics/Science/Social Studies Capstone Seminar Pre-Post Assessment</p> <p>EDML 4540/4560/4570/4580 Middle Level Language Arts/Mathematics/Science/Social Studies Capstone Seminar Pre-Post Assessment</p> <p>Internship Orientation Bullying Awareness Quiz</p> <p>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 on AMLE content knowledge related to subject area content knowledge and knowledge of adolescent learner</p> |
|--|---|--|

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 preservice teaching programs. Direct assessment measures in courses include, but are not limited to, projects, portfolios, research papers, simulations, classroom teaching, reflection and analysis papers, and so forth. As examples, we have included two ways the state academic standards will be included in the BS in Middle Level courses.

- Assignments involving planning of instruction, implementation of instruction, assessment of instruction on Middle Level learning involve the understanding and inclusion of the state academic standards relevant to the grade level and content area of instruction.
- In the Capstone course, 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.

The middle level undergraduates take methods courses in various content disciplines as can be seen by courses in the program of study, 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 ML education program 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 BS 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.

The following outcomes will be analyzed annually and across time:

- A. All program graduates will pass the state required PRAXIS exam in their area of concentration.
- B. 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).
- C. All program graduates will be employed in their field of study within one year of graduation.
- D. Employers will rate program graduates' teaching competency as effective.

Data will be collected annually and will be analyzed to facilitate program improvement. Indirect measures include focus groups, exit interviews, graduation rates, surveys, and preceptor reports and evaluation. Examples of the data plan includes:

- Departmental tracking of students' incoming credentials (as maintained by the university).
- 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.

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 of our programs seek program review and program recognition. The BS 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 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 to be recommended for certification in SC. Students 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 BS 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

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. 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.

Appendix A provides the 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

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

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

The BS 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 | EDML 4440/4460/4470/4480 Teaching Internship in Middle Level Language Arts/Mathematics/Science/Social Studies | 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 |

| | | |
|---|---|--|
| | EDML 4440/4460/4470/4480 Teaching Internship in Middle Level Language Arts/Mathematics/Science/Social Studies | Unit Plan assignment, Unit Evaluation, Mid-Term and Final Summary Evaluations |
| | EDML 4540/4560/4570/4580 Middle Level Language Arts/Mathematics/Science/Social Studies Capstone 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 |
| | EDML 4440/4460/4470/4480 Teaching Internship in Middle Level Language Arts/Mathematics/Science/Social Studies | 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 |
| | EDML 4440/4460/4470/4480 Teaching Internship in Middle Level Language Arts/Mathematics/Science/Social Studies | 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 |
| | EDML 4440/4460/4470/4480 Teaching Internship in Middle Level Language Arts/Mathematics/Science/Social Studies | 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 |
| | EDML 4440/4460/4470/4480 Teaching Internship in Middle Level Language Arts/Mathematics/Science/Social Studies | Formative and Summative Lesson Observations, Mid-Term and Final Summary Evaluations |
| APS 7 Monitoring and Enhancing Learning | EDML 4440/4460/4470/4480 Teaching Internship in Middle Level Language Arts/Mathematics/Science/Social | Formative and Summative Lesson Observations, Mid-Term and Final Summary |

| | Studies | 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 4050 21 st Century Learners | Classroom Plan |
| | EDML 4440/4460/4470/4480 Teaching Internship in Middle Level Language Arts/Mathematics/Science/Social Studies | 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 |
| | EDML 4440/4460/4470/4480 Teaching Internship in Middle Level Language Arts/Mathematics/Science/Social Studies | 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 |
| | EDML 4440/4460/4470/4480 Teaching Internship in Middle Level Language Arts/Mathematics/Science/Social Studies | 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 cooperating 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 cooperating teacher within the first two weeks of the internship.
- Formal Observations: University supervisors conduct a minimum of three formative observations and a minimum of one summative observation (minimum of four observations). Cooperating teachers conduct a minimum of two formative observations and a minimum of one summative observation (minimum of three observations).
- Seminars: Candidates’ internship is held in conjunction with a faculty led seminar. 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

Cooperating Teacher Orientation

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

University Supervisor Orientation

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

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

C. Education Economic Development Act (EEDA)

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

| EEDA Performance Standard | Activity/Course Where Addressed | Assessment |
|---|--|-----------------------------------|
| Standard 1: Career Guidance | Internship Orientation | Professionalism and career rubric |
| | EDML 4540/4560/4570/4580 Middle Level Language Arts/Mathematics/Science/Social Studies Capstone Seminar | Professionalism and career rubric |
| Standard 2: Career Clusters and Individual Graduation | EDML 4540/4560/4570/4580 Middle Level Language | Pre-Post Assessment |

| | | |
|---|--|---|
| Plan | Arts/Mathematics/Science/Social Studies Capstone Seminar | |
| Standard 3: Career Guidance Model | EDML 4540/4560/4570/4580 Middle Level Language Arts/Mathematics/Science/Social Studies Capstone Seminar | Pre-Post Assessment |
| Standard 4: Character Education | ED 4050 21 st Century Learners | Classroom Plan |
| Standard 5: Contextual Teaching | EDML 4440/4460/4470/4480 Teaching Internship in Middle Level Language Arts/Mathematics/Science/Social Studies | Summative Lesson Observation, Mid-Term and Final Summary Evaluation |
| Standard 6: Cooperative Learning | EDML 4440/4460/4470/4480 Teaching Internship in Middle Level Language Arts/Mathematics/Science/Social Studies | 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 |
| | EDML 4540/4560/4570/4580 Middle Level Language Arts/Mathematics/Science/Social Studies Capstone Seminar | Lesson Plan template and rubric |
| | EDML 4440/4460/4470/4480 Teaching Internship in Middle Level Language Arts/Mathematics/Science/Social Studies | 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 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.

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.

Additional requirements after entering the professional level:

- 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 10 hours. All candidates are also required to complete a culminating, semester-long 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 650 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 elementary 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 110 hours prior to entering their EDML 4440 Teaching Internship.

| Middle Level English Initial Licensure Program, BS | | |
|---|---|-------------------|
| 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 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 |
| EDML 4440 | Teaching Internship in Middle Level Language Arts (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. | 540 |
| Total Hours | | 650 |

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 10 hours. All candidates are also required to complete a culminating, semester-long 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 650 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 an elementary 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 110 hours prior to entering their EDML 4460 Teaching Internship.

| Middle Level Mathematics Initial Licensure Program, BS | | |
|---|--|-------------------|
| 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 |
| EDML 4460 | Teaching Internship in Middle Level Mathematics (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. | 540 |
| Total Hours | | 650 |

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 10 hours. All candidates are also required to complete a culminating, semester-long internship in a public school setting, which exceeds the state's certification requirements of 60 days. Altogether, Middle Level Science candidates spend at least 650 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 an elementary 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 110 hours prior to entering their EDML 4470 Teaching Internship.

| Middle Level Science Initial Licensure Program, BS | | |
|---|--|-------------------|
| 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 |
| EDML 4470 | Teaching Internship in Middle Level Science (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. | 540 |
| Total Hours | | 650 |

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 10 hours. All candidates are also required to complete a culminating, semester-long 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 650 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 elementary 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 an elementary 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 110 hours prior to entering their EDML 4480 Teaching Internship.

| Middle Level Social Studies Initial Licensure Program, BS | | |
|--|---|-------------------|
| 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 |

| | | |
|--------------------|--|------------|
| EDML 4480 | Teaching Internship in Middle Level Social Studies (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. | 540 |
| Total Hours | | 650 |

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: 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 Office of Field and Clinical Partnerships and Outreach begins to coordinate the placement process.
4. Candidate records indicate the candidate is ready to register for internship course(s) and accompanying seminar course(s).
5. The Office of Field and Clinical Partnership and Outreach finalizes internships. Candidates are notified of their internships the semester prior to the beginning of their internship.

Transition Point 3: 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 4: 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 |
| <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 b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress c. Customize and personalize learning activities to address students’ diverse learning styles, working</p> | EDLT 4800 Foundations of Adolescent Literacy | Tech to Try assignment Reflections and Connections assignments Final Project |
| <p>a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress c. Customize and personalize learning activities to address students’ diverse learning styles, working</p> | EDML 4440/4460/4470/4480 Teaching Internship in Middle Level Language Arts/Mathematics/Science/Social Studies | Formative and Summative Lesson Observations Mid-Term Summary Evaluation Final Summary Evaluation |

| | | |
|---|--|---|
| <p>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>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 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>EDLT 4800 Foundations of Adolescent Literacy</p> | <p>Tech to Try assignment</p> <p>Reflections and Connections assignments</p> <p>Final Project</p> |
| | <p>EDML 4440/4460/4470/4480 Teaching Internship in Middle Level Language Arts/Mathematics/Science/Social Studies</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 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>EDML 4440/4460/4470/4480 Teaching Internship in Middle Level Language Arts/Mathematics/Science/Social Studies</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/accreditation/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.

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 not required for graduation but are required for recommendation for initial certification. 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; | Administered in EDML 4440, 4460, 4470, or 4480 student teaching (Teaching Internship in Middle Level Language Arts, Mathematics, Science or Social Studies) |

| | | | |
|---------------------|------------------------|---|---|
| | | assessment of student teaching or pedagogical and professional knowledge, skills and dispositions | |
| Assessment 5 | Pre-Post Plan | Summative assessment of impact on student learning assessment; assessment of candidate effect on student learning | Administered in EDML 4540, 4560, 4570, or 4580 (Capstone Seminar in Middle Level Language Arts, Mathematics, Science or Social Studies) |
| Assessment 6 | The Integrated Unit | Summative assessment of teaching unit; assessment for young adolescent development; middle level curriculum; middle level instruction and assessment; and middle level professional roles | Administered in EDML 4410 Middle School Curriculum |
| 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 EDML 4440, 4460, 4470, or 4480 student teaching (Teaching Internship in Middle Level Language Arts, Mathematics, Science or Social Studies) |

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 the required Praxis II content and PLT exams before being recommended for licensure. Passing scores are not required for graduation since candidates can opt for a non-certification emphasis area. Candidates generally have both the PLT and content exams taken by fall of their senior year prior to student teaching.

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 student teaching 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 student teaching 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 student teaching 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:

- 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),
- Ways that we as teachers can dispel these ideas in our classroom,
- 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 | 8-9 points | Below average |
| 12-13 points | Above average | < 8 points | Unacceptable/failing |
| 10-11 points | Average | | |

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 | < 21 points | Unacceptable/failing |
| 24-27 points | Average | | |

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

| | | | | |
|---|---|--|--|--|
| | | | | 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 middle level practices that consider and celebrate the diversity of some young adolescents | Demonstrate some knowledge of the implications of diversity on the development of young adolescents. They participate in middle level practices that consider and celebrate the diversity of all young adolescents | Demonstrate their understanding of the implications of diversity on the development of young adolescents. They participate successfully in middle level practices that consider and celebrate the diversity of all young adolescents | 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 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 spring semester during their student teaching. 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 student teaching semester 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 student teaching, 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 | Understand very little about the importance of | Understand and accurately interpret the | Apply knowledge of early adolescents to |

| | | | |
|---|--|--|--|
| <p>Development</p> | <p>being knowledgeable about young adolescent development in terms of unit planning</p> | <p>concepts, principles, theories and research about young adolescent development as evidenced in their unit plans</p> | <p>deconstruct classroom events and other experiences, analyze how this information impacts student learning, and modify their teaching to reflect this new understanding</p> |
| <p>AMLE 1b. Knowledge of the Implications of Diversity on Young Adolescent Development</p> | <p>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</p> | <p>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</p> | <p>Implement curriculum and instruction that is responsive to young adolescents' local, national, and international histories, language/dialects, and individual identities</p> |
| <p>AMLE 1c. Implications of Young Adolescent Development for Middle Level Curriculum and Instruction</p> | <p>Use very little knowledge of young adolescent development when planning middle level curriculum and when selecting instructional strategies</p> | <p>Use their knowledge of young adolescent development when planning middle level curriculum and when selecting instructional strategies</p> | <p>Use their knowledge of young adolescent development when planning and implementing middle level curriculum and when selecting and using instructional strategies</p> |
| <p>AMLE 1d. Implications of Young Adolescent Development for Middle Level Programs and Practices.</p> | <p>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</p> | <p>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</p> | <p>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</p> |

| | | | |
|--|---|--|---|
| <p>AMLE 2a. Subject Matter Content Knowledge</p> | <p>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</p> | <p>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</p> | <p>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</p> |
| <p>AMLE 2b. Middle Level Student Standards</p> | <p>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</p> | <p>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</p> | <p>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</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. They rarely design learning opportunities that enhance information literacy in their specialty fields</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. They design learning opportunities that enhance information literacy in their specialty fields</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. They 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</p> | <p>Use their knowledge of instruction and</p> | <p>Use their knowledge of instruction and</p> |

| | | | |
|---|---|--|---|
| | assessment strategies that are effective in the subjects they teach | 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 | 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 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 | Demonstrate their ability to motivate all young adolescents and | Demonstrate their ability to motivate all young adolescents and |

| | | | |
|--|--|--|--|
| | and facilitate their learning through a wide variety of developmentally responsive materials and resources | facilitate their learning through a wide variety of developmentally responsive materials and resources | facilitate their learning through a wide variety of developmentally responsive materials and resources. They establish equitable, caring, and productive learning environments for all young adolescents |
|--|--|--|--|

Assessment 4 AMLE Supplementary Summary Evaluation of Student Teaching

Description of Assessment

This Assessment 4 AMLE Student Teaching Addendum is a comprehensive assessment since it is administered during student teaching and since it aligns so closely to practically all of the AMLE standard elements. It is within student teaching 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. Cooperating 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 student teaching grade that is earned in the last spring semester 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 spring semester, this AMLE Supplemental Program Evaluation for Student Teaching is used throughout the entire student teaching experience to reinforce the high standards we expect within our program. University supervisors, cooperating 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.

• **Middle Level Program**

AMLE Supplemental Program Evaluation for Student Teaching

| | |
|-----------------------|----------|
| Student Name | Date |
| Cooperating 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 | Middle level teacher candidates assess the diverse developmental levels of their students and use this information effectively when selecting instructional strategies |

| | | |
|---|---|--|
| | making curricular decisions. | 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 | Middle level teacher candidates demonstrate depth and breadth of subject matter content knowledge in the subjects they | Middle level teacher candidates demonstrate depth and breadth of subject matter content knowledge in the subjects they |

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| <p>acquisition of additional knowledge.</p> | <p>teach.</p> | <p>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.</p> |
| <p>Middle level teacher candidates recognize the importance of using content specific teaching and assessment strategies.</p> | <p>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.</p> | <p>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.</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>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>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 among subject</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</p> |

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| | areas, their interests, and experiences. | connections among subject areas, and their interests and experiences. |
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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</i> |

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| | | <i>the effectiveness of middle level components within the school 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 | 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 |

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|---|--|---|
| | gained). | 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 |

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| | technology). | relationships; sets rigorous academic expectations; and includes the skilled use of technology). |
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**Indicators:
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 | 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 |

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| | workers, home-school coordinators, and community agencies). They participate as members of student support systems. | coordinators, and community 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 student teaching semester. 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 cooperating 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 | 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 Most required materials, technology and literature are identified |

| | |
|---|---|
| | <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 | <p>Few state standards are identified</p> <p>Few learning objectives are identified</p> <p>Duration of the unit is less than 5 days</p> <p>Few required materials, technology and literature are identified</p> <p>Pre-test, Post-test and formative assessments are poorly 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 incomplete</p> |
| 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 Student | Middle level teacher candidates recognize the | Middle level teacher candidates | Middle level teacher candidates demonstrate their ability to analyze |

| | | | |
|---|---|--|--|
| Standards | importance of using content specific teaching and assessment strategies. | demonstrate their ability to use content specific teaching and assessment strategies and integrate information literacy skills and technologies into the subjects they teach. | 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. |
| 2b. Middle Level Student Standards | 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. |
| 2c. Interdisciplinary Nature of Knowledge | 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. |
| 2c. Interdisciplinary Nature of Knowledge | 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 | 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. |

| | | 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 learning | 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). |

| | | | |
|---------------------------------|--|--|--|
| | | 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 student teaching 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 student teaching 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 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.

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 | Use their knowledge of local, state, national, and core | Use their knowledge of local, state, national, and core |

| | frame their teaching. | standards to frame their future teaching. | 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 adolescents | They draw on their knowledge of these standards to design developmentally responsive, meaningful, and challenging curriculum for all young adolescents | 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 | 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 |

| | | | |
|---|--|---|--|
| <p>AMLE 4b. Middle Level Instructional Strategies</p> | <p>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</p> | <p>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</p> | <p>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</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</p> | <p>Demonstrate their ability to motivate most young adolescents and facilitate their learning through a wide variety</p> | <p>Demonstrate their ability to motivate all young adolescents and facilitate their learning through a wide variety of</p> |

| | | | |
|--|--|---|---|
| | responsive materials and resources Rarely establishes equitable, caring learning environments for all young adolescents | of developmentally responsive materials and resources Often establish equitable, caring learning environments for most young adolescents | developmentally responsive materials 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 student teaching 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 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.

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 adolescents | They draw on their knowledge of these standards to design developmentally responsive, meaningful, and challenging curriculum for all young adolescents | 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 | Demonstrate very little understanding of the | Demonstrate the interdisciplinary | Demonstrate the interdisciplinary |

| | | | |
|--|--|--|---|
| Nature of Knowledge | 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 | 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 | 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 exploration, creativity, and information literacy skills so that young adolescents are actively engaged in their learning. They rarely use | 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 | 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 |

| | | | |
|---|---|---|--|
| | instructional methods within their unit plans that are responsive to young adolescents' local, national, and international histories, language/dialects, and individual identities | 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 | 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 young adolescents and facilitate their learning through a wide variety of developmentally responsive materials and resources Rarely establishes equitable, caring learning environments for all young adolescents | Demonstrate their ability to motivate most young adolescents and facilitate their learning through a wide variety of developmentally responsive materials and resources Often establish equitable, caring learning environments for most young adolescents | Demonstrate their ability to motivate all young adolescents and facilitate their learning through a wide variety of developmentally responsive materials 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 | 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 |

| | | | |
|---|--|--|---|
| 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 student teaching semester. Since this data is collected during the student teaching experience, the APS 10 score is offered through a consensus conversation among the university supervisor, cooperating teacher and teacher candidate. The cooperating 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 cooperating teacher knows how the candidate has advocated for students with special needs and for the classes as a whole. It is the cooperating 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

Assessment 8 ADEPT APS 10

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

At the end of the semester, the cooperating 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 student teacher’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</i> |

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).

Professionalism/Dispositions Goals 10.A-E

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.

B.S. in Middle Level Education

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

Add to introduction, page 2

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

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

Add to page 9:

Middle Level Undergraduate Student Advisement

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

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

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

Correction to page 23 (possibility now page 24)

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

And in the text:

Faculty, staff and administration are in place to implement the program and are being reallocated from their current teaching roles to the Middle Level program. The four faculty FTE

in middle level education positions are in place and will meet the needs for implementing the program. One replacement faculty hire will be made during the 2018-19 academic year for an open ELA middle level position in the department, but this is not a new position.

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

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

Added to Expense Highlights

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

Added to Revenue Highlights

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

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

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

The Master Teachers are paid by their districts, not the University. This includes any courses, stipends, or substitute teachers if needed. The districts see this as a means to develop their instructional leadership capacity within the schools. The districts also see

this as a way to value teachers in their buildings who are not interested in administration/leadership roles in the school nor university teaching positions. It provides an opportunity to value and retain strong and innovative teachers in K-12.

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

Cooperating Teachers

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

Cooperating teachers must attend the SC Teaching Standards Rubric Training. The training includes resources that support cooperating teachers in serving in this role and evaluating students using the standard state rubrics. Clemson provides additional resources on its website, including forms to be used to evaluate lesson plans.

(<http://www.clemson.edu/education/academics/field-experiences/cooperating-teachers-site-mentors.html>)

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

Added:

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

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

Moved

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

Edited the section

Added:

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

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

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

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

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

The Residency Year

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

- ED 8090 Teacher Residency Internship:
This course is a supervised, clinical field experience in which teacher residents apply newly acquired knowledge in a school setting. The purpose of this twice-repeatable residency internship is to expand the typical clinical teaching semester into a year-long teacher residency.
- ED 8480 Teacher Residency Seminar
Seminar course accompanying a supervised teacher residency internship. Students reflect upon and solve problems related to the teacher residency internship, share effective teaching practices, and devise ways to document dimensions of effective teaching. The purpose of this twice-repeatable residency seminary is to provide a course for students in residency internships to reflect on what is occurring in their classrooms and schools, to use feedback from their course instructor and peers to solve problems, and to explore issues related to classroom teaching.

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

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

10. Financial Support. Please explain the estimated cost for Program administration/faculty staff salaries for “no new faculty, support staff or administration are required”. (p.24)

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

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

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

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

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

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

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

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

Cooperating Teachers

In the first semester of the program when students are taking 12 hours of graduate credit, they have supervised clinical field experience associated with their coursework

and spend at least two full days/week in the field. Students work with a cooperating teacher that semester who evaluates formally at least two lessons. Students also work under the direction of a university supervisor, who meets with them regularly and evaluates formally at least three lessons. The teacher and supervisor collaborate to provide a final evaluation for the student.

Cooperating teachers must attend the SC Teaching Standards Rubric Training. The training includes resources that support cooperating teachers in serving in this role and evaluating students using the standard state rubrics. Clemson provides additional resources on its website, including forms to be used to evaluate lesson plans.

(<http://www.clemson.edu/education/academics/field-experiences/cooperating-teachers-site-mentors.html>)

M.A.T. Teacher Residency in Special Education

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

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

Teacher Residency Program Expenses:

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

Endowed Funds:

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

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

Added the following to the discussion on master teachers, following the curriculum table.

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

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

Added:

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

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

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

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

Moved discussion

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

Moved discussion

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

Added

Edited the titles of each, and added #5 related to school districts

1. **Student Meetings:** Thirty juniors met with advisors in the spring of 2017 and filled out the GS6-Bachelor-to-Master form expressing their intent to participate in the program (this was achieved with very little communication about the program).
2. **Survey Results:** A survey of all education majors (40% return rate) showed that 60% of students were very interested in pursuing this option.
3. **Recruitment:** Finally, as this option has been discussed informally during orientation sessions with students and parents there seems to be very strong interest in this option. In fact, multiple students have selected Clemson in the fall because they will be able to pursue this option. Thus, we are expecting (though have not included it in the numbers) that Teacher Residency will be an incentive as accepted undergraduate students make their final decisions.
4. **Enrollment** in the first three Teacher Residency programs (Early Childhood, Elementary Education, and Secondary Education) was 23 students in January 2018. These students will begin the TR portion of the graduate curriculum in the fall of 2018, graduating in the spring of 2019.
5. **School districts** have requested that we add Special Education to our options for Teacher Residency due to persistent vacancies in Special Education.

4. **Table of Employment Opportunities:**

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

Added

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

Edited this section and added:

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

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

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

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

- Hybrid (a mixture of face to face and online)
- Field (off-site and experiential)

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

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

Cooperating Teachers

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

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

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

Added:

The Residency Year

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

- ED 8090 Teacher Residency Internship:
This course is a supervised, clinical field experience in which teacher residents apply newly acquired knowledge in a school setting. The purpose of this twice-repeatable residency internship is to expand the typical clinical teaching semester into a year-long teacher residency.
- ED 8480 Teacher Residency Seminar

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

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

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

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

Added the following sentence:

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

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

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

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

The tuition and program fees would be considered new and are offset by program fee expenses and debt service for the final two graduate semesters of

the program. Students in the first semester of the program are considered undergraduates and their tuition and fees are not new to the university.

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

Operational Costs:

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

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

Revenue Highlights: added sentence

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

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

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

“Outcomes/Objectives: Brief, clear, precise, measurable statements that (stated using action verbs whenever possible). High quality objectives and outcomes are Specific, Measurable, Achievable, Relevant, and Time-Referenced (SMART). Student Learning Outcome (SLO): A statement of the measurable achievement a student will be able to know, think, or do as a result of completion of the degree program or course.”

(Clemson University Assessment Handbook, July 2015,

<https://www.clemson.edu/assessment/documents/CU%20Assessment%20Handbook%20rev%206%2016%2015.pdf>)

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

Therefore, we edited the Evaluation and Assessment Chart to clarify who is being assessed and when.

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

Cooperating Teachers

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

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