New Program Proposal
MAT in Teacher Residency in Early Childhood Education
Clemson University

Executive Summary

Clemson University (CU) requests approval to offer programs leading to a combination bachelor/master's degree culminating in a Master of Arts in Teaching (MAT) in Teacher Residency in Early Childhood Education. The program would be implemented in Fall 2018 and will be offered through online and hybrid options. This chart outlines the stages of approval for the proposed program. The Advisory Committee on Academic Programs (ACAP) voted to recommend approval of the proposal. The full program proposal and support documents are attached.

Stages of Consideration	Date	Comments
Program Proposal Received	10/02/17	Not Applicable
Staff Communication prior to ACAP	11/16/17	CHE Staff sent questions to Clemson University (CU) representatives regarding the proposed MAT in Teacher Residency (TR) in Early Childhood Education. In response to those questions and prior to ACAP, the projected enrollment and budgets were modified to reflect the enrollment and budget for each individual proposed MAT. The enrollment numbers for Early Childhood Education are cumulative with a new class of undergraduate, second semester seniors being added each Spring semester. Through inquiry from CHE Staff, CU clarified that students will meet the Praxis CORE requirement prior to completing professional level requirements in their undergraduate work. Also, students will be required to present passing Praxis II scores prior to admission to the MAT in TR. In addition, CU staff clarified that any applicant, whether a CU undergraduate education major or a non-education major with or without a bachelor's degree, would be required to complete the specified content and pedagogical prerequisite coursework as part of the admissions process. Finally, contract courses that had originally been in the MAT in TR budget were removed since they are not part of specific income associated with this degree.
ACAP Consideration	11/30/17	CU representatives introduced the program as a degree targeted at CU undergraduates who complete specific prerequisites, including 12 graduate hours during the second semester of their undergraduate senior year. The remaining hours required for certification are completed during this proposed MAT. The goal is to increase recruitment and retention by marketing this degree to undergraduates, offering a full-year classroom residency, and by offering a cost savings in the bachelor/master degree

Stages of Consideration	Date	Comments
		combination. CU has established partnerships with Upstate districts. The Early Childhood bachelor's degree requires a total of 125 hours, including the initial 12 hours toward the MAT. Since the MAT only requires an additional 18 hours post-baccalaureate, CHE staff questioned how students would meet the 150 hours required between the bachelor/master combination. CU assured ACAP members and CHE staff that most students will graduate with more than 150 hours because of the number of college credits they bring from high school. In addition, CHE staff expressed concern about a 30-hour MAT requirement given the low end for a master's degree has traditionally been 33 hours. Other institutions indicated they have accelerated master degree programs. CU shared that the advanced nature of the 12 graduate hours in the undergraduate program and the 18 graduate hours during the MAT year are at the same advanced level of other master's degrees. Following the discussion, ACAP members voted to recommend the program proposal.
Comments, questions, and suggestions from CHE staff sent to the institution	12/14/17	Staff requested revisions to address the following questions as discussed at ACAP or transmitted afterward: • Provide a comparison to the University of South Carolina Master of Teaching in Secondary Education (5th year master's program leading to certification), Furman University MA program (post-baccalaureate certification program that includes a paid residency); and Winthrop's MAT and Accelerated MAT (Accelerated MAT is for students who began education coursework as an undergraduate). • Provide clarification on why the teacher residency does not offer a financial incentive or stipend – a common characteristic specifically of successful teacher residency programs. • Provide clarification regarding the use of graduate courses that count toward a bachelor's degree also counting toward a master's degree. CU's website had conflicting information. • Provide clarification on how students will be able to complete a minimum of 132 hours in the undergraduate degree, including the 12 hours that count for the undergraduate and graduate degrees, with the intent of achieving a total of 150 hours.

Stages of Consideration	Date	Comments
		• Provide an explanation for how the proposed degree meets SACSCOC expectations for an advanced degree since the proposed MAT only offers an additional seminar and an additional semester of student teaching beyond the current requirements for undergraduate teacher certification.
Revised Program Proposals Received	01/09/18	The revised proposal satisfactorily addressed the requested revisions.
CAAL Consideration	02/08/18	Prior to the CAAL meeting, Commission members made specific inquiries about the MAT in Teacher Residency (TR) programs (Attachment 2). Clemson University (CU) representatives were able to provide clarification that while TR programs are relatively new nationwide (15 years), they have had great success. CU added that this would be the first TR program in SC. While completed in a condensed time period, the combination bachelor/master's degree includes the minimum 150 hours (120 hours undergraduate/30 hours graduate) as Clemson requires. Any additional fees are equivalent to lab-type fees charged in other degrees and program graduates save about $4,000 by pursuing this joint degree program. CU has a strong relationship with surrounding districts and a process for selecting mentors. They do not anticipate any issues in finding qualified mentors for the MAT in TR. Finally, CU did not anticipate any conflict with the MAT at SCSU because of the specific requirements in the bachelor's degree for admission to the MAT in TR. SCSU also confirmed prior to the meeting that they did not anticipate a conflict between the programs because of their differing geographic locations. During the CAAL meeting, CU representatives introduced the program proposal and outlined the strengths of the bachelor/master's combination program including the relationship teacher candidates will have with mentors and master teachers. CAAL members asked questions about the similarities between this proposed program and the current paid student teaching (internship) model at Furman. CU indicated that the Furman program took longer to reach the master's degree and that Furman candidates are employees of the district. Commission members expressed a desire for continued assessment of the school environment related to the success of this program and that all fees be clearly communicated to program participants. In addition, the Commission praised the 3.4 GPA admission criteria. After no further discussion, the Committee voted to approve the program proposal.

Stages of Consideration	Date	Comments
Clarification questions from CHE staff sent to the institution	02/13/18	Staff requested the proposal be revised to: • Clarify the integration and emphasis on P-12 State Standards in the MAT coursework by including Sections III and IV (Attachment 1) as required by the State Department of Education program approval process; • Clarify the process for CU to achieve the same success as the nationally recognized TR programs cited during CAAL even though the CU programs have some differing characteristics; • Clarify the similarities and differences between Mentors and Master Teachers as associated with teacher candidate preparation; and • Clarify CU's commitment to sharing field feedback about the TR model in varying districts in SC. See Attachment 3
Revised Program Proposals Received	02/16/18	The revised proposal satisfactorily addressed the requested revisions.

Recommendation

The Committee on Academic Affairs and Licensing recommends the Commission approve the program leading to the Master of Arts in Teaching (MAT) in Teacher Residency in Early Childhood Education to be implemented in Fall 2018. The program will be reviewed two years after implementation.

Clemson University 10-year Program Approval/Termination Data (2007-2017)

Approved	34
Terminated	17

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Name of Institution

Clemson University

Name of Program (include concentrations, options, and tracks)

Teacher Residency in Early Childhood Education, Master of Arts in Teaching (MAT)

Program Designation

☐ Associate's Degree   ☒ Master's Degree

☐ Bachelor's Degree: 4 Year   ☐ Specialist

☐ Bachelor's Degree: 5 Year   ☐ Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA)

☐ Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.)

Does the program qualify for supplemental Palmetto Fellows and LIFE Scholarship awards?

☐ Yes

☒ No

Proposed Date of Implementation   CIP Code

Fall 2018   13.1210

Delivery Site(s)

Online and Hybrid, Off-Campus

Delivery Mode

☐ Traditional/face-to-face*   ☒ Distance Education
*select if less than 50% online   ☐ 100% online

                                                ☒ Blended (more than 50% online)

                                                ☒ Other distance education

Program Contact Information (name, title, telephone number, and email address)
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Institutional Approvals and Dates of Approval

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Department Curriculum Committee: July 27, 2017
College Curriculum Committee: August 17, 2017
University Graduate Curriculum Committee: October 13, 2017
Provost: September 30, 2017
President: September 30, 2017
Board of Trustees: October 6, 2017

Background Information

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

The Clemson University College of Education (CoE) is developing a Teacher Residency master's program, the first of its kind program in South Carolina. The purpose of this program is to create fundamental systemic change, build the teaching profession in South Carolina's most high-needs fields and locations, and develop leaders in schools and communities by attracting, developing, retaining, and supporting high-quality educators.

A study by the Center for Educator Recruitment Retention and Advancement found that in the fall of 2016, 481 teaching positions went unfilled in South Carolina. In 2015, 449 vacancies were reported with nearly two-thirds in three particular geographic areas where the poverty index for the school districts averages 90%. Twenty percent of all vacancies represented teaching positions that require early childhood or elementary certification. This teacher shortfall is most problematic in rural schools and schools with high rates of poverty. The study predicts that the state's chronic teacher shortage in these critical subjects will grow worse over the next 10 years.

The focus of the Teacher Residency program will be on developing teacher leaders who can accelerate growth and achievement in partner school districts throughout the state. Teacher Residency is an evidence-based practice providing both pre-service teachers and current classroom teachers with unique learning experiences, opportunities for mentorship, and pathways for career development. Faculty in the Clemson University College of Education are well positioned to deliver this program through revision of existing coursework, programming, and clinical experience. Current undergraduate students who are studying P-12 educational fields such as early childhood, elementary, secondary, science or mathematics teacher preparation programs will be the target participants for the Teacher Residency Program.
The faculty have developed external grant funding for the implementation of the project under the title: CU's Teacher Residency: Immersion, Inquiry and Innovation (CU-TRI[3]). Teacher Residents will have rich, immersive experiences with trained master teachers. The curriculum plan is based on the BA/BS-MAT combined program philosophy, in such, that qualified students will take twelve hours of graduate course work their senior year in place of a traditional student teaching experience. The following fall, students will enroll in a two-semester Teacher Residency course and complete the remaining hours toward their MAT degree. This pairing for a full-year classroom apprenticeship within master-level education is a critical component. It allows students to integrate coursework and clinical experience prior to employment as a teacher-of-record.

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

Teacher Residency experiences will greatly help the teacher pipeline because data has shown that teacher residency programs cut the attrition rate for both the Teacher Residents who tend to stay in the classroom longer and for the Master Teachers serving as mentors who are likely to stay in teaching longer because they are assuming leadership roles in the school. The graduate course work completed in the MAT program adds to the graduate student's abilities and skills in the classroom, including a focus

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on educational instruction and student assessment that improves K-12 student learning outcomes. Below is a summary of retention and student outcome data from three existing teacher residency programs.

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

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

Alignment with the ClemsonForward Plan

The proposed teacher residency program is directly linked to the College of Education's vision and mission. Being a transformative leader in improving education; serving underperforming schools and underserved communities; engaging in active service throughout the state and nation to improve life outcomes for the greater benefit of society; and addressing the current and future challenges of access, inclusivity, poverty, equity, diversity, 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.

List the program objectives. (2000 characters)

The primary program goals of the Eugene T. Moore School of Teacher Residency are to:
- Strengthen the selection criteria for teachers in areas of content knowledge and pedagogical expertise
- Enhance professional development of in-service teachers
- Increase student achievement, teacher performance, and teacher effectiveness
- Decrease teacher turnover in South Carolina school districts
- Reduce financial barriers to high-quality preparation
- Develop data systems to support continuous improvement, accountability, and information exchange among partners.

To support our primary program goals, the faculty identified three purposes of the teacher residency program on which to base our program evaluation.

> **1**) Increase recruitment, quality, and retention of educators through an immersive teacher residency program, aligned with the priorities of our partner districts.
> **2**) Increase quality of instructional leadership and retention in our partner districts through an immersive master teacher program.
> **3**) Improve student achievement by focusing on recruitment, preparation, and retention of teachers through a residency approach.

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

Teacher Residents (#1): Annually, we will collect CU TR data and comparable data from non-residents enrolled in Clemson's College of Education, including demographic data, admission scores, grade point averages, and grades earned in required education courses. We will collect other performance information such as performance on student teaching evaluations and other assessments tied to SPA reviews.

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

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

Master Teachers (# 2): We will conduct focus groups and interviews with MTs. After MTs have completed coursework on mentoring, coaching, and inquiry-based instruction we will ask about preparedness to serve as effective MTs and about the MT's experiences with the TR. MTs will be surveyed on their TRs' readiness to become a teacher of record, ability to reflect upon and critically analyze their own instruction, and their growth during residency. For those MTs supporting TRs after the residency year, we will ask about the types of supports they are providing and the TR's continued growth

as a teacher of record. We will gather data to see if enrollment in the required MT courses leads to pursuit of other specialization or degree programs. Finally, we will track the employment of MTs to explore whether the teacher residency program helps retain MTs in classroom teaching positions. We have mentors excited to engage in this. They see the value and are extremely interested. We are implementing a pilot program this year with the permission of the SC Department of Education, and currently, we have more Master Teachers interested and willing to pursue training then we have Teacher Residents. We will continue to build the pipeline of Master Teachers in the school districts so that we can rotate teachers over the years.

School/District Leaders: Annually, we will conduct interviews and focus groups with SLs, including superintendents, principals, and instructional coaches and/or support specialists, beginning the first year the TRs become teachers of record. We will ask SLs about TRs' abilities to succeed in the classroom, the level of support they need, their ability to integrate quickly into the school's faculty, and other items deriving from the SC-ADEPT assessment system.

Student Achievement (# 3): Districts will provide information regarding the achievement of students (without student names) in MT classrooms. After the TR graduates, partnering districts will continue to provide achievement data for students in TR classrooms as well as for students in non-TR classrooms. The major student outcome measure will be students' growth score from the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) assessments in English/Language Arts (ELA) and Mathematics, administered in each of the participating districts. NWEA has demonstrated that MAP is well-aligned with the SC READY assessment system; MAP reading scores consistently predicted students' proficiency levels on the SC READY ELA assessment 84-86% of the time and 86-89% of the time on the SC READY mathematics assessment (NWEA, 2016).

Clemson will provide evaluation results of the Teacher Residency program to CHE and statewide through conferences, such as the SC Educators for the Practical Use of Research (SCEPUR) meetings. Data collection will begin with the first group of graduate students who will enter the program in Spring 2018 (as part of an approved SC Department of Education Innovation Program), graduate in May 2019 and begin their first teaching positions in the Fall of 2019.

Assessment of Need

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

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

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

Employment Opportunities

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

☒Yes

☐No

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

<table>
<tr><th colspan="5">Employment Opportunities</th></tr>
<tr><th>Occupation</th><th>Expected Number of Jobs Nationally</th><th>Employment Projection</th><th>Expected Number of Jobs in SC</th><th>Data Source</th></tr>
<tr><td>Preschool and Early Childhood</td><td>441,000</td><td>7% growth</td><td>4,610</td><td>US Bureau of Labor Statistics, 9-7-17 (https://www.bls.gov/ooh/education-training-and-library/preschool-teachers.htm)</td></tr>
<tr><td>Kindergarten and Elementary</td><td>1,517,400</td><td>6% growth</td><td></td><td>US Bureau of Labor Statistics, 9-7-17 (https://www.bls.gov/ooh/education-training-and-library/kindergarten-and-elementary-school-teachers.htm)</td></tr>
<tr><td>Kindergarten, except special education</td><td>1,517,400</td><td>6% growth</td><td>2,550</td><td>US Bureau of Labor Statistics, 9-7-17 (https://www.bls.gov/ooh/education-training-and-library/kindergarten-and-elementary-school-teachers.htm)</td></tr>
<tr><td>Early Childhood/ Elementary (all)</td><td></td><td></td><td>18,376.74</td><td>2016 SC CERRA Report on Teaching Positions in SC</td></tr>
</table>

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

The SC CERRA 2016 report on vacant teaching reports indicated that 241.24 teaching positions were unfilled at the beginning of the 2016-17 school year. This was an increase of 32 vacancies over the previous year. It should be noted that "Just over 19% of all vacant positions require early childhood/elementary certification." The report states that 91.8 unfilled positions were in Early Childhood and Elementary Education in the fall of 2016.

It should be important to note that the SC CERRA 2016 reported that the number of Teachers who did not return to their teaching positions increased by 21%. "Of the teachers who did not return for the 2016-17 school year, one-quarter took a teaching position in another SC district or special school. A departure like this may not be considered statewide turnover, but the negative impact can be extreme for districts that consistently lose teachers to more preferred districts." 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. A rationale for the year-long Teacher Residency is to address retention of teachers. (http://www.cerra.org/uploads/1/7/6/8/17684955/2016_supply_demand_report.pdf)

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

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

Will the proposed program impact any existing degree programs and services at the institution (e.g., course offerings or enrollment)?
        ☐Yes
        ☒No

If yes, explain. (500 characters)
There is no impact on existing programs on campus. We also state clearly that there should be no impact on other state supported colleges and universities.

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

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

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

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

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List of Similar Programs in South Carolina

MAT Programs in SC using the CIP Code 131210

Program Name	Institution	Similarities	Differences
Early Childhood Education	College of Charleston	Leads to recommendation for a teaching certificate in grades pre-kindergarten through third in SC. Pedagogy and content knowledge is similar and both include courses addressing effective learning environments.	The program is 48 credit hours versus 30 credit hours, admission requirement is undergraduate coursework in a broad liberal arts background while CU's requires a specific preparation in early childhood education; GPA requirement is a 2.5, versus a 3.4 for the TR program; the length of time spent in supervised field experience differs (one semester versus two).
Pre-Elementary/Early Childhood/Kindergarten Teacher Education	Converse College	Both programs are designed to prepare students for certification in pre-K through 3 and combines instructional methodologies and experiential work meeting state and national standards.	Converse program is designed for a person with an undergraduate degree in area other than education. Converse has designed a flexibility schedule to assist students who are employed. Classes are in late afternoon. The program is 46 credit hours, including directed teaching versus the 30-hour graduate program at CU. Clemson's program recognizes the content and educational coursework from the student's undergraduate program and focuses on graduate level course work plus a year-long teaching residency.
Early Childhood Education	SC State University	Both programs are designed to prepare students for certification in pre-K through 3; both programs include methodologies designed to promote early childhood learning. Prepare students for state and national standards for ECE.	SC State program is 51 credit hours; traditional MAT program designed at SC State. Clemson's program builds on the student's undergraduate ECE curriculum and graduates students with 30 hours of graduate courses work including a yearlong teacher residency.
Early Childhood Education	Winthrop University	No information was found on Winthrop's home page related to an ECE program. However, the admission for students into Winthrop's MAT programs do allow for course work in content areas equivalent to their undergraduate certification requirements. This is similar to Clemson's designed in which the MAT builds on our undergraduate teacher preparation programs.	Without a description of the program on Winthrop's website, it is difficult to identify the differences. The other MATs at Winthrop are 33-45 semester hours. Other than length of the program, the major difference is the yearlong teacher residency.

| Early Childhood Education | Furman | Furman allows students to earn up to 6 hours toward a master's degree in their undergraduate program, while Clemson students earn 12 credits in the TR semester of their senior year. Furman provides, through a relationship with the Greenville School District, an induction year for first year teachers. | Furman students are **hired employees** when they enter the year-long internship and are considered **certified teachers,** under an approval with the SC Department of Education for an Internship Certificate.

The Teacher to Teacher weblink (http://www.furman.edu/academics/education/program-overview/Pages/Teacher-to-Teacher.aspx) reads in part, "Teacher to Teacher Program participants may be given the opportunity of becoming induction year teachers at the start of the K-12 academic year following graduation from Furman. An "induction year" refers to an individual's first year as an official teacher in a South Carolina public school."

In order for a candidate to be offered an induction year contract, a local school district must have a vacancy (and funding for the vacancy) in the candidate's certification area; the candidate must receive passing scores on PRAXIS subject exams; and Furman and school district officials must endorse the candidate as eligible for an induction year contract. Participating school districts will not honor contracts that might have been previously offered to candidates if the candidate does not successfully complete all aspects of the Senior Block/Practicum, as indicated by the cooperating teacher and university supervisor on the candidate's final evaluation.

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

During the induction year, students can earn 9 hours of graduate credit. As an undergraduate student, the Teacher to Teacher inductee may earn additional graduate credit as noted below. Clemson students |

earn 12 credits toward their graduate degree as an undergraduate, and completes the master's degree at the same time they receive Clemson's endorsement for Initial SC Teacher Certification. Two semesters after completing their undergraduate degree, Clemson students have earned a master degree (9 months) versus 15 months after completing the induction year.

From the weblink provide by SC CHE above:
"Teacher to Teacher candidates who have completed their required prerequisites as undergraduates may add additional areas of licensure and graduate with an M.A. degree. Several programs may be completed in approximately 15 months after receiving the B.A. degree, but candidates may elect to extend the program of study over 2-3 years. In the Teacher to Teacher Program, candidates earn between six and nine graduate hours during their induction year that may apply to the M.A. degree at Furman University. Teacher to Teacher Program candidates who satisfactorily complete all Senior Block courses (including the Practicum experience) and who are eligible to enroll in EDEP-670: Teaching Internship may gain provisional graduate admittance for study in the summer session prior to the completion of the teaching internship."

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Description of the Program

Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
Spring 2018			6	72		
2018-19	6	54	22	246		
2019-20	16	144	34	360		
2020-21	18	162	38	402		
2021-22	20	180	40	420		
2022-23	20	180	40	420		

The numbers on the projected enrollment table are cumulative, with a new class of students being added each spring semester. The projected enrollment and credit hour production in the Enrollment table shows the Senior Second Semester students in the Spring semester, followed by their enrollment in the following fall and spring.

In this table, in the Spring of 2018 we anticipated 6 second semester senior students in early childhood enrolling in 12 credits of graduate coursework, these 6 students will enroll in 9 credits in the fall semester of 2018. In the Spring of 2019, the 6 students will enroll in 9 credits, plus we will begin our second class of second semester senior students with 16 new students projected. The total enrollment in the Spring of 2019 is therefore 22 students.

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

☒Yes

☐No

If yes, explain. (1000 characters)

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

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

1. Students with at least a 3.4 GPA and 90 hours are eligible for the TR program.
2. Applicant screening with formal interviews will occur early fall of their senior year. During this interview, district officials and Clemson faculty will work together to evaluate TR candidates using a rubric that assesses: evidence of instructional effectiveness (pre-service teaching samples), recommendations from faculty and preceptors regarding classroom interactions, an applicant essay, and dispositional scores.

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3. Passing scores on PRAXIS II (PLT and subject assessment) <u>are required</u> before enrolling in the Teaching Residency and Seminar sequence.
4. Once selected for the program, TRs will begin graduate courses toward the Masters in Teacher Residency spring term senior year.

Clemson students have a high success rate on the Praxis II (PLT and subject assessment tests).

Early Childhood (2016-2017)				
Test	Total N	# Pass	% Pass	Cut Scores
5621 Principles of Learning and Teaching: Early Childhood	23	23	100	157
5024 Education of Young Children	21	20	95.24	160

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

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

The Form GS6 Bachelor to Graduate Plan reads:

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

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

How do students meet the 150-credit hour requirement for the two degrees? The Office of Institutional Research ran a report on the number of AP and IB hours of entering freshmen in the College of Education. The data are provided below. Based on these average numbers, students under 12 credit

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hours, on average, would need one additional course taken during their first three and a half years at Clemson to have meet the combined degree requirements. Since students must enroll and complete 30 credit hours per academic year to maintain their Life Scholarships, students should have an excess of credit hours.

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

Degree Program	Number of Students	Total AP/IB Credits	Average Number of Credits
BA-Early Childhood	**49**	**472**	**9.63**
Continuing	35	351	
New Freshman	13	106	
New Transfer	1	15	

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

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

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

Undergraduate Major	GPA	Earned Credit Hours
ECE	3.97	127
ECE	3.90	124
ECE	3.82	127
ECE	3.76	125
ECE	3.89	125
ECE	3.80	141

The following is the approved Plan of Study for an undergraduate degree in Early Childhood. All coursework is required through seven semesters, and as noted in the plan of study in the second semester of the Senior Year, students would enroll in the following four courses as part of the Non-Certification emphasis area:

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

EARLY CHILDHOOD EDUCATION

Bachelor of Arts:

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The Early Childhood Education curriculum prepares students for teaching positions on the pre-kindergarten and primary levels (Pre-K–3).

Freshman Year
First Semester
2 - ED 1050 Orientation to Education
3 - MATH 1150 Contemporary Mathematics for Elementary School Teachers I
3 - History Requirement[1]
3 - Modern Language Requirement[2]
4 - Natural Science Requirement[3]
15
Second Semester
3 - COMM 1500 Intro. to Human Comm. *or*
3 - COMM 2500 Public Speaking
3 - ENGL 1030 Composition and Rhetoric
3 - MATH 1160 Contemporary Mathematics for Elementary School Teachers II
3 - PSYC 2010 Introduction to Psychology
3 - Modern Language Requirement[2]
3 - Elective
18
Sophomore Year
First Semester
3 - EDEC 3000 Foundations of Early Childhood Education[4]
1 - EDEC 3010 Practicum in Early Childhood Settings I[4]
3 - MATH 2160 Geometry for Elementary School Teachers
3 - Arts and Humanities (Literature) Requirement[5]
3 - Cross-Cultural Awareness Requirment[6]
4 - Natural Science Requirement[3]
17
Second Semester
3 - EDEC 2200 Family, School, and Community Relationships[7]
1 - EDEC 3020 Practicum in Early Childhood Settings[7]
3 - EDF 3020 Educational Psychology
3 - EDF 3340 Child Growth and Development
3 - EDF 4800 Foundations of Digital Media and Learning
3 - Arts and Humanities (Non-Lit) Requirement[6]
16
Junior Year
First Semester
1 - EDEC 3030 Practicum in Early Childhood Settings III[8]
3 - EDEC 3360 Concepts of Play and Social Development of Infants and Young Children[8]
3 - EDEL 3100 Arts in the Elementary School[8]
3 - EDSP 3700 Introduction to Special Education[8]
3 - EDSP 3750 Early Intervention for Infants and Children with Special Needs[8]
3 - Elective
16
Second Semester
1 - EDEC 3040 Practicum in Early Childhood Settings IV[9]
3 - EDEC 4200 Early Childhood Science[9]
3 - EDEC 4500 Early Childhood Curriculum and Social Studies Methods[9]
3 - EDEL 3210 Physical Education Methods and Content for Classroom Teachers[9]
3 - EDF 3010 Principles of American Education
3 - EDLT 4580 Early Literacy: Birth–Kindergarten[9]
16
Senior Year
First Semester
3 - EDEC 4000 Observation and Assessment in Clinical Settings[10]
3 - EDEC 4300 Early Childhood Mathematics[10]
3 - EDEC 4400 Early Childhood Language Arts[10]

3 - EDEC 4600 Critical Issues and Cultural Diversity in Early Childhood Education[10]
3 - EDLT 4590 Teaching Reading in the Early Grades: K-3[10]
15
Second Semester
12 – Emphasis Area Requirement[11]
12

125 Total Semester Hours

[1]Select from HIST 1010, 1020, 1720, 1730, or 1930
[2]Students must complete through 2020 in a modern language. See Modern Languages Requirement at Clemson University statement on page 27. Spanish is recommended.
[3]One biological science and one physical science course, each with laboratory, must be selected from General Education Requirements. See advisor.
[4]Must be taken the fall semester of the sophomore year.
[5]Select from ENGL 2120, 2130, 2140, or 2150
[6]See General Education Requirements.
[7]Must be taken the spring semester of the sophomore year.
[8]Must be taken the fall semester of the junior year.
[9]Must be taken the spring semester of the junior year.
[10]Must be taken the fall semester of the senior year.
[11]Completion of one of the following emphasis areas is required.

(1) Teacher Certification Emphasis Area
        9 - EDEC 4840 Directed Teaching in Early Childhood Education
        3 - EDEC 4850 Early Childhood Capstone

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

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

Non-Clemson University Students interested in the program of study should contact the Program Coordinator. Students without an undergraduate degree would need to apply to Clemson as a transfer student and meet all requirements for admission to the University. Transcripts and courses are reviewed, and an advisor assists potential students before admission to determine course transferability, requirements for a degree, and anticipated time to completion. Transfer admission to Clemson's teacher preparation programs are highly competitive.

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

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

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be advised with a list of missing coursework or redirected to an existing non-teacher residency MAT program.

Before Clemson education students begin their professional level requirements, a formal review is conducted, and students must have completed 60 semester hours of education program work, have passing scores on all areas of the Praxis CORE and have a minimum cumulative grade-point average of 2.75. A candidate may exempt the CORE by meeting minimum ACT or SAT requirements as determined by the South Carolina Department of Education.

Most of Clemson University students waive the Praxis CORE by meeting minimum ACT or SAT standards. Transfer students also provide ACT and SAT scores, and if they do not meet the minimum standards would take the Praxis CORE.

Any student applying to the MAT Teacher Residency program would have meet the Praxis CORE requirements before admission into the program.

For example, in 2016 students in Early Childhood were admitted with following ACT and SAT scores.

Student Count	ACT Average	SAT Verbal	SAT Math
21	25.57	635.71	617.14

Are there any special articulation agreements for the proposed program?
    ☐Yes

    ☒No

If yes, identify. (1000 characters)

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Curriculum

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

Curriculum by Year					
Course Name	**Credit Hours**	**Course Name**	**Credit Hours**	**Course Name**	**Credit Hours**
Spring I		**Fall**		**Spring II**	
ED 6900 Classroom Learning Environments	3	ED 8600 Classroom Based Research	3	ED 8990 Capstone Project	3
ED 8650 Curriculum Theory	3	ED 8090—Teacher Residency Internship	3	ED 8090—Teacher Residency Internship	3
EDF 8080 Contemporary Issues in Assessment	3	ED 8480—Teacher Residency Seminar	3	ED 8480—Teacher Residency Seminar	3
ED 8250 Cultural Diversity in Education	3				
Total Semester Hours	12	Total Semester Hours	9	Total Semester Hours	9

Total Credit Hours Required   **30**

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

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

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Course Descriptions for New Courses
[The following new courses have been approved and are ready for implementation.]

Course Name	Description
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.

Will graduate students have courses to address the needs of at-risk youth? Arguably, nearly all of our education courses address the needs of at-risk youth, given a definition of 'at-risk' as 'students at risk of dropping out'. Our Early Childhood, Elementary Education, and Secondary Education bachelor and the proposed MAT programs promote best practices in providing effective and engaging instruction that is targeted to a diverse K-12 population. Uniformly across all programs, we provide our pre-service teachers with a course that guides them in identifying and supporting students who have learning or behavioral needs that might interfere with academic success or growth (EDSP 3700 Introduction to Special Education). In the Elementary Education program area, pre-service teachers are required to take an additional course in classroom assessment (EDF 3080) that supports them in identifying and evaluating learning or behavioral issues, and the Early Childhood program requires a course titled Critical Issues and Cultural Diversity (EDEC 4600) in Early Childhood Education that supports early childhood teachers in addressing background differences that might influence future learning trajectories or school/family engagement. Students enrolled in the MAT Teacher Residency program will have graduate coursework in classroom learning environments (ED 6900) and assessment strategies (ED 8080).

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Faculty

Faculty and Administrative Personnel

Rank	Full- or Part-time	Courses Taught or To be Taught, Including Term, Course Number & Title, Credit Hours	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Comments (i.e., explain role and/or changes in assignment)
Professor #1 and Department Chair	F	ED 7350 Bring Learning Alive w/STEAM, 3 Sp ED 7350 Google Apps for Education, 3 Sp/Su ED 7350 Integrating Lit. in the Class, 3 Sp ED 7350 Spanish for Educators, 3 Sp	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	BA, English, Longwood College 1978. MA, Theology, Bethany Theological Seminary 1981. EdD, Curriculum and Instruction, Virginia Tech 1987.	
Associate Professor #1	F	ED 4380 Sel Topics in Educ, 3 Su ED 4390 Independent Study, 3 Su	BA, Media Arts, University of South Carolina 1991. MAT, Early Childhood Education, University of South Carolina 1993. PhD, Language and Literary Education, Georgia State University 2003.	
Associate Professor #2	F	ED 8600 Classroom Based Research, 3, Fa ED 9010 Persp. of Schooling in US, 3 Sp ED 9910 Doctoral Dissertation Research, Var. Fa/Sp ED 9940 Directed Research, 1 Su	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	ED 4390 Independent Study, 1 Fa ED 9800 Intern Curr & Instr, Var. Fa ED 9910 Doctoral Dissertation Research, Var. Fa/Sp ED 9940 Directed Research, Var. Fa	BS, Biology, University of North Carolina 1997. MAT, Science Education, University of North Carolina 1998. PhD, Science Education, North Carolina State University 2006.	
Associate Professor #4	F	ED 9020 Independent Doctoral Study, 3 Su	BS, Biology, Valdosta State University 1998. MEd, Science Education, Georgia Southern University 2001. PhD, Science Education, University of Georgia 2007.	

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Associate Professor #5	F	ED 8990 Capstone Project, 3, Sp ED 8710 STEAM Transdisc Teaching, 2 Sp ED 8711 STEAM Transdisc Teach Lab, 3 Sp ED 8720 STEAM Enacted and Evaluated, 2 Fa ED 8721 STEAM Enact and Eval Lab, 3 Fa ED 8730 STEAM Assessment, 3 Su	BS, Elementary Education, University of Wisconsin-Milwaukee 1989. MS, Administrative Leadership and Supervision, University of Wisconsin-Milwaukee 1997. PhD, Curriculum and Instruction, University of Wisconsin-Madison 2010.	
Associate Professor #6	F	ED 8480 Teacher Residency Seminar, 3, Fa, Sp ED 9910 Doctoral Dissertation Research, 9 Sp ED 9940 Directed Research, Var. Fa EDEC 4300 Early Childhd Math, 3 Fa	BFA, Dance, Montclair State University 2001. MEd, Elementary Education, Georgian Court University 2005. PhD, Curriculum and Instruction, Clemson University 2009.	
Associate Professor #7	F	ED 6900 Classroom Learning Environments, 3, Sp ED 8700 STEAM Instructional Design, 3 Fa ED 8720 STEAM Enacted and Evaluated, 2 Fa ED 8721 STEAM Enact and Eval Lab, 3 Fa ED 8730 STEAM Assessment, 3 Su ED 9800 Intern Curr & Instr, Var. Sp ED 9940 Directed Research, Var. Sp	BS, Biology, Indiana University 2000. MS, Education, Indiana University Purdue University -Indianapolis 2002. PhD, Curriculum and Instruction, Indiana University 2010.	
Associate Professor #8	F	ED 8390 Intro to Linguistics, 3 Sp	BA, Spanish, Bob Jones University 1979. MEd, Spanish, University of Georgia 1985. PhD, Spanish Linguistics, University of Texas 2002.	
Associate Professor #9	F	ED 8650 Curriculum Theory, 3 Su ED 9020 Teacher Development, 3 Su ED 9040 Intro Doc Seminar II, 1 Sp ED 9540 Curriculum Theory, 3 Fa ED 9800 Intern Curr & Instr, Var. Sp ED 9910 Doctoral Dissertation Research, Var, Fa/Sp/Su ED 9940 Directed Research, Var. Fa/Sp/Su	BA, Classics and History, Trinity University 1997. MA, Classics, University of Texas 1999. PhD, Curriculum and Instruction, University of Texas 2006.	
Associate Professor #10	F	ED 8600 Curriculum Based Research, 3 Fa ED 9910 Doctoral Dissertation Research, Var. Fa/Sp/Su ED 9940 Directed Research, 3 Fa	BS, Elementary Education, State University of New York - Buffalo 1992. MEd, Mathematics Education, University of Georgia 2003. PhD, Mathematics Education, University of Georgia 2006.	
Assistant Professor #1	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.	

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Assistant Professor #2	F	ED 8250 Cultural Diversity in Education, 3, Sp ED 9940 Directed Research, 1 Su	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 8090 Teacher Residency Internship, 3, Sp, Fa ED 3970 Creative Inquiry in Education, Var. Fa ED 9020 Independent Doctoral Study, Var. Fa EDEC 8100 Adv ECE Found & Meth, 3 Sp EDEC 8200 Adv ECE Curriculum, 3 Fa	BS, Early Childhood Education, Auburn University 1998. MEd, Early Childhood Education, Auburn University 1999. PhD, Early Childhood Education, University of Kentucky 2012.	
Assistant Professor #4	F	ED 9010 Education in African Diaspora, 3 Fa	BA, Sociology, Tufts University 2001. PhD, Educational Studies, Emory University 2013.	
Assistant Professor #5	F	ED 9940 Directed Research, Var. Sp EDEL 3100 Arts in Ele School, 2 Fa/Sp EDEL 3101 Arts in Ele Sch Lab, 3 Fa/Sp	BA, Performance Studies, University of Minnesota 2003. MA, Performance Studies, New York University 2006. PhD, Curriculum and Instruction, University of Wisconsin 2012.	
Assistant Professor #6	F	ED 8380 ELA/SS Primary Documents, 3 Su ED 8380 Selected Topics in Education, 3 Su ED 8540 Intl Perspec Poverty & Schools, 3 Su ED 9020 Critical Multiculturalism, Var. Fa ED 9800 Intern Curr & Instr, 3 Fa ED 9800 Intern Curr & Instr, Var. Sp ED 9910 Doctoral Dissertation Research, Fa/Sp ED 9940 Directed Research, 3 Sp/Su	BA, Speech Pathology/Audiology and Psychology (dbl major), Duquesne University 1979. MS, Speech/Language Pathology, West Virginia University 1980. PhD, Curriculum and Instruction, Clemson University 2008.	
Assistant Professor #7	F	EDF 8080 Contemporary Issues in Assessment, 3, Sp ED 9910 Doctoral Dissertation Research, Var. Fa ED 9940 Directed Research, 1 Su	BS, Mathematics, College of Charleston 1999. MS, Mathematics, Clemson University 2001. PhD, Mathematics, University of Washington 2009.	

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

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

Faculty   0.82   Staff   Administration   0.16

Faculty /Administrative Personnel Changes

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

The allocation of FTE for the Teacher Residency in Early Childhood program is 0.82 FTE faculty and 0.16 FTE administration.

Administration: The Program Director time is assigned to the TR in Early Childhood for 0.16 FTE administration.

Faculty: Additional teaching responsibilities for the TR in Early Childhood totals 0.82 FTE divided between 0.33 FTE lecturer, 0.33 FTE professor of the practice; and 0.16 FTE program director.

The salary for the Program Director (for both administrative and faculty responsibilities) is provided on the Program Administration line.

No additional support staff are required to implement the program.

Library and Learning Resources

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

The 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

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

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 such time as 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 advisory committees develop and approve the Plan of Study (GS-2) for each student which includes any common core requirements, other courses that may be selected by the student with faculty approvals.

Physical Resources

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

There are no additional major equipment items needed to support the proposed program.

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

☒No

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

The 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.

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Financial Support

Estimated New Costs by Year						
Category	**1st**	**2nd**	**3rd**	**4th**	**5th**	**Total**
	Spring 2018	**2018-19**	**2019-20**	**2020-21**	**2021-22**	
Program Administration	13,600	27,948	29,372	30,733	29,152	$130,805
Faculty and Staff Salaries	13,600	28,800	30,267	31,669	30,041	$134,377
Graduate Assistants						
Fringe Benefits	10,118	19,740	21,161	22,584	21,852	$95,455
Equipment						
Facilities						
Supplies and Materials	7,214	8,413	15,076	24,241	16,186	$71,130
Library Resources						
Other* (Debt Service, Admin Overhead, etc.)	2,227	28,347	73,970	88,047	85,080	$277,671
Total	**$46,759**	**$ 113,248**	**$169,846**	**$197,274**	**$182,311**	**$709,438**
Sources of Financing						
Category	**1st**	**2nd**	**3rd**	**4th**	**5th**	**Total**
Tuition Funding		46,008	122,688	209,952	233,280	$611,928
Program-Specific Fees		6,000	16,000	18,000	20,000	$60,000
State Funding						
Reallocation of Existing Funds*	50,000	38,553				$88,553
Endowment Funding		16,000	16,365	16,665	15,385	$64,415
Other Funding*						
Total	**$50,000**	**$106,561**	**$155,053**	**$244,617**	**$268,665**	**$824,896**
Net Total	**$3,241**	**$-6,687**	**$-14,793**	**$47,343**	**$86,354**	**$115,458**

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

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Budget Justification

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

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

Expense Highlights:
- **Personnel Costs:**
  - Salary and fringe to support a new program director (0.16 FTE administration and 0.16 FTE teaching), a new lecturer (0.33 FTE), and a new professor of practice (0.33 FTE) are included in the budget.
  - The College of Education will maximize efficiency by leveraging capacity in existing courses to support the master's program.
- **Operational Costs:**
  - Support for supervision of the residency experiences, such as travel costs, are included.
  - Costs to ensure federal online course compliance are included, as well as administrative and programmatic expenses.
- **Other Costs:**
  - Administrative overhead, intended to represent general and administrative costs including debt service.

Revenue Highlights:
- **Tuition and Fees:** An online Tier 5 rate of $426 per credit hour for in-state and out-of-state students for the master's program, increasing to projected Tier 4 online rates of $648 per credit hour in the third year of the program.
  Formula for calculating tuition in table: # of students x 18 credit hours x $ per credit hour
  Teacher Residency Program Fee: A $500 per semester program fee will be charged to students during their second and third semesters to support administration, field placement, and teacher residency supervision. The program fee is equivalent to lab fees that are charged at the undergraduate level for students engaged in their teacher practicums. The MAT Teacher Residency program requires more supervision and engagement by faculty with the schools and the graduate students thus the fee is necessary for us to cover our expenses.
- **Endowed Funds:** Recurring resources from the Eugene T. Moore endowed fund will support the Teacher Residency program and is shown in the table.
- **Reallocated Resources:** The College of Education will reallocate funds to the program in one-time funding over two years to support the launch of this initiative.

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

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

The student will pay $4334 per semester for two semesters (of a three-semester program of study). As stated above, the tuition is $426/credit hour and a program fee $500/semester. The total cost of earning the Teacher Residency master's degree is $8,668.

Students will not be paid for their teacher residency.

A student who graduates with a baccalaureate degree who later decides to return to school for a master's degree would spend $13,002 for a 30-credit hour master's degree, spending more money than if they completed a teacher residency.

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

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

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

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

As we developed the teacher residency program, we looked to the models and research available from programs like the ones in Boston, Memphis, and San Francisco. (Source: *The Teacher Residency: An Innovative Model for Preparing Teachers* (a 2016 report by the Learning Policy Institute)

We recognized the need to explore the success of their educational programs but recognized that we would have to make the Teacher Residency fit Clemson University, our students, and our partners. We have made decisions in collaboration with our seven district partners. Clemson and our partner districts believe that if we provide a robust teacher preparation program with a clinical residency experience, a highly trained master teacher, and building- and district-level supports, our graduates will not only be successful in the classrooms in terms of student outcomes but will also stay in the profession long than their non-residency counterparts. As our students graduate and move into their induction years, we will be collecting the data to evaluate the program.

Evaluation and Assessment

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

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 of the MAT programs. As examples, we have included two ways the state academic standards will be included in the MAT courses.

- In the Teacher Residency Internship and Seminar, all assignments involving planning of instruction, implementation of instruction, assessment of instruction on K12 learning involve the understanding and inclusion of the state academic standards relevant to the grade level and content area of instruction.

NEW PROGRAM PROPOSAL

- In the Capstone Project, students will be analyzing student data to modify instruction appropriately in an assignment. In order to collect student data, students have to have a clear understanding how to unpack each performance indicator in the standards, how the indicators relate to the objectives and assessments included in the lesson, and how instruction might need to be modified to better meet the performance indicators.

Likewise, state academic standards are incorporated in all corresponding undergraduate teacher preparation programs. For example, our early childhood and elementary undergraduates take methods courses in various content disciplines as can be seen by courses in the program such as methods in mathematics teaching, science teaching, physical science education, social studies teaching, language arts teaching, and arts and creativity. Our secondary education students focus specifically on the standards of their discipline (science, math, social studies, or English language arts), but we also place a heavy emphasis on integration of multiple disciplines even at the secondary level. In our unit and lesson planning assignments, students are encouraged to make connections to other disciplines in their planning.

The Master of Arts in Teaching in TR Early Childhood adheres to National Association for the Education of Young Children (NAEYC) Professional and Ethical Principles and Standards for Professional Practice in Teaching and Assessment, South Carolina Department of Education (SCDE) State Standards and Council for the Accreditation of Educator Preparation (CAEP) standards. Coursework and practical experiences will address these, and candidates' knowledge, skills, and dispositions across the principles and standards will be assessed through course assignments, observation and evaluation of teaching in practicum experiences, and state and national teaching exams (PRAXIS). Candidates who complete the MAT in Early Childhood will demonstrate competence across the National Association for the Education of Young Children Professional and Ethical Principles and meet requirements for recommendation for initial teaching certification in South Carolina.

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

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

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

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

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

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

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

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

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

NEW PROGRAM PROPOSAL

Student Learning Assessment

Expected Student Learning Outcomes	Methods of/Criteria for Assessment
Identify, implement and evaluate research-based instructional and assessment practices to improve classroom outcomes	ED 8090 and ED 8480: Evaluations of individual lesson plans overtime that indicate the student's use of assessment and evidence-based data that drive changes in classroom strategies. Project: Case Study Analysis, Student Learning Impact Assignment ED 8600: Research Proposal assignment
Implement a variety of intentional instructional practices in the classroom.	Ed 8090: Observations of students in classroom settings. Project: Video Analysis of Teaching ED 8990: Capstone Project assignment
Analyze student data to modify instruction appropriately.	ED 8090 and ED 8480: Evaluations of student work for critical thinking, analysis, and changes in lesson plans based on evidence. Projects: Video Analysis of Teaching, Critical Reflections, Case Study Analysis ED 8990: Capstone Project assignment
Demonstrate leadership skills in the classroom, in collaboration with school partners, in work with parents and family, and in professional organizations.	ED 8090 and ED 8480: Evaluations of long-range plan and professional goals. Observations of students in settings that provide opportunities for the students to work collaboratively with faculty and school administrators, parents/guardians/ family of students, as well as within professional organizations. Projects: Critical Reflections, School Equity Project, Resume, and Interviews ED 8250: cultural diversity class—school profile project (analysis of student data; collaboration with school partners; interactions with parents and families).
Critically examines how relationships between curriculum ideologies affect decisions of practice	ED 8650: Curriculum Ideology essay. Reflection upon how their own curriculum ideology has changed over time and how it affects practice in the present, grounded in major 20th/21st century curriculum theories.

NEW PROGRAM PROPOSAL

Will the proposed program seek program-specific accreditation?

☒Yes

☐No

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

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 MAT in Early Childhood, will seek program recognition by NAEYC. Data collection and program recognition will coincide with the initial cohort in the program.

Will the proposed program lead to licensure or certification?

☒Yes

☐No

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

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

Teacher or School Professional Preparation Programs

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

☒Yes

☐No

If yes, complete the following components.

Area of Certification

Early Childhood

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

South Carolina Department of Education/ National Association for the Education of Young Children Standards

NEW PROGRAM PROPOSAL

The MAT in Early Childhood is aligned with NAEYC preparation standards and will be submitted for approval through the NAEYC 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 assessment matrix below reflects the assessment of the SCDE standards.

Sections III and IV (below) are required by the South Carolina Department of Education.

Section III-SCDE Requirements

Early Childhood

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.

Early Childhood		
ADEPT Performance Dimension	**Course Where Addressed**	**Assignment(s)/Task(s) Addressing the APS**
Introduction to ADEPT Evaluation	ED 1050 Orientation to Education	ADEPT APS 1-10 Orientation
APS 1 Long-Range Planning	ED 8090 Teacher Residency Internship	Long-Range Plan Evaluation
	ED 8480 Teacher Residency Seminar	Long-Range Plan Evaluation
APS 2 Short-Range Planning	EDEC 4000 Observation and Assessment in Clinical Settings	Formative Lesson Observations, Final Summary Evaluation
	ED 8090 Teacher Residency Internship	Unit Plan assignment, Unit Evaluation, Portfolio, Mid-Term and Final Summary Evaluations
	ED 8480 Teacher Residency Seminar	Unit Plan assignment, Unit Evaluation
APS 3 Planning Assessments and Using Data	EDEC 4000 Observation and Assessment in Clinical Settings	Formative Lesson Observations, Final Summary Evaluation
	ED 8090 Teacher Residency Internship	Unit Plan assignment, Unit Evaluation, Formative and Summative Lesson Observations, Portfolio, Mid-Term and Final Summary Evaluations
APS 4 Establishing and Maintaining High Expectations for Learning	EDEC 4000 Observation and Assessment in Clinical Settings	Formative Lesson Observations, Final Summary Evaluation
	ED 8090 Teacher Residency Internship	Formative and Summative Lesson Observations, Mid-Term and Final Summary Evaluations
APS 5 Using Instructional Strategies to Facilitate Learning	EDEC 4000 Observation and Assessment in Clinical Settings	Formative Lesson Observations, Final Summary Evaluation
	ED 8090 Teacher Residency Internship	Formative and Summative Lesson Observations, Mid-Term and Final Summary Evaluations
APS 6 Providing Content for Learners	EDEC 4000 Observation and Assessment in Clinical Settings	Formative Lesson Observations, Final Summary Evaluation
	ED 8090 Teacher Residency Internship	Formative and Summative Lesson Observations, Mid-Term and Final Summary Evaluations
APS 7 Monitoring and Enhancing Learning	ED 8090 Teacher Residency Internship	Formative and Summative Lesson Observations, Mid-Term and Final Summary Evaluations
APS 8 Maintaining and Environment that Promotes Learning	EDEC 4000 Observation and Assessment in Clinical Settings	Formative Lesson Observations, Final Summary Evaluation
	ED 6900 Classroom Learning Environments	Formative Lesson Observations, Final Summary Evaluation
	ED 8090 Teacher Residency Internship	Formative and Summative Lesson Observations, Mid-Term and Final Summary Evaluations
APS 9 Managing the Classroom	EDEC 4000 Observation and Assessment in Clinical Settings	Formative Lesson Observations, Final Summary Evaluation

	ED 6900 Classroom Learning Environments	Formative Lesson Observations, Final Summary Evaluation
	ED 8090 Teacher Residency Internship	Formative and Summative Lesson Observations, Mid-Term and Final Summary Evaluations
APS 10 Fulfilling Professional Responsibilities	EDEC 4000 Observation and Assessment in Clinical Settings	Final Summary Evaluation
	ED 6900 Classroom Learning Environments	Final Summary Evaluation
	ED 8090 Teacher Residency Internship	Mid-Term and Final Summary Evaluation

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

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

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

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

Clinical Experiences include a minimum of the following:
Candidate Orientation
- Review College of Education Internship Handbook, required assignments and forms, review the South Carolina Teaching Standards Rubric, professionalism expectations, Code of Conduct, Safe Schools Climate Act and Bullying
Master Teacher Orientation

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

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

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

C. Education Economic Development Act (EEDA)

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

EEDA Performance Standard	Activity/Course Where Addressed	Assessment
Standard 1: Career Guidance	Internship/Teacher Residency Orientation	Professionalism and career rubric
	ED 8480 Teacher Residency Seminar	Professionalism and career rubric
Standard 2: Career Clusters and Individual Graduation Plan	ED 8480 Teacher Residency Seminar	Pre-Post Assessment
Standard 3: Career Guidance Model	ED 8480 Teacher Residency Seminar	Pre-Post Assessment
Standard 4: Character Education	ED 6900 Classroom Learning Environments	Classroom Management Plan
Standard 5: Contextual Teaching	ED 8090 Teacher Residency Internship	Summative Lesson Observation, Mid-Term and Final Summary Evaluation
Standard 6: Cooperative Learning	ED 8090 Teacher Residency Internship	Summative Lesson Observation, Mid-Term and Final Summary Evaluation
Standard 7: Accommodating Diverse Learning Styles	EDEC 4000 Observation and Assessment in Clinical Settings	Lesson Plan template and rubric
	ED 8480 Teacher Residency Seminar	Lesson Plan template and rubric
	ED 8090 Teacher Residency Internship	Summative Lesson Observation, Mid-Term and Final Summary Evaluation

D. South Carolina Standards of Conduct

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

E. South Carolina Safe School Climate Act

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

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

F. P-12 Academic Standards

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

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 Long-Range Plan, Unit Plan, Lessons, and Portfolio Evaluation.

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 Early Childhood Education Program must meet all admission requirements and be formally admitted before they are allowed to enroll in restricted professional courses.

Transfer students are required to have a 2.75 cumulative GPA in all previous college-level work. They must also be in good standing and eligible to return to the institution last attended.
Students are admitted to the professional level during their second year of enrollment in the university if they meet the following requirements:
- at least 60 credit hours of coursework;
- passing scores on all areas of the Praxis CORE; (Praxis CORE may be exempted if the student meets minimum ACT or SAT requirements as determined by the South Carolina State Department of Education);
- minimum cumulative GPA of 2.75.

There are admission criteria specific to this program. Prior to being admitted to the Teacher Residency track, the student must:
- have been admitted to the professional level;
- have completed a minimum of 90 hours of undergraduate credits;
- have a cumulative GPA of 3.4 or higher;

- have a grade of "C" or better in professional-level coursework;
- meet with academic advisors to discuss the Teacher Residency track;
- submit an application with recommendations;
- undergo faculty and district review.

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

H. Field and Clinical Experience Requirements

Candidates at the initial undergraduate level have completed a minimum of 100 hours of field experiences prior to clinical practice. Clemson's College of Education Early Childhood program prepares candidates for successful teaching positions in the pre-kindergarten and primary levels (PreK – grade 3) by emphasizing diverse clinical experiences and diverse populations with a focus on early literacy and early mathematical and scientific development. Candidates participate in numerous and diverse clinical experiences focusing on a variety of age groups and settings beginning their first academic year. Clinical experiences include a year-long placement in a Head Start classroom and at least 40 hours in an infant/toddler classroom, a K4 classroom, and a 2nd/3rd grade classroom. Candidates' fall senior clinical experience is unique in that they spend the first two weeks of the school year in their placement. During the middle of the same semester, candidates spend an additional six weeks in this placement; candidates are engaged in coursework relevant to specific clinical experiences between weeks spend in placement settings. Candidates spend at least 240 hours engaged in clinical experiences prior to a year-long teaching residency experience (144 days) with at least 1,080 additional hours of spent in the field. Altogether, Early Childhood candidates spend at least 1,320 hours in the field throughout their course of study.

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 with to ensure a diverse spectrum of future experiences. Our candidates have the opportunity to work with Appalachian, African American, Hispanic, and a variety of socio-economic backgrounds in rural and urban settings.

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 (EDEC 3010, EDEC 3020, EDF 3340, EDEC 3030, EDEC 3100, EDSP 3750, EDEC 3040), service learning (EDF 3340), case studies (EDSP 3750), and lesson planning, assessment development, data analysis, differentiated teaching practices, and reflecting practices (EDEC 4000). 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.

All student teacher candidates work under the mentorship of a master teacher and are assigned a university supervisor mentor/evaluator. Teachers selected to serve as Master 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.

During their final two semesters, candidates experience teaching and learning about two different grade levels; candidates have an opportunity to select a grade level teaching preference and this choice guides the candidate's placements during their senior practicum (EDEC 4000) and residency (ED 8090). If candidates express a desire to teach in an upper grade classroom (grades 1, 2, or 3), they will student teach in grades 1, 2, or 3 and their practicum (EDEC 4000) will be in a kindergarten classroom; if a candidate expresses a desire to teach in a lower grade classroom (kindergarten), the will student teach in a kindergarten classroom and have a practicum (EDEC 4000) in an upper grades classroom (grades 1, 2, or 3). These varied clinical experiences provide the necessary framework to help certify each Early Childhood candidate in grades Pre-K – 3, with a focus in a particular grade level.

As the below table indicates, candidates complete a minimum of 391 hours prior to entering their ED 8090 Teacher Residency Internship.

Early Childhood Initial Licensure Program, Teacher Residency Track		
Course	Description of the Field Experience and clinical practice (practica and internships)	# of hours
ED 1050	Orientation to Education: Candidates (typically freshman year) tutor in public schools to begin their training as educators and acquaint themselves with school age student behaviors.	10
EDEC 3010	Practicum in Early Childhood Settings I: Candidates (typically first semester sophomore year) are provided opportunities to observe, assist, tutor, teach, and interview children ages 3-5 in a Head Start program.	40
EDEC 3020	Practicum in Early Childhood Settings II: Candidates (typically second semester sophomore year) observe, assist, tutor, teach, and interview children ages 3-5 in a Head Start program, in the same classroom as EDEC 3010.	40
EDF 3340	Child Growth and Development: Candidates (typically sophomore year) observe child development and behavior in an elementary school setting.	6
EDEC 3030	Practicum in Early Childhood Settings III: Candidates (typically junior year) are provided with opportunities to observe, assist, tutor, and teach children ages birth to age 3 for half of the semester in a Childcare Center; during the remainder of the semester, candidates are provided with opportunities to observe, assist, tutor, and teach children ages 3-5 in a 4K classroom in a public elementary school.	40
EDEC 3100	Arts in the Elementary School: Candidates (typically junior year) observe elementary school settings with the arts infused into the curriculum.	4
EDSP 3750	Early Intervention Strategies for Young Children with Special Needs: Candidates (typically junior year) observe students in an early childhood setting who have special needs.	10
EDEC 3040	Practicum in Early Childhood Settings IV: Candidates (typically junior year) observe, assist, tutor, and teach children in a 2nd grade public school classroom for half of the semester; during the remainder of the semester, candidates are provided with opportunities to observe, assist, tutor, and teach children in a 3rd grade public school classroom.	40
EDEC 3210	Physical Education Methods for Classroom Teachers: Candidates (typically junior year) observe elementary school physical education class settings.	2
EDEC 4000	Observation and Assessment in Clinical Settings (Internship I): Candidates (typically senior year) are placed in an elementary school classroom where they observe, assist, co-teach with their cooperating teacher, and teach.	154
ED 6900	Classroom Learning Environments: Candidates are placed in elementary school classroom where they observe, assist, co-teach with their cooperating teacher, and teach.	45

ED 8090	Teacher Residency Internship (Student Teaching): Candidates are placed in a public elementary school classroom where they observe, assist, and teach under the supervision of their master teacher and university supervisor.	1,080
Total Hours		**1,471**

Procedures for Monitoring Candidates' Progress

Transition Point 1: Admission to Early Childhood 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 Early Childhood 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 promotes the student into the professional education program.
6. Advancement to the professional level is noted in the candidate's records so that course holds can be lifted which allows students to take professional level courses.

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

Transition Point 3: Admission to Internship
1. All candidates complete the State Department of Education online application for a South Carolina Teaching Certificate and schedule an appointment for electronic fingerprinting prior to their internship.
2. The Certification Coordinator monitors and verifies the completion of all requirements for admission to the internship.
3. The Teacher Residency Steering Committee, in conjunction with the Office of Field and Clinical Partnerships and Outreach, begins to coordinate the placement process.
4. Candidates pass the required Praxis II exam and the Praxis II PLT prior to internship placement.
5. Candidate records indicate the candidate is ready to register for internship course(s) and accompanying seminar course(s).
6. The Teacher Residency Steering Committee, in conjunction with the Office of Field and Clinical Partnership and Outreach, finalize internships. Candidates are notified of their internships the semester prior to the beginning of their internship.

Transition Point 4: Completion of Internship
1. Candidate's progress during the internship is monitored and assessed by the university supervisor and master teacher for required coursework completion.

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

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

I.   Eligibility for Certification

Candidates for Early Childhood Education certification complete at least 63 credit hours in their area of concentration. The Early Childhood Education program seeks national recognition by the CAEP-designated SPA (NAEYC). 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
Early Childhood Education	5024	160*	Principles of Learning and Teaching: Early Childhood	5621	157*

* 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 3750, Early Intervention Strategies for Young Children with Special Needs, lesson plans during the internship, and the final Portfolio Evaluation 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

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

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

ISTE NETS-T	Courses Where Addressed	Assignment/Task
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. 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	EDF 4800 Foundations of Digital Media and Learning	Tech to Try assignment Reflections and Connections assignments Final Project
	ED 8090 Teacher Residency Internship	Formative and Summative Lesson Observations Mid-Term Summary Evaluation Final Summary Evaluation
Design and develop digital age learning experiences and assessments Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the Standards. a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform learning and teaching	EDF 4800 Foundations of Digital Media and Learning	Tech to Try assignment Reflections and Connections assignments Final Project
	ED 8090 Teacher Residency Internship	Formative and Summative Lesson Observations Mid-Term Summary Evaluation Final Summary Evaluation
Model digital age work and learning Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation c. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning	EDF 4800 Foundations of Digital Media and Learning	Tech to Try assignment Reflections and Connections assignments Final Project
	ED 8090 Teacher Residency Internship	Formative and Summative Lesson Observations Mid-Term Summary Evaluation Final Summary Evaluation

Promote and model digital citizenship and responsibility Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information 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	EDF 4800 Foundations of Digital Media and Learning	Tech to Try assignment Reflections and Connections assignments Final Project
	ED 8090 Teacher Residency Internship	Formative and Summative Lesson Observations Mid-Term Summary Evaluation Final Summary Evaluation
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. a. Participate in local and global learning communities to explore creative applications of technology to improve student learning 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 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 d. Contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community	EDF 4800 Foundations of Digital Media and Learning	Tech to Try assignment Reflections and Connections assignments Final Project
	ED 8090 Teacher Residency Internship	Formative and Summative Lesson Observations Mid-Term Summary Evaluation Final Summary Evaluation

IV. National Accreditor and SPA Standards, and Assessments: Early Childhood

NAEYC Standards and Key Elements

STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING

Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.

Key elements:
1a: Knowing and understanding young children's characteristics and needs, from birth through age 8.
1b: Knowing and understanding the multiple influences on early development and learning
1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS

Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

Key elements:
2a: Knowing about and understanding diverse family and community characteristics
2b: Supporting and engaging families and communities through respectful, reciprocal relationships 2c: Involving families and communities in young children's development and learning

STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES

Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

Key elements:
3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children
3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.
3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.
3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments

STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES

Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional

strategies, and tools to connect with children and families and positively influence each child's development and learning.

Key elements:
4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children
4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology
4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches
4d: Reflecting on own practice to promote positive outcomes for each child

STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM

Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.

Key elements:
5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.
5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

STANDARD 6. BECOMING A PROFESSIONAL

Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

Key elements:
6a: Identifying and involving oneself with the early childhood field
6b: Knowing about and upholding ethical standards and other early childhood professional guidelines 6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
6d: Integrating knowledgeable, reflective, and critical perspectives on early education
6e: Engaging in informed advocacy for young children and the early childhood profession

STANDARD 7. EARLY CHILDHOOD FIELD EXPERIENCES

Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood – in at least two of the three early childhood age groups (birth – age 3, 3 through 5, 5 through 8 years) and in the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs).

Key elements of Standard 7
7a. Opportunities to observe and practice in at least two of the three early childhood age groups (birth – age 3, 3-5, 5-8)

7b. Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)

A. Context

<u>State or Institutional Policies that Influence Application of SPA Standards</u>

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 provides 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 at the elementary, 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 Semester Hours
The Behavior and Development of the Young Child* 3
Curriculum for Early Childhood Education 3
Methods and Materials for Early Childhood 3
Practicum in Early Childhood Education** 3
Teaching Reading at the Elementary Level 3
       OR
Emergent Literacy
Content courses in math, science, and social studies 9
(each must be represented)

Another document outlining requirements Standards, Policy, and Procedures for Educator Preparation Units can be 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 and spring prior to Teacher Residency Internship clinical practice and at nine points during Teacher Residency Internship clinical practice using rubrics based on the SCTS and the ADEPT standards.

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

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

2. Applicant screening with formal interviews will occur early fall of their senior year. During this interview, district officials and Clemson faculty will work together to evaluate TR candidates using a rubric that assesses: evidence of instructional effectiveness (pre-service teaching samples), recommendations from faculty and preceptors regarding classroom interactions, an applicant essay, and dispositional scores.

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

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

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

Educator preparation programs and other school personnel preparation programs must provide field experiences (also known as the practicum) that provide candidates with a variety of progressive experiences in multiple and diverse settings. All candidates must complete a minimum of 100 hours of field experiences prior to clinical practice (Teacher Residency Internship) 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 (Teacher Residency Internship).
• Teacher education candidates at the initial graduate level must complete a minimum of 75 hours of field experiences prior to their clinical experience.
• Teacher education candidates have an intensive, continuous clinical experience in a public school in the state of South Carolina. Occasionally extraordinary circumstances arise when the candidate has completed all work but the clinical phase of training and the candidate wishes to request a variance to complete the clinical in a public school in another state. If the unit in South Carolina that will ultimately recommend the candidate for certification agrees to supervise the candidate and fulfill all state requirements of this section, the unit may appeal to the Education Professions Committee (EPC) of the State Board of Education, describing in detail how the unit will ensure that the candidate meets all South Carolina criteria for completion of the clinical, including especially clinical supervision of the candidate by unit faculty. The unit will submit its proposal to the South Carolina Department of Education Division of School Effectiveness. After a staff review of the unit proposal, the proposal will be place on the EPC agenda. If the EPC approves the proposal, it will be taken to the State Board for final review.
• The clinical experience must be the equivalent of a minimum of twelve weeks or sixty full days.
• The candidate must teach independently a minimum of ten full days in one setting.
• During the clinical phase, the candidate adheres to the daily schedule of the master 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 master 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 master 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 master 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 master 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 (undergraduate program of study), Curriculum (graduate program of study), and Faculty.

B. List of Assessments (Completion of Chart)

Type and Number of Assessment	Name of Assessment	Type or Form of Assessment	When the Assessment is Administered
Assessment #1	PRAXIS II (50241)	State licensure test	Prior to Teacher Residency Internship
Assessment #2	Assessment Project	Project	EDEC 4600
Assessment #3	Lesson Plan and University Supervisor Evaluation	Project	EDEC 4000
Assessment #4	Teacher Residency Internship Portfolio	Portfolio	ED 8090
Assessment #5	Unit of Instruction from Teacher Residency Internship Portfolio	Project	ED 8090
Assessment #6	Philosophy of Early Childhood Paper	Essay	EDEC 3000/ED 8090
Assessment #7	Child Case Study	Project	EDEC 3600
Assessment #8	Community Connections Assignment	Project	EDEC 2200

C. Relationship of Assessments to Standards (Completion of Chart)

For each NAEYC standard on the chart below, identify the assessment(s) that address the standard. One assessment may apply to multiple NAEYC standards.

	PROGRAM ASSESSMENTS							
	1	2	3	4	5	6	7	8
Standard 1 – Promoting Child Development and Learning								
·Young children's characteristics and needs	X			X	X	X	X	
·Multiple influences on development and learning	X			X	X	X		

·Using developmental knowledge to create learning environments	X		X	X	X	X		
Standard 2: Building Family and Community Relationships								
·Family and community characteristics	X			X		X		X
·Supportive family relationships	X			X		X		X
·Involving families in child's development	X	X		X		X		X
Standard 3:Observing, Documenting, and Assessing to Support Young Children and Families								
·Assessment goals, benefits, and uses	X	X		X	X			
·Using appropriate assessments	X	X	X	X	X	X		
·Practicing responsible assessment		X	X	X	X	X	X	
·Assessment partnerships		X			X	X		
Standard 4: Using Developmentally Effective Approaches								
·Understanding positive relationships and interactions	X					X		X
·Knowing effective strategies and tools for education	X	X	X	X	X	X		
·Using a broad repertoire of practices	X	X	X	X	X	X		
·Reflecting on practices	X	X	X	X	X	X		
Standard 5: Using Content Knowledge to Build Meaningful Curriculum								
Understanding content knowledge and resources in academic disciplines	X		X	X	X			
Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines	x		X	X	X			

Design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.			X	X	X			

Standard 6: Becoming a Professional								
·Professional EC involvement	X					X		X
·Ethical standards	X	X		X		X		
·Continuous learning	X			X		X		
·Integrating multiple perspectives	X	X		X		X	X	X
·Engaging in advocacy	X	X					X	X

D. Planned evidence for meeting standards (Assessment documents)

Assessment 1 – Praxis Scores

Description of assessment

The PRAXIS II Education of Young Children (5024) exam is the state licensure test for South Carolina and Early Childhood candidates take it prior to the Teacher Residency Internship.

Alignment of assessment with NAEYC standards

The eight sections of the exam are aligned with NAEYC standards, as follows:

  I. Child Development and Learning
  NAEYC 1a, 1b, 1c
  II. Observation, Documentation, and Learning
  NAEYC 3a, 3b, 3c, 3d
  III. Developmentally Appropriate Practices
  NAEYC 4a, 4b, 4c, 4d
  IV. Professionalism, Family, and Community
  NAEYC 2a, 6a, 6b, 6c, 6d, 6e
  V. Content Pedagogy and Knowledge
  NAEYC 5a, 5b
  VI. Knowledge of Teaching
  NAEYC 4a, 4b, 4c, 4d
  VII. Relationships with Families and Professionalism
  NAEYC 2a, 2b, 2c
  VIII. Assessment, Curriculum, and Instruction
  NAEYC 3a, 3b

Assessment 2 – In-depth Assessment Project

This in-depth Assessment project is an important requirement in the EDEC 4600 (Critical Issues in Early Childhood Education) course, a required course during the first semester of senior year, a year prior to

Teacher Residency Internship. This assessment project was selected because of feedback from our candidates indicating that they desired more direct experience assessing children in the classroom setting. The project is comprehensive and requires the candidates to develop precise observational and authentic assessment skills by documenting a child's growth and development over time, and carefully interpreting data gathered to inform teaching. Candidates create a portfolio for one child at the practicum site by observing and recording the child's behaviors in classroom activities, and systematically collecting work samples that demonstrate the child's individual strengths, needs, interests, and achievements. Candidates look holistically at the child's learning and participation in the classroom, including how strengths and needs in the areas of fine and gross motor development, communication and literacy skills, numeracy skills, concept knowledge, social-emotional development, artistic expression, relationships with peers and adults, approaches toward learning, and executive functioning contribute to the child's learning style. The child, as well as his/her family members, teachers and related service providers, should be included in the process. Several of the following methods of data collection should be employed: running records, rating scale, frequency count, time sample, anecdotal observations, conference notes, videotaped lessons/interactions, interview notes, photos, and work samples. Artifacts may include checklists, photographs, videotapes, audiotapes, interviews, materials from a take-home packet the candidate designed, anecdotal records, conference notes and information from the child's record (IF ALLOWED). This assignment is designed as a semester-long project that will be discussed regularly during class sessions as well as individual conferencing with the professor. The final assignment includes:

1. Detailed description of the child following the model of Pat Carini's Descriptive Review (Himley & Carini, 2001).
2. A catalogue of the five artifacts collected that assess some aspect of the child's development in the classroom including:
    a. A description of the assessment and child participation including: date of collection(s), directions given or adult interactions, child participation, and involvement of others. Discuss why each artifact was chosen for the portfolio, what it reveals about the child.
    b. Reflections of the child's response to the assessment, activities and/or instructional strategies.
    c. Subsequent activities and instructional strategies implemented from the information gathered through the artifact/assessment. What decisions have been made about changing/modifying/continuing certain practices based on interpretations made of the artifact?
3. A final report, summarizing what was learned about the child, their learning and development over time in relation to the questions posed, recommendations for the classroom and the child's other learning environments settings, and how the initial hypotheses were substantiated or refuted based on the information gathered.
4. A reflection of the child inquiry process as teacher research. Consider the following questions: How has the child inquiry project informed your definition of teacher researcher? What were some challenging aspects of being a teacher researcher? From observing the master teacher and this experience, how would research be included in your own classroom (vs. being able to observe without interruptions and the competing demands of everyday teaching)?

Candidates express that this assignment sometimes seems daunting to them, but after completion they feel more confident in their own ability to select and use appropriate assessment tools, as well as recognize the importance of multiple assessments to understand children's development. In addition, they are better able to understand the importance and role of assessment in planning instructional activities and the ways that assessment should guide instruction.

Alignment of assessment with NAEYC standards

The EDEC 4600 Assessment Project Assignment assessment is aligned with the following NAEYC standards and elements:

Standard 2: Building Family and Community Relationships
Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They know about,

understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

2c: involving families and communities in their children's development and learning.

Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families
Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

3a: knows about and understands the goals, benefits, and uses of assessment.

3b: knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of *technology* in documentation, assessment, and data collection.

3c: understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive *technology* for children with disabilities.

3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.

Standard 4: Using Developmentally Effective Approaches
Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.

4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.

4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches

4d: Reflecting on own practice to promote positive outcomes for each child

Standard 6: Becoming a Professional
Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

6b: Knowing about and upholding ethical standards and other early childhood professional guidelines.

6d: Integrating knowledgeable, reflective, and critical perspectives on early education.

6e: Engaging in informed advocacy for young children and the early childhood profession

Assessment #2
In-Depth Assessment Project
(Titled "Child Study Project" in course EDEC 4600)

<u>Description of the Assignment:</u>
Educational planning requires a clear understanding of each child's learning style, strengths and needs. Candidates will have an opportunity to develop precise observational and authentic assessment skills by documenting a child's growth and development over time, and carefully interpreting data gathered to inform teaching. Candidates will create a portfolio for one child at the practicum site by observing and recording the child's behaviors in classroom activities, and systematically collecting work samples that demonstrate the child's individual strengths, needs, interests, and achievements. Candidates should look holistically at the child's learning and participation in the classroom, including how strengths and needs in the areas of fine and gross motor development, communication and literacy skills, numeracy skills, concept knowledge, social-emotional development, artistic expression, relationships with peers and adults, approaches toward learning, and executive functioning contribute to the child's learning style. The child, as well as his/her family members, teachers and related service providers, should be included in the process. Several of the following methods of data collection should be employed: running records, anecdotal observations, conference notes, videotaped lessons/interactions, interview notes, photos, and work samples. Artifacts may include checklists, photographs, videotapes, audiotapes, interviews, materials from a take-home packet the candidate designed, anecdotal records, conference notes and information from the child's record (IF ALLOWED). This assignment is designed as a semester-long project that will be discussed regularly during class sessions as well as individual conferencing with the professor. In process grades will be provided at each phase. Ongoing feedback and recommendations should be incorporated into the final product. *Candidates will present the part due and his/her evolving insights on the selected child for peer feedback.* Portions of the inquiry portfolio will be due as follows:

Part 1
Candidates will describe:
1: A rationale for choosing the particular child
2: An overarching question and 2 to 5 sub-questions about the child's learning and development
that will guide the inquiry (these questions should be related to the rationale);
3: Initial hypotheses to the questions;
4: A plan for gathering and interpreting data to justify or refute initial hypotheses including:
      a: Activities to observe
      b: Possible artifacts and data collection methods
      c: Assessments (Developmental checklist, Frequency count, Time sample (or participation chart, Rating scale, Rubric)
      d: Ways to gather information from the master teacher(s), related services, paraprofessionals and family members (Note that family members must be included in data gathering methods).

Part 2
Candidates will catalog currently gathered artifacts or assessments. Each artifact considered for the portfolio will include:
1: A description of the activity and child participation including: date of collection(s), directions given or adult interactions, child participation, and involvement of others. Discuss why each artifact was chosen for the portfolio, what it reveals about the child and teacher resident practices as related to the questions being asked.
2: Reflections of the child's response to activities and instructional strategies, or assessment.
3: Subsequent activities and instructional strategies implemented from the information gathered through the artifact/assessment. What decisions have been made about changing/modifying/continuing certain practices based on interpretations made of the artifact?
This assignment requires candidates to be "teacher researchers." Research is a process of gathering and reflecting on objective artifacts to determine the appropriate course of action regarding child, family, or classroom. Many times teachers do collect multiple forms of data however; it is a challenge for them to interpret what they have collected. Therefore it may not be the most visible activity occurring in the classroom. As candidates collect data for this child inquiry assignment, reflect on the data being collected by the master teacher and others in classroom and respond to the following:
4: How is research unfolding in the classroom? Consider the multiple forms of collecting data and how that data are used in making classroom decisions. If research is not clearly observable, talk with the master teacher and discuss with professor. If, through these discussions, it becomes apparent that

research is not occurring, discuss how research could be used and what missed opportunities have been observed and the implications to teaching.

Part 3:
Candidates will revise and expand Part 2. Information must be gathered consistently throughout the process to best capture the child's ongoing learning and development, as well as candidates' evolving understanding of the child and interventions. Discuss in depth the instructional strategies or interventions implemented, their level of success and, if they did not work, potential reasons and modifications. Multiple data gathering methods during different activities should be used and synthesized to obtain a clear and valid picture of the child's learning and development. Candidates will describe what they have learned about program planning, implementation and monitoring.
Final Paper:
The final portfolio should include multiple forms of data collection and be comprised of:
1: Detailed description of the child, following the model of Carini's Descriptive Review
2: Each artifact with a description as outlined in Part 2, including how the artifact informs
   "answering" the questions that guided the portfolio.
3: A final report, summarizing what was learned about the child, their learning and development
   over time in relation to the questions posed, recommendations for the classroom and the child's other
   learning environments settings, and how the initial hypotheses were substantiated or refuted based on
   the information gathered.
4: A reflection of the child inquiry process as teacher research. Consider the following
   questions: How has the child inquiry project informed your definition of teacher researcher? What were
   some challenging aspects of being a teacher researcher? From observing the master teacher and this
   experience, how would research be included in your own classroom (vs. being able to observe without
   interruptions and the competing demands of everyday teaching)?

Final Presentation:
Create *a visual representation of your child or child study process.* You may include a photo of the child, but go beyond a photo to represent your learning. Be creative and try to limit the number of words that you incorporate into your visual, so that it is as *non*verbal as possible.

Description of Assessment Measures:
Checklists: A checklist is a predetermined list of criteria against which the recorder answers yes or no, present or not present. It often indicates milestones attained and developing areas; 5 domains of development should be covered (motor, cognitive, social/emotional, language, self-help). This could be based on a single classroom assignment or a collection of assignments.

Frequency Counts: A frequency count measures repeated actions of a child, the whole group, or the teacher. Strategies are then implemented to reduce negative actions or behavior or increase desirable ones. Once a strategy is implemented, a later comparison is conducted to determine efficacy. For purposes of this assignment, select a behavior that needs change or that you do not understand why it occurs. Clearly define the behavior so your tally of that behavior is easy to do. Determine an appropriate time frame for daily data collection; repeat the same time frame at least 3 days. This is "baseline" data. Once baseline is collected, your "intervention" is conducted. For these purposes, the watching their behavior and have noticed that they have struggled with [or done well with] (give numbers of tallies). Tell them you plan to watch the behavior for several more days and you hope they can improve. This is meant to be an encouraging, positive conversation -not a punitive one. For three more days, tally the behavior during the same time period. Was there an increase in positive behavior? Decrease in negative behavior? Did the intervention talk have an impact?

Time Samples (or participation charts): A time sample is a recording method that tracks children's choices, their peer selection, and time spent in one area. The recording can be compiled on an individual child or an entire class. It generally measures attention span and interest. To conduct this assessment, list all time frames on a row of the table. At specific time intervals (designated) look to see where each child is and code it in each corresponding box for each child. Record again at the next time interval; repeat this process. At the end of the project, look for patterns of choice with children and selection.

Rating Scales: A rating scale lists specific descriptions of criteria from least to most, early developing to later developing, simple to complex, with several choices in between. The recorder makes a judgment

based on observation. While it requires subjective input from the rater, it is more qualitative than a checklist that only gives a simple 'yes' or 'no.'

Rubrics: A rubric is a scoring guide that differentiates between levels of development in a specific area of performance or behavior. It uses a range of three or more levels to assess performance-for example, from beginning to developing to proficient. Each of the levels contains specific, measurable performance characteristics. It differs from a rating scale because it has qualifiers with each level. Ideally a rubric is a guide for a candidate when completing an assignment; therefore it is given to the candidate as a working guide. The candidate uses the rubric as they work on the assignment, so they know what is expected in every component of the grading equation. For purposes of this assignment, the rubric can be created by you, your classroom teacher, an internet-generated site, or follow a template. Rubrics and the candidate work (or photocopies) should accompany the assignment.

In addition to the above assessments (as well as assessments used by Master Teachers such as running records, writing assessments, mathematics assessments, tests, etc.) the readings for this course include additional assessments that the candidates may use as part their project. These include:
Himley, M. & Carini, P. F. (Eds.). (2000). *From another angle: Children's strengths and school standards*. New York: Teachers College Press. [detailed description of the Descriptive Review]
Owocki, G., & Goodman, Y. (2002). *Kidwatching: Documenting children's literacy development.* Portsmouth, NH: Heinemann. [detailed descriptions of how to observe children's development as well as observation protocols to document language development, including connections to home]

In-Depth Assessment Project
Rubric for Assessment 2

	Not Met Indicator 1	Meets Indicator 2	Exceeds Indicator 3
NAEYC Std. 2: Candidate knows about, understands, and values the importance and complex characteristics of children's families and communities. Candidate uses this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in children's development and learning.	Candidate's descriptions are weak or nonexistent. Evidence of a relationship seems weak or nonexistent. There is little or no evidence of involvement with the family.	Candidate's work describes the significant characteristics of the family and the community and nature of their influences on the child's development. They use knowledge of family & community to build relationships; use varied communication strategies; and link family to at least one community resource. They use family's input to inform decisions.	Candidate's response reflects extensive knowledge of family's goals, language/culture, and characteristics; links family with multiple resources. Demonstrates strong skills in interpreting and sharing results in light of family & community characteristics; and reflects knowledge of strengths and limitations of tool(s) given child's unique background needs.
	Not Met Indicator 1	Meets Indicator 2	Exceeds Indicator 3
NAEYC Std. 3: Candidate knows about and understands the goals, benefits, and uses of assessment. Candidate knows about and uses systematic observations, documentation, and other assessment strategies in a responsible way, in partnership with families and other professional	Candidate's understanding and use of assessment is weak, inappropriate, or non-existent. There is little or no evidence of knowledge of and ability to contribute to partnerships.	Candidate shows knowledge of important goals of assessment and explain benefits and potential harm of assessments considered and selected. They show basic competence in implementing tools and approaches selected; work reflects skill in interpreting and using results. They articulate a research base that supports partnerships; demonstrate core skills in	In addition, candidate shows how assessments selected align with goals, curriculum, and teaching strategies of the classroom. Evidence goes beyond to show in-depth knowledge and a high level of skill in using the approaches selected with the child, given unique special needs. Candidate discusses legal issues that might apply.

	Not Met Indicator 1	Meets Indicator 2	Exceeds Indicator 3
		communicating with families and master teacher	
NAEYC Std. 4 Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.	Candidate's knowledge and skills related to developmentally effective approaches are weak and candidate does not demonstrate knowledge of academic disciplines	Candidate shows knowledge of developmentally effective approaches when teaching/assessing young children and candidate's work shows ability to integrate multiple areas of knowledge in curriculum design,	In addition, candidate shows an extensive understanding of appropriate developmental approaches and employs quality professional resources to supplement and inform their own teaching and learning practices
NAEYC Std 6 Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.	Candidate shows limited knowledge of the profession of early childhood education and lacks understandings of the field's central issues, standards, and research findings.	Candidate shows knowledge of the field of early childhood as a profession and is able to connect the central issues in the field with the current research involving children and families	In addition, candidate's work demonstrates critical reasoning and flexibility of understanding.

Assessment 3 – Lesson Plan and University Supervisor Evaluation

<u>Description of assessment</u>

For this assignment, candidates plan, implement, and reflect on one content-area lesson in their field placement classroom (4K-Grade 3) and that lesson is evaluated by the candidate's University Supervisor using the standard evaluation form based upon the South Carolina Teaching Standards and ADEPT which are outlined in the South Carolina system for evaluating teaching. The ADEPT performance standards (APS) fall under ten specific areas and can be categorized under four domains:

Domain 1: Planning
APS 1 Long-Range Planning
APS 2 Short-Range Planning of Instruction
APS 3 Planning Assessments and Using Data

Domain 2: Instruction
APS 4 Establishing and Maintaining High Expectations for Learners
APS 5 Using Instructional Strategies to Facilitate Learning
APS 6 Providing Content for Learners
APS 7 Monitoring, Assessing, and Enhancing Learning

Domain 3: Classroom Environment
APS 8 Maintaining an Environment That Promotes Learning
APS 9 Managing the Classroom

Domain 4: Professionalism
APS 10 Fulfilling Professional Responsibilities
Candidates must use their knowledge of child development, observational assessment skills, teaching and learning knowledge, and data collection procedures to successfully complete the assignment.

2. Alignment of assessment with NAEYC standards
The EDEC 4000 Lesson Plan and University Supervisor Evaluation assessment is aligned with the following NAEYC standards and elements:

NAEYC STANDARD 1: PROMOTING CHILD DEVELOPMENT AND LEARNING -- Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.
　　1c. Using developmental knowledge to create healthy, respectful, supportive, and
　　 challenging learning environments for young children.

NAEYC STANDARD 3: OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

　　3b: Knowing about and using observation, documentation, and other appropriate assessment
　　tools and approaches, including the use of technology in documentation, assessment and data
　　collection.
　　3c: Understanding and practicing responsible assessment to promote positive outcomes for each
　　child, including the use of assistive technology for children with disabilities.

NAEYC STANDARD 4: DEVELOPMENTALY EFFECTIVE APPROACHES -- Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.

4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.

4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches with a high level of cultural competence, understanding and responding to diversity in culture, language and ethnicity.
4d: Reflecting on own practice to promote positive outcomes for each child

NAEYC STANDARD 5: USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM
Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.

5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.
5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

South Carolina Teaching Standards
Lesson Observation Form

Teacher Candidate:	Date:
Classroom Teacher:	School:
University Supervisor:	Grade/Subject:
Date of CT/US/Candidate formal lesson evaluation conference:	

The rubric for *Proficient* is indicated in the form below; Performance levels with performance criteria are provided at levels 4, 3, 2, and 1.

A score of *3-Proficient* is considered proficient and is appropriate for a preservice teacher entering the teaching profession. Please choose the score that represents consistency in a majority of the bullets of a single score.

Exemplary (4): Consistent evidence of student centered learning/student ownership of learning; teacher facilitates the learning
Proficient (3): Some evidence of student centered learning/student ownership of learning; teacher facilitates the learning
Needs Improvement (2): Moving towards student centered learning/student ownership of learning; consistent reliance on teacher direction
Unsatisfactory (1): Heavy emphasis on teacher direction; minimal evidence of studente ownership of learning

Domain: Designing & Planning Instruction	Comments
The *Proficient* candidate demonstrates, on whole, the following: *Instructional Plans*: Include objectives aligned to standards; activities, materials, and assessments are aligned to standards, are intentionally sequenced, and build on prior student knowledge; lesson plan is appropriate for the age and knowledge of the students and provides opportunities to accommodate individual student needs (ADEPT 1A, 1B, 1C, 2A, 2C, 3B) *Student Work*: Assignments require candidates to interpret and analyze information, draw conclusions and support conclusions through writing; candidate work should connect what they are learning to life experiences (ADEPT 1A, 1B, 1C, 1D, 2A, 2C, 3B) *Assessment*: Assessments are aligned to standards and have clear and measurable criteria (ADEPT 1A, 1B, 1C, 1D, 2A, 2C, 3A, 3B, 3C)	Score (4, 3, 2, or 1): Strengths: Areas for Improvement:

Domain: The Learning Environment	Comments
The *Proficient* candidate demonstrates, on whole, the following: *Expectations:* Are high and demanding for every student; students are encouraged to learn from mistakes; teacher creates experiences where students can experience success; students complete work according to teacher expectations (ADEPT 4A, 4B, 8C, 9B) *Managing Student Behavior:* Students are on-task; expectations and rules have been established for behavior; different techniques are used to motivate students; disruptions are addressed (ADEPT 1E, 8B, 9A, 9C) *Environment:* The classroom is welcoming and organized and understandable to students; resources and supplies are accessible; student work is displayed; promotes individual and group learning (ADEPT 8A, 8B) *Respectful Culture:* All interactions are respectful and friendly; teacher is receptive to interests and opinions of the students (ADEPT 8B, 8C, 9A)	Score (4, 3, 2, or 1): Strengths: Areas for Improvement:

Domain: Instruction	Comments
The *Proficient* candidate demonstrates, on whole, the following: *Standards and Objectives:* Are communicated, aligned and sequenced, connected, and clear (ADEPT 1B, 2A, 4A, 7A) *Motivating Students:* Content is relevant, meaningful, and engaging; exploration, inquiry, curiosity, and effort are valued (ADEPT 1E, 4B, 4C, 6C) *Presenting Instructional Content:* Visuals, examples, and modeling are used when appropriate; communication is clear; intentional sequencing is demonstrated (ADEPT 5A, 5C, 6B, 6C) *Lesson Structure and Pacing:* The lesson is coherent (beginning, middle, and end); no time is lost; routines are established; pacing is appropriate and allows students to progress at different rates (ADEPT 6C, 9B, 9C) *Activities and Materials:* Support the lesson objectives, are challenging, incorporate appropriate technology, elicit a variety of thinking, are relevant, provide opportunities for student-student interaction, provide students with choices, induce curiosity, and sustain attention (ADEPT 5B, 5C, 6C) *Questioning:* Question types are varied, purposeful, and sequenced intentionally; wait time is used; active responses are required; volunteers and non-volunteers are called on; students generate questions to further inquiry (ADEPT 5C, 7A)	Score (4, 3, 2, or 1): Strengths:

				Areas for Improvement:

Academic Feedback: Oral and written feedback is academic focused; frequently given; feedback from students is used to guide instruction; teacher invites students to give feedback to one another (ADEPT 7A, 7B, 7C)

Grouping Students: Instructional grouping maximizes student learning; group composition is varied; students are held accountable for group and individual work (ADEPT 5B, 5C)

Teacher Content Knowledge: Accurate content knowledge is demonstrated; subject-specific strategies are used; key ideas are highlighted; depth of coverage is a focus (ADEPT 5A, 5B, 6A, 6B)

Teacher Knowledge of Students: Differentiated instructional methods are used; students' interests and cultural heritage is incorporated; the teacher demonstrates an understanding of anticipated responses, common misconceptions, and possible learning difficulties (ADEPT 5A, 6B)

Thinking: At least one type of thinking is taught and used (analytical, practical, creative, research-based); students generate ideas and alternatives and analyze problems from multiple perspectives (ADEPT 5B)

Problem Solving: Activities are implemented that teach and reinforce at least two types of problem solving (abstraction, categorization, drawing conclusions/justifying solutions, predicting, observing and experimenting, improving solutions, identifying relevant and irrelevant information, generating ideas, creating and designing) (ADEPT 5B)

Technology					
	Performance Standard	Exemplary 4	Proficient 3	Needs Improvement 2	Unsatisfactory 1
Use of Technology Score: ___	Candidate uses instructional technology in the classroom for student learning (e.g., smartboards, laptops, ipads).	Always	Often	Sometimes	Rarely
Use of Technology Score: ___	Candidate uses web sites and web applications in the design and implementation of lessons.	Always	Often	Sometimes	Rarely
Evidence Notes					

Assessment 4 – Teacher Residency Internship Portfolio

Candidates complete a Teacher Residency Internship placement during their 5th year. During this placement, candidates are expected to complete an electronic portfolio that outlines evidence of their professional growth, as a result of Teacher Residency Internship. Candidates include artifacts such as their philosophy of education (used as a post assessment and compared to their philosophy written in EDEC 3000), a copy of their resume, and a summary, reflection, and artifact for each performance standard that is evaluated during lessons. In addition, candidates include an overview, reflection, and example artifacts from a "Connecting with Families" project where they develop and implement a family-focused initiative in their Teacher Residency Internship settings. Examples of these initiatives could include hosting a family night at the school, creating a system of correspondence with families, or developing home connections for families based on the content that is implemented in the school setting. These summaries, reflections, and artifacts provide examples of how the candidate met each performance standard while teaching and what they might do differently in the future. Such artifacts could

include a unit plan and associated assessments, example lessons with reflections, and example analyses of assessments. The performance standards that candidates show evidence for meeting are based on a state-system for evaluating teaching called ADEPT. The ADEPT performance standards (APS) fall under ten specific areas and can be categorized under four domains:

Domain 1: Planning
APS 1 Long-Range Planning
APS 2 Short-Range Planning of Instruction
APS 3 Planning Assessments and Using Data

Domain 2: Instruction
APS 4 Establishing and Maintaining High Expectations for Learners
APS 5 Using Instructional Strategies to Facilitate Learning
APS 6 Providing Content for Learners
APS 7 Monitoring, Assessing, and Enhancing Learning

Domain 3: Classroom Environment
APS 8 Maintaining an Environment That Promotes Learning
APS 9 Managing the Classroom

Domain 4: Professionalism
APS 10 Fulfilling Professional Responsibilities

Although these standards are used in all grade levels to assess teaching, they are appropriate for assessing student teacher performance in early childhood because they are written in a developmentally appropriate manner. For example, in ASP 8 Maintaining an Environment that Promotes Learning, it is implicit that when addressing this standard, candidates should maintain an environment that promotes learning in early childhood by using best practices in early childhood pedagogy. Supervisors are also aware that candidates need to be meeting these guidelines with an emphasis on early childhood.

Alignment of assessment with NAEYC standards

The Teacher Residency Internship portfolio is aligned with the following NAEYC standards:
1a. Knowing and understanding young children's characteristics and needs, from birth through age 8
1b. Knowing and understanding multiple influences on early development and learning
1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

2a: Knowing about and understanding diverse family and community characteristics
2b: Supporting and engaging families and communities through respectful, reciprocal relationships
2c: Involving families and communities in young children's development and learning

3a. Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children.
3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.
3c. Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.
3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.

4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children
4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology
4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches
4d: Reflecting on own practice to promote positive outcomes for each child

5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.
5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.
5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.
6a: Identifying and involving oneself with the early childhood field.
6b: Knowing about and upholding ethical standards and other early childhood professional guidelines.
6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
6d: Integrating knowledgeable, reflective, and critical perspectives on early education.
6e: Engaging in informed advocacy for young children and the early childhood profession

Assessment #4
Teacher Residency Internship Portfolio
Description of the Assignment
GUIDELINE FOR DEVELOPING AN ELECTRONIC PORTFOLIO

Your electronic teaching portfolio provides a way to present yourself as a thoughtful, competent professional and documents your growth in teaching. It should include carefully selected evidence of your performance as a Teacher Resident and of your ability to analyze your teaching.

The size of the portfolio is not as important as the content. A portfolio is not just a collection of products. Although you may choose certain products as examples, it is the way you analyze and present yourself that is critical. The portfolio should be a clear, concise, understandable, and an effective portrayal of yourself as a beginning teacher.
Your portfolio and presentation will count 40 points toward your final grade. Therefore, the quality of your portfolio/presentation can have a significant impact on your final grade for Teacher Residency Internship. Turn your portfolio in to your US on the assigned date. Five (5) points will be deducted from your final score for the portfolio/portfolio presentation assignment for each day the assignment is turned in after the due date established by the university supervisor.

1) Begin with an introductory section that includes your philosophy of education (1-3 pages) and a copy of your resume. Your philosophy of education must include how you will incorporate multicultural education and diversity into your curriculum and how you will promote cultural sensitivity, inclusiveness and appreciation in your classroom activities. This philosophy of education will be compared with the philosophy of education that you wrote in EDEC 3000 to determine how your philosophy has changed throughout the program.
2) Select two to three artifacts for each ADEPT Performance Standard Band that best represents your growth and competency in that area. Deciding what items of evidence to use and how to present them throughout the various sections of your portfolio will be a challenge. Many possibilities exist! Provide a narrative summary with reflection for each ADEPT Performance Standard Band justifying how you have met the standards and give evidence of reflection and self-evaluation (1 or 2 pages for each standard band). This narrative summary must include a reflection statement for each set of artifacts. The statement should cover an evaluation of the artifacts and the experiences that they document. Consider what you learned from the experience and how you might do things differently in the future. Address how the experience contributed to your development as a professional educator, consider what steps you might need to take for future growth, and consider ways that the standards of ADEPT interconnect.
3) Connecting with Families Project: for this portfolio project, you are to develop and implement a family-focused initiative in your Teacher Residency Internship placement. You can work with your Master Teacher and University Supervisor to decide on a plan for the project (some examples could be hosting a content-focused family night in your classroom or sending home a weekly or monthly calendar of activities families can do with their children to connect to the content you are teaching). Select two to three artifacts that appropriately display how you successfully connected with families throughout the semester. Write a 3-4 page summary description of how you connected with families and a reflection of the process. 4) There is no prescribed format for organizing your electronic portfolio. However it is your responsibility for arranging all of the required content (philosophy of teaching, resume, reflections and artifacts for APS Bands) in a manner that is easily accessible to your US.

5) Prepare a 30 minute oral/electronic presentation of yourself as a developing professional teacher. Schedule a presentation during the last weeks of Teacher Residency Internship with your University Supervisor. The presentation may be made to a panel of professionals which may include your Classroom Teacher, your University Supervisor, teachers at your school, a fellow Teacher Resident, etc. This presentation is not just an exercise in presenting PowerPoint slides for each ADEPT APS. It should be an analytical journey through your semester of becoming a teacher.

REFLECTION PROMPTS FOR PORTFOLIO

Planning (APS 1, 2 and 3)
To what extent have you planned for acting in accord with the rights and responsibilities of all students?
To what extent have you honored the contributions of diverse learners?
How well does your long-range plan capture the big ideas of the course?
Have you included meaningful affective goals for the course?
To what degree have you developed a plan for managing behavior?
How well have you planned for non-instructional routines?
To what extent have your plans been designed to improve students' process standards?
To what extent have your plans used the process standards to help students understand important ideas?
To what extent have your plans incorporated technology as a learning tool?
How successful have you been at planning lessons that capture students' interest?
How well have you used best practices, including the effective use of technology, to assess student learning?
To what degree have your assessments been aligned with your instruction and your goals?
How have you used strategies other than quizzes and tests to provide authentic assessment of student achievement?
How successful have you been at providing meaningful feedback to students?
How successful have you been at maintaining accurate records?

Instruction and Content (APS 4, 5, 7, and 8)
To what extent have you shown sensitivity to the developmental needs of diverse learners?
Did you set and maintain high expectations for everyone?
Did student understand what they were supposed to learn?
Did you have high expectations for everyone, both cognitively and affectively?
Did you use instructional strategies that were appropriate for the objectives?
Did you build toward, rather than from, abstract ideas?
Did you use strategies that actively engaged students?
Did you use strategies that promoted the process standards?
Did you use a variety of strategies?
To what extent were you committed to ethical and democratic dispositions, including respecting the rights and responsibilities of all students, valuing diverse points of views?
To what extent did you enhance student learning through best practices, including the effective use of technology?
How effective was the feedback you provided to students in helping them learn?
Did you summarize frequently and emphasize big ideas?
Did you extend or enrich the learning for every student?
Did you demonstrate a solid understanding of content and a variety of teaching methods to help students gain a deep understanding?
To what degree did you synthesize the content you taught and integrate interdisciplinary perspectives and applications by making connections to real life and by making global issues locally relevant?
How accurate were you in teaching content?
How well did you pace the course? Did you emphasize breadth over depth or depth over breadth?
Did you emphasize big ideas?
Were skills taught with understanding?
Did students see the purpose for the skills they were learning?

Classroom Management (APS 8 and 9)
How engaging and interesting was the environment in your classroom?
Did students feel free to take risks and make mistakes?
Did the environment promote cooperation and respect?
Did students accept responsibility for their own learning?

Did you communicate effectively through a variety of representations (spoken, written, and digital) when you interacted with student s, parents, professional colleagues and community leaders?
Did you demonstrate an ethical and democratic disposition that respected the rights and responsibilities of all students?
Did you have an effective management plan?
Did you enforce your rules fairly and consistently?
Did you manage time effectively, including transitions between activities?

Professionalism (APS 10)
Have you joined professional organizations?
Have you attended professional conferences?
To what extent have you been involved with meetings and organizations outside the classroom?
Comment on your interactions with parents and other members of the community.

Rubric: Assessment # 4
Teacher Residency Internship Portfolio
NAEYC Standards 1, 2, 3, 4, 5, and 6

Rubric for Assessment # 4				
	Not Met	Met	Exceeds	N/A
NAEYC Std. 1 NAEYC-INI.1a NAEYC-INI.1b NAEYC-INI.1c	Candidate's knowledge seems weak or nonexistent. Candidate does not provide evidence that the environment will support the child's health, culture, and individuality, and challenge child to gain new competencies.	Candidate work reflects knowledge of the child's specific needs and provides examples of interrelationships among developmental areas. They describe the nature of influences on the child; cite relevant intervention programs and research. They describe the essentials of research and developmental principles used to create an effective learning environment for the child; provide evidence that the environment to be created will support the child's health, culture, and individuality, and challenge child to gain new competencies.	In addition, candidate work is grounded in developmental theory and provides rich examples to describe child's characteristics and needs. There is evidence of thorough knowledge of possible interactions among these influences; and cites relevant theory and research.	
NAEYC Std. 2 NAEYC-INI 2a NAEYC- INI 2b NAEYC- INI 2c	Candidate's knowledge of families and ways of building relationships with them seems weak or nonexistent. Candidate does not provide evidence that they are able to develop strategies for supporting and engaging families and involving them in their child's learning and development.	Candidate shows an understanding of diverse families and community characteristics. They develop and implement strategies for building relationships with families in their setting. Candidate develops and implements strategies for involving parents in building an understanding of their child's learning and development.	In addition, candidates demonstrate the ability to reflect on their implemented strategies for building relationships and fostering collaboration with families. Candidates demonstrate the ability to think critically about the process and develop plans for future implementations of strategies.	
NAEYC Std. 3 NAEYC-INI.3a NAEYC-INI.3b NAEYC-INI.3c	Candidate's understanding and use of assessment is weak, inappropriate, or non-existent. There is little or no evidence of	Candidate shows knowledge of important goals of assessment and explain benefits and potential harm of assessments considered	In addition, candidate shows how assessments selected align with goals, curriculum, and teaching strategies of the classroom. Evidence	

		and selected. They show basic competence in implementing tools and approaches selected; work reflects skill in interpreting and using results. They articulate a research base that supports partnerships; demonstrate core skills in communicating with families and master teacher	goes beyond to show in-depth knowledge and a high level of skill in using the approaches selected with the child, given unique special needs. Candidate discusses legal issues that might apply.	
	knowledge of and ability to contribute to partnerships			
NAEYC Std. 4 NAEYC-INI.4b NAEYC-INI.4c NAEYC-INI.4d	Candidate's knowledge and skills related to developmentally effective approaches are weak and candidate does not demonstrate knowledge of instructional practices and tools.	Candidate shows knowledge of developmentally effective approaches when teaching/assessing young children and candidate's work shows ability to integrate multiple areas of knowledge and development and strategies for instruction in curriculum design,	In addition, candidate shows an extensive understanding of appropriate developmental approaches and employs quality professional resources to supplement and inform their own teaching and learning practices.	
NAEYC Std. 5 NAEYC- INI.5a NAEYC- INI.5b NAEYC-INI.5c	Candidate's knowledge related to the content appropriate for academic disciplines is weak or not existent. Candidate does not demonstrate the ability to use content knowledge to develop, implement, and evaluate appropriate early childhood lessons in a variety of disciplines.	Candidate's shows knowledge related to the content appropriate for academic discipline. Candidate demonstrates the ability to use content knowledge to develop, implement, and evaluate appropriate early childhood lessons in a variety of disciplines.	In addition, candidate shows the ability to identify content connections between disciplines and develop lessons that are meaningful for young children by connecting content with an understanding of development and the child's contexts.	
NAEYC Std. 6 NAEYC Std. 6b NAEYC- INI.6c NAEYC-INI.6d	Candidate's ability to uphold ethical standards and act in a professional manner is weak or nonexistent. Candidate does not demonstrate the ability to engage in collaborative learning experiences with peers or use technology effectively. Candidate does not demonstrate the ability to critically reflect on practice in relation to their understanding of early childhood education.	Candidate's ability to uphold ethical standards and act in a professional manner is apparent. Candidate demonstrates the ability to engage in collaborative learning experiences with peers and use technology effectively.	In addition, candidate demonstrates the ability to critically reflect on practice in relation to their understanding of early childhood education and is able to integrate this reflection in their practice.	

Assessment 5 – Unit of Instruction

Candidates complete a Teacher Residency Internship placement in their residency year. During this placement, candidates are expected to develop, implement, and reflect upon a written unit of instruction in their classroom settings. This unit of instruction should include all lessons and assessments that are necessary to meet the objectives outlined for the unit. Candidates are expected to relate the unit to student needs based on prior assessments. In addition, they are expected to describe any contextual factors that may impact instruction or student learning during the unit and explain how they are taking these factors into consideration when teaching. The unit plan should last for a minimum of five days and

should be taught in their Teacher Residency Internship placement. Following implementation, candidates must complete a reflection and self-assessment of the unit. Master teachers provide guidance during the development and implementation of the unit. University supervisors provide feedback and evaluate candidates.

Alignment of assessment with NAEYC standards
The Teacher Residency Internship unit of instruction is aligned with the following NAEYC standards:

Standard 1: Promoting Child Development & Learning.
Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.
    1a. Knowing and understanding young children's characteristics and needs
    1b. Knowing and understanding multiple influences on development and learning
    1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families
Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.
    3a. Understanding the goals, benefits, and uses of assessment
    3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of *technology* in documentation, assessment and data collection
    3c. Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive *technology* for children with disabilities
    3d. Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments

Standard 4: Using Developmentally Effective Approaches
Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.
    4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology
    4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches
    4d: Reflecting on own practice to promote positive outcomes for each child

Standard 5: Using Content Knowledge to Build Meaningful Curriculum
Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.

5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.

5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines

5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

Unit of Instruction
Description of the Assignment

Written Unit Plan: Prepare one unit plan in a subject area you select with the approval of your Master Teacher & University Supervisor. It will be necessary for you to continue to plan units with your MT as you progress through the semester, but only one written plan is required for formal evaluation by your US. You should seek guidance from your MT as you plan and prepare the unit. Submit a rough draft copy for the MT's approval. Be sure to seek his/her input and approval on the detailed lesson plans that are a part of the unit assignment. Provide the MT and US with a final draft copy. Turn the written unit in to your US for evaluation as soon as you complete it. Teach this unit as early in the semester as you can.

Use any format you choose, but be sure to address the following component parts. Review the key elements for ADEPT Performance Standards 2 & 3 to guide you in writing your unit plan and associated assessments.

I.   UNIT TOPIC:
II.   GRADE LEVEL:
III.   RATIONALE FOR UNIT AND CONTEXTUAL FACTORS: How does the unit   relate to instructional goals, needs of students, prior units? Explain your answers. Be   specific. Also describe the contextual factors that are likely to impact instruction and/or   student learning with regard to the selected unit. Include a description of the ways in   which each of these factors will be taken into consideration during unit planning and   instruction.
IV.   OBJECTIVES: Describe the unit objectives and their correlated standards or   expectations.
V.   CONTENT: In addition to the content taught in your unit, describe the key instructional   activities and strategies you will use to teach this unit.
VI.   REFERENCE/RESOURCE MATERIALS: Describe the materials and resources (including instructional technology) you will use to teach this unit. Attach or have   available copies of supplemental materials, poems, songs, activity sheets, etc; list   suggested book titles. You may want to categorize materials to show how they address   student needs, interests, abilities, and culture.
VII.   DAILY LESSON PLANS: Attach extended lesson plans for a minimum of five daily   lessons. Use the Sample Lesson Plan Format as a guide. Remember to write reflections after each lesson.
VIII.   PRIMARY ASSESSMENT STRATEGIES: Describe and/or attach the assessments   for each unit objective. Include descriptions of any necessary accommodations.
IX.   EVALUATION CRITERIA: For each assessment, include the evaluation criteria (i.e.,   describe and/or attach appropriate scoring rubrics, observation checklists, rating scales,   item weights, and the like).
X.   INTERPRETATIONS AND DECISIONS: Pre-assessment data are necessary to implement the unit plan and to analyze student performance relative to unit objectives.   Attach one or more clearly labeled tables, graphs or charts that depict the results of the pre-assessment(s) in a format that allows you to find patterns of student performance relative to each objective. Summarize the results of the pre-assessment(s) and describe the implications of these results on instruction. Once you have completed the unit, analyze all of your assessments and determine your students' progress relative to unit objectives. Attach clearly labeled tables, graphs or charts that depict student performance for the entire class and for at least two individual students. For each visual representation, provide a descriptive narrative that summarizes your analysis of student progress and achievement. Finally, explain the ways in which you have assigned student grades (or   other indicators of student performance), and include a description of the ways in which these results have been recorded as well as how and to whom they have been reported.
XI.   REFLECTION AND SELF-ASSESSMENT: Reflect on and describe the   relationship between your students' progress and achievement and your teaching   performance. If you were to teach this unit again to the same group of students, what,   if anything, would you do differently, and why?

Assessment # 5
Unit of Instruction

Rubric (NAEYC Standards 1, 3, and 4)
*Please note, the rubric for Assessment 5 is written to specifically address the following indicators: 1a, 1b, 1c, 3a, 3b, 3c, 3d, 4b, 4c, 4d, 5a, 5b, 5c.

Rubric for Assessment # 5				
	Not Met	Met	Exceeds	N/A
NAEYC Std. 1 NAEYC-INI.1a NAEYC-INI.1b NAEYC-INI.1c	Candidate's knowledge seems weak or nonexistent. Candidate does not provide evidence that the environment will support the child's health, culture, and individuality, and challenge child to gain new competencies.	Candidate work reflects knowledge of the child's specific needs and provides examples of interrelationships among developmental areas. They describe the nature of influences on the child; cite relevant intervention programs and research. They describe the essentials of research and developmental principles used to create an effective learning environment for the child; provide evidence that the environment to be created will support the child's health, culture, and individuality, and challenge child to gain new competencies.	In addition, candidate work is grounded in developmental theory and provides rich examples to describe child's characteristics and needs. There is evidence of thorough knowledge of possible interactions among these influences; and cites relevant theory and research.	
NAEYC Std. 3 NAEYC-INI.3a NAEYC-INI.3b NAEYC-INI.3c NAEYC-INI.3d	Candidate's understanding and use of assessment is weak, inappropriate, or non-existent. There is little or no evidence of knowledge of and ability to contribute to partnerships	Candidate shows knowledge of important goals of assessment and explain benefits and potential harm of assessments considered and selected. They show basic competence in implementing tools and approaches selected; work reflects skill in interpreting and using results. They articulate a research base that supports partnerships; demonstrate core skills in communicating with families and master teacher	In addition, candidate shows how assessments selected align with goals, curriculum, and teaching strategies of the classroom. Evidence goes beyond to show in-depth knowledge and a high level of skill in using the approaches selected with the child, given unique special needs. Candidate discusses legal issues that might apply.	
NAEYC Std. 4 NAEYC-INI.4B NAEYC-INI.4C NAEYC-INI.4D	Candidate's knowledge and skills related to developmentally effective approaches are weak and candidate does not demonstrate knowledge of instructional practices and tools.	Candidate shows knowledge of developmentally effective approaches when teaching/assessing young children and candidate's work shows ability to integrate multiple areas of knowledge and development and strategies for instruction in curriculum design.	In addition, candidate shows an extensive understanding of appropriate developmental approaches and employs quality professional resources to supplement and inform their own teaching and learning practices.	
NAEYC Std. 5 NAEYC-INI.5A NAEYC-INI.5B NAEYC-INI.5C	Candidate's knowledge related to the content appropriate for academic disciplines is weak or not existent. Candidate does not demonstrate the ability to use content	Candidate's shows knowledge related to the content appropriate for academic discipline. Candidate demonstrates the ability to use content knowledge to develop,	In addition, candidate shows the ability to identify content connections between disciplines and develop lessons that are meaningful for young	

	knowledge to develop, implement, and evaluate appropriate early childhood lessons in a variety of disciplines.	implement, and evaluate appropriate early childhood lessons in a variety of disciplines.	children by connecting content with an understanding of development and the child's contexts.	

Assessment 6 – Philosophy of Early Childhood Paper

During candidates' sophomore year, they complete a pre-assessment of their philosophy of education while taking EDEC 3000, Foundations of Early Childhood Education. EDEC 3000 is a survey of the field of early childhood education and the purpose of the philosophy paper is for candidates to reflect on their prior coursework on general education and professional education and then to synthesize the contents of this course to develop their own philosophy of early childhood education. Candidates then complete this philosophy paper again during their Teacher Residency Internship experience in ED 8090 as a post assessment to determine how their philosophy has changed after taking all early childhood courses and field experiences. For both assignments, candidates can provide a draft copy of the paper to the instructor by mid-semester and she/he provides detailed feedback to the candidate on the draft of the paper. Guidelines are provided for the candidates and essential elements of the paper are described and discussed in class. Candidates are to utilize peer-reviewed references and sources of information to ground their philosophy in literature related to early childhood education. Candidates frequently look back to prior courses and then compare/contrast that content as well as how they have evolved themselves.

Alignment of assessment with NAEYC standards

The philosophy of early childhood education paper is aligned with the following NAEYC standards:
Standard 1: Promoting Child Development & Learning.
Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.
> 1a: Knowing and understanding young children's characteristics and needs, from birth through age 8.
> 1b: Knowing and understanding the multiple influences on early development and learning
> 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

Standard 2: Building Family and Community Relationships.
Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.
> 2a: Knowing about and understanding diverse family and community characteristics
> 2b: Supporting and engaging families and communities through respectful, reciprocal relationships
> 2c: Involving families and communities in young children's development and learning

Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families
Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.
> 3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of *technology* in documentation, assessment and data collection.
> 3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive *technology* for children with disabilities.

3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.

Standard 4: Using Developmentally Effective Approaches
Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.
    4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children
    4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology
    4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches
    4d: Reflecting on own practice to promote positive outcomes for each child

Standard 6. Becoming a Professional.
Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.
    6a: Identifying and involving oneself with the early childhood field
    6b: Knowing about and upholding ethical standards and other early childhood professional guidelines
    6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
    6d: Integrating knowledgeable, reflective, and critical perspectives on early education

Pre/Post Philosophy of Early Childhood Education Paper
Assignment Description

In this assessment, you are asked to develop your own philosophy of early childhood education using your knowledge of child development and learning, understanding of assessment, and your knowledge about building family relationships and connecting with children and families.
Description of the Assignment
In collaboration with your instructor and other professionals, use of varied sources of information on early childhood education, and personal observations and experiences in early childhood settings, you will develop a well-organized and comprehensive paper that describes your own philosophy of early childhood education. This philosophy paper will inform your decision-making as a new teacher in diverse early learning settings. The philosophy paper should follow these guidelines:
Guidelines for the Assignment
Writing a philosophy of education paper is an essential requirement in shaping your own belief system and developing a framework for decision-making as a future teacher. The purpose of this assignment is to encourage you to put down on paper the strong beliefs and values that you have developed through coursework, practicum experiences, and other life experiences. Below are guidelines for developing your paper:
The philosophy paper should include the following elements:
❑   Purpose and goals of early childhood education
❑   View of the child as a learner
❑   Optimal environments for learning for the very young child
❑   Characteristics of the effective early childhood teacher
❑   Role of the community and parental involvement in early childhood education
❑   Theories and theorists who have influenced your thinking about teaching young children
❑   Essential elements of a developmentally appropriate curriculum for young children

- Other elements that candidates believe are important to explain their own philosophy of early childhood education
- Reference list using at least 3 professional sources
- Use of <u>citations within</u> the text of the paper
- Double space using APA guidelines

The draft of the philosophy paper will be submitted on a designated date. After careful review and feedback by the instructor, the candidate is expected to make final revisions and submit the paper as part of the final course portfolio. Assistance is available on an ongoing basis in the writing or editing of this philosophy paper.

Assessment 6

Pre/Post Philosophy of Early Childhood Education Paper
Rubric for Assessment #6

NAEYC STANDARD	Does Not Meet Expectations Indicator (1)	Meets Expectations Indicator (2)	Exceeds Expectations Indicator (3)
Standard 1: Promoting Child Development & Learning: 1a, 1b, 1c	Candidate does not demonstrate an adequate understanding that child development and learning is dependent on the use of diverse sources of experiences, information, and interactions with the environment and others as part of their philosophy of ECE.	Candidate demonstrates an acceptable level of understanding that child development and learning is dependent on the use of diverse sources of experiences, information, and interactions with the environment and others as part of their philosophy of ECE.	Candidate demonstrates an exceptional level of understanding that child development and learning is dependent on the use of diverse sources of experiences, information, and interactions with the environment and others as part of their philosophy of ECE.
Standard 2: Building Family Relationships 2a,2b,2c	Candidate does not adequately demonstrate an understanding of the need to fully integrate and involve family involvement in the learning of the young child and does not provide examples of effective strategies for tying family involvement to classroom goals and activities as part of their philosophy of early childhood education	Candidate demonstrates an adequate understanding of the need to fully integrate family involvement and provides examples of effective strategies for tying family involvement to classroom goals and objectives as part of their philosophy of early childhood education.	Candidates demonstrates and exceptional level of understanding of the need to fully integrate family involvement and provides examples of effective strategies for typing family involvement to classroom goals and objectives as part of their philosophy of early childhood education.
Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families 3b,3c, 3d	Candidate fails to demonstrate an adequate understanding that comprehensive child and environmental assessment require effective and appropriate partnerships with parents, resources, and other professionals as part of their philosophy of ECE.	Candidate demonstrates an adequate understanding that comprehensive child and environmental assessment require effective and appropriate partnerships with parents, resources, and other professionals as part of their philosophy of ECE.	Candidate demonstrate an exceptional level of understanding that comprehensive child and environmental assessment require effective and appropriate partnerships with parents, resources, and other professionals as part

			of their philosophy of ECE.
Standard 4: Using Developmentally Effective Approaches *4a, 4b, 4c, 4d*	Candidate's knowledge and skills related to developmentally effective approaches are weak and candidate does not demonstrate knowledge of instructional practices and tools.	Candidate shows knowledge of developmentally effective approaches when teaching/assessing young children and candidate's work shows ability to integrate multiple areas of knowledge and development and strategies for instruction in curriculum design.	In addition, candidate shows an extensive understanding of appropriate developmental approaches and employs quality professional resources to supplement and inform their own teaching and learning practices.
Standard 6: Becoming a professional: *6a, 6b, 6c, 6d*	Candidate's ability to uphold ethical standards and act in a professional manner is weak or nonexistent. Candidate does not demonstrate the ability to engage in collaborative learning experiences with peers or use technology effectively. Candidate does not demonstrate the ability to critically reflect on practice in relation to their understanding of early childhood education.	Candidate's ability to uphold ethical standards and act in a professional manner is apparent. Candidate demonstrates the ability to engage in collaborative learning experiences with peers and use technology effectively.	In addition, candidate demonstrates the ability to critically reflect on practice in relation to their understanding of early childhood education and is able to integrate this reflection in their practice.

Assessment 7 – Child Case Study

Candidates complete a case study of an infant or toddler (birth – 36 months) in EDEC 3360 Social Development of Infants and Toddlers. The case study is done on one child, ages (birth -36 months) during a 40 hour observational field placement in a local child care center. This assignment provides evidence of candidates' understanding of child development, in particular infants and toddlers, across the areas of emotional, social, physical, cognitive and language development. Candidates must use observational assessment skills and data collection procedures to successfully complete the assignment.

Alignment of assessment with NAEYC standards

The EDEC 3360 Child Case Study assessment is aligned with the following NAEYC standards and elements:

NAEYC 1: PROMOTING CHILD DEVELOPMENT AND LEARNING -- Candidates use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.
1a. Knowing and understanding young children's characteristics and needs
NAEYC 3: OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES -- Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children's development and learning.
3c. Understanding and practicing responsible assessment
NAEYC 6: BECOMING A PROFESSIONAL -- Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

6d: Integrating knowledgeable, reflective, and critical perspectives on early education
6e: Engaging in informed advocacy for young children and the early childhood profession

EDEC 3360 Child Case Study Assignment

I. Introduction

Physical Environment – Provide a rich description of the classroom environment. Include the age of the students, layout of the classroom, learning materials available, activities, and the general mood/climate of the classroom. Also, describe the childcare center in relation to the community it serves.

II. Observations

Selected Child – Introduce the child you have selected (pseudonyms should appear throughout the assignment to protect the confidentiality of the student) by describing age, general personality, general interactions, and as much background information about the child's family as you can. Include brief remarks that cover the areas of physical and cognitive domains. Use the subheadings provided to describe the skills in each of the social/emotional areas as they relate to the observations of your selected child. In your writing, please provide several examples. Do not give opinions in this section, but do provide concrete observations.

        A.   Temperament and Attachment
        B.   Language/Communication
        C.   Types of Play
        D.   Discipline/Self-regulation/Emotional Regulation/Sense of Conscience
        E.   Concentration/Problem-Solving
        F. Social Competence and Empathy

III. Analyses

In this section, you will discuss how the child's observed skills align with what you have learned about each topic and the milestones discussed in class/text for the stage of development. Analyses should be in complete sentences/paragraphs and cover the following topics.

        A. Temperament and Attachment
        B. Language/Communication
        C. Types of Play
        D. Discipline/Self-regulation/Emotional Regulation/Sense of Conscience
        E. Concentration/Problem-Solving
        F. Social Competence and Empathy

IV. Educational Practices

Demonstrate that you are an advocate for positive educational practices by including how teacher/staff promote development in these domains. What are the significant family characteristics and the nature of their influences on this child's development? If you could, what community resource(s) would you link with this family? Was there a good fit between the environment and the child? Are there other things that you would do if you were this child's teacher to promote development in these areas? Although you should avoid being overly critical of the teachers and setting, it is appropriate to assess and question methods seen in the classroom. Analyzing and reflecting will require a comparison of teaching methods and behaviors to see if what is observed is consistent with what you have learned in this and similar courses. Show what you know!

V. Conclusion

In this section, please provide concluding thoughts and summaries based upon your readings in the course as well as the observation time spent in your placement setting.

Assessment #7

EDEC 3360 Child Case Study
Scoring Guide

	Not Met	Met	Exceeds
NAEYC Standard 1 1a	Candidate's knowledge seems weak or nonexistent. Candidate fails to envision and describe appropriate actions resulting from the project	Candidate work reflects knowledge of the child's specific needs and provides examples of interrelationships among developmental areas. They describe the nature of influences	In addition, candidate work is grounded in developmental theory and provides rich examples to describe child's characteristics and needs. There is evidence of thorough

	Not Met	Met	Exceeds
		on the child; cite relevant intervention programs and research. They describe the essentials of research and developmental principles used to create an effective learning environment for the child; provide evidence that the environment to be created will support the child's health, culture, and individuality, and challenge child to gain new competencies.	knowledge of possible interactions among these influences; and cites relevant theory and research.
NAEYC Standard 3 3c	Candidate's understanding and use of assessment is weak, inappropriate, or non-existent. There is little or no evidence of knowledge of and ability to contribute to partnerships.	Candidate shows knowledge of important goals of assessment and explain benefits and potential harm of assessments considered and selected. They show basic competence in implementing tools and approaches selected; work reflects skill in interpreting and using results. They articulate a research base that supports partnerships; demonstrate core skills in communicating with families and master teacher.	In addition, candidate shows how assessments selected align with goals, curriculum, and teaching strategies of the classroom. Evidence goes beyond to show in-depth knowledge and a high level of skill in using the approaches selected with the child, given unique special needs. Candidate discusses legal issues that might apply.
NAEYC Standard 6: 6d, 6e	Candidate shows limited knowledge of the profession of early childhood education and lacks understandings of the field's central issues, standards, and research findings.	Candidate shows knowledge of the field of early childhood as a profession and is able to connect the central issues in the field with the current research involving children and families.	In addition, candidate's work demonstrates critical reasoning and flexibility of understanding.

Assessment 8 – Community Connections Assignment

This Community Connections project is an important requirement in the EDEC 2200 (Families, Schools and Community Relations) course, a required course that candidates take their sophomore year. This assignment is done in conjunction with a 40-hour field placement in a Head Start classroom. The purpose of this assignment is to learn how to get to know a community from a family perspective, in terms of what resources are available to families in the neighborhood/community that they live in, how candidates might use some of these as resources in their future classrooms and how families themselves might see these as resources (or not) depending on their situation. It is a valuable tool as candidates think about teaching in diverse communities and how to build on community resources, as well as recognize challenges for families to access community resources. As part of this assignment, candidates must get to know the communities where their schools are placed, in order to better understand the communities where they

will teach. The final product is a multi-media presentation as a way to demonstrate what candidates have learned about the communities they are teaching in.

Alignment of assessment with NAEYC standards

The EDEC 2200 Community Connections assessment is aligned with the following NAEYC standards and elements:

NAEYC 2: BUILDING FAMILY AND COMMUNITY RELATIONSHIPS -- Candidates know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.
> 2a. Knowing about and understanding family and community characteristics
> 2b. Supporting and empowering families and communities through respectful, reciprocal relationships
> 2c. Involving families and communities in their children's development and learning

NAEYC 4: USING DEVELOPMENTALLY EFFECTIVE APPROACHES -- Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.
> 4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children

NAEYC 6: BECOMING A PROFESSIONAL-- Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.
> 6a. Identifying and involving oneself with the early childhood field
> 6d. Integrating knowledgeable, reflective, and critical perspectives on early education
> 6e: Engaging in informed advocacy for young children and the early childhood profession

EDEC 2200 Community Connections Assignment

Description of the assignment:
This project can be completed individually or with a partner who is completing his/her field placement in the same community.
The purpose of this assignment is to learn how to get to know a community from a family perspective, in terms of what resources are available to families in the neighborhood/community that they live in, how candidates might use some of these as resources in their future classrooms (for example is there a children's museum/park/zoo that you can go to as a field trip or use as out of class projects), and how families themselves might see these as resources (or not) depending on their situation (for example, while there might be a zoo in the community, does the cost of admissions mean that families cannot visit). As part of this assignment, candidates must interview a parent and a teacher at their school site in order to learn more about the resources in the community, activities available for children/families. In addition, candidates must visit the community, participate in activities, use internet to search for local activities, events, parks, etc. This project is meant to be multi-media, so you must include photographs/videos/sound clips in addition to the written component.

Paper must include:
Name of area, brief description of community, and any relevant historical information
Information about focus school and demographics of school (neighborhood school, etc.)
Map of area (including relevant locations/sites discussed in paper)- these do not need to be geographically accurate, mostly to get sense of area, distances, locations, etc.

Overview of community points/locations that are relevant to families: supermarkets, stores, hospitals, clinics, places of worship, schools, parks, public transportation, etc. Detailed description of locations of places that are child-friendly (including costs, possible time commitment, etc.) Include activities available, for what ages, would you use location for a field trip (yes, no, why), possible learning opportunities, ways for families to engage together?

Final reflection: Please discuss what you have learned about the process of getting to know a community through families' perspectives. What were some of the challenges/limitations of this project? What kind of family perspective is privileged, which families are marginalized? How might these issues be balanced or resolved? As a future classroom teacher, how do you (if you do) see yourself using this project/process as you develop? What might be some of the challenges?

Presentation: In lieu of a final, candidates will present their community reports to the class in a multi-media presentation that includes highlights of the community, challenges for them as researchers and lessons learned.

Assessment #8

EDEC 2200 Community Connections Assignment
Scoring Guide

Standard	Does not Meet Expectations	Meets Expectations	Exceeds Expectations
NAEYC 2: BUILDING FAMILY AND COMMUNITY RELATIONSHIPS 2a, 2b, 2c	Candidate's descriptions are weak or nonexistent. Evidence of a relationship seems weak or nonexistent. There is little or no evidence of involvement with the family.	Candidate's work describes the significant characteristics of the family and community and the nature of their influences on the child's development. They use knowledge of family/community to build relationships; use varied communication strategies; and link family to at least one community resource. They articulate and work on the philosophy that the family is the child's primary teacher and use family input to inform decisions.	Candidate response integrates family theory and research factors and reflects extensive knowledge of family's goals, language/culture, and characteristics to deepen relationships; and links family with multiple resources for specific purposes. They demonstrate strong skills in interpreting and sharing results in light of family/community characteristics; and reflect knowledge of strengths and limitations of tool(s) given child's unique background and needs.
NAEYC 4: USING DEVELOPMENTALLY EFFECTIVE PRACTICES 4a	Candidate's knowledge and skills related to developmentally effective approaches are weak and candidate does not demonstrate knowledge of instructional practices and tools.	Candidate shows knowledge of developmentally effective approaches when teaching/assessing young children and candidate's work shows ability to integrate multiple areas of knowledge and development and strategies for instruction in curriculum design.	In addition, candidate shows an extensive understanding of appropriate developmental approaches and employs quality professional resources to supplement and inform their own teaching and learning practices.
NAEYC 6: BECOMING A PROFESSIONAL 6a, 6d, 6e	Candidate shows limited knowledge of the profession of early childhood education and lacks understandings of the field's central issues,	Candidate shows knowledge of the field of early childhood as a profession and is able to connect the central issues in the field with the current research	In addition, candidate's work demonstrates critical reasoning and flexibility of understanding.

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	standards, and research findings.	involving children and families.	

E. Planned use of assessment results to improve candidate and program performance
Data is collected by program faculty and reviewed and discussed in program area meetings. Data is also reviewed and maintained by the Executive Director of Strategic Planning, Assessment and Accreditation and the Coordinator for Assessment and Analytics. We review disaggregate and aggregate data, interpretations of data, and meeting minutes to determine ways to improve candidate and program performance. In addition, we engage our students, master 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.

CAAL Questions Prior to the February 8, 2018 meeting
Responses below are embedded in the final MAT proposal

Clemson University's Response

CHE—Questions for the CAAL Meeting, February 8, 2018

Questions for the MAT degrees:
1. If this program demonstrates so much potential, why has it not been done before?

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

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

2. What is the impact, if any, to SC State University programs?

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

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

    While it is possible to transfer to Clemson University in the teacher education programs, it is highly uncommon at the junior and senior level. The transfer admission process would require a student to have completed a minimum of 90 <u>specific</u> undergraduate credit hours or hold an undergraduate degree. An audit of the applicant's transcript would be required to ensure that all pre-requisite pedagogical and content coursework was completed,

including PRAXIS II passing scores. In addition, the same screening process used for ongoing Clemson undergraduate students would be required. Interested applicants who do not meet the pre-requisites can be advised with a list of missing coursework or redirected to an existing non-teacher residency MAT program. The coursework requirement is critical, because an applicant would need to meet the requirement for an undergraduate degree to be awarded by Clemson University in an approved teacher preparation program. This includes meeting the residency requirement (37 of the last 43 hours of undergraduate coursework are taken at Clemson University).

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

3. Please justify the acceptability of a shorter program than normal.

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

4. Why have a Special $500 fee? Why wouldn't the fee be part of normal tuition and fees? Is the fee just one more increasing requirement for poor students?

This program saves students about $4,400 over pursuing a bachelor's and then coming back to get their master's. 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.

5. What is the probability of finding the mentors that you seek?

We have mentors excited to engage in this. They see the value and are extremely interested. We are implementing a pilot program this year with the permission of the SC Department of Education, and currently, we have more Master Teachers interested and willing to pursue training then we have Teacher Residents. We will continue to build the pipeline of Master Teachers in the school districts so that we can rotate teachers over the years.

Responses below are embedded in the final MAT proposal

2-16-2018

Clemson University's Response to CAAL Questions

Program Proposal

- Master of Arts in Teaching (MAT) in Teacher Residency in Elementary Education
- Master of Arts in Teaching (MAT) in Teacher Residency in Early Childhood Education
- Master of Arts in Teaching (MAT) in Teacher Residency in Secondary Education

In preparation for the March 1, 2018 Commission meeting, please be sure revised proposals include comments and responses you provide at the CAAL meeting. In addition, please provide responses to the questions below and include those responses in the revised proposals as appropriate.

1. **Per the discussion at CAAL about the required emphasis needed in teacher education programs regarding the P-12 State Standards, please expand on how these standards are embedded in the MAT coursework. In addition, please share how they are embedded in the corresponding bachelor's degree for each MAT. Please include sections III and IV to be provided to the SCDE if they are reviewing this program for initial certification.**

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

   Likewise, state academic standards are incorporated in all corresponding undergraduate teacher preparation programs. For example, our early childhood and elementary undergraduates take methods courses in various content disciplines as can be seen by courses in the program such as methods in mathematics teaching, science teaching, physical science education, social studies teaching, language arts teaching, and arts and creativity. Our secondary education students focus specifically on the standards of their discipline (science, math, social studies, or English language arts), but we also place a heavy emphasis on integration of multiple disciplines even at the secondary level. In our unit and lesson planning assignments, students are encouraged to make connections to other disciplines in their planning.

   (This content is found under Evaluation and Assessment in the 3 program proposals)

2. **Statistics from successful residency programs in Boston, Memphis, and San Francisco were cited during the presentation: Our research disclosed, for example, $12,000-$14,000/year stipends, tuition reductions, health care benefits, housing stipends and weekly personal support. Share more how you anticipate the MAT in TR will achieve the**

comparable five-year retention and student success should financial aid commitments, student-to-district commitments, and curricular features used in Boston, Memphis and San Francisco remain excluded.

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

As we developed the teacher residency program, we looked to the models and research available from programs like the ones in Boston, Memphis, and San Francisco. Below is a table of findings from those particular teacher residency programs:

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

		academic rigor, high expectations, and strong instructional methods with them. High school students also rated their teachers as having strong expertise in creating a positive classroom culture.

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

We recognized the need to explore the success of their educational programs but recognized that we would have to make the Teacher Residency fit Clemson University, our students, and our partners. We have made decisions in collaboration with our seven district partners. Clemson and our partner districts believe that if we provide a robust teacher preparation program with a clinical residency experience, a highly trained master teacher, and building- and district-level supports, our graduates will not only be successful in the classrooms in terms of student outcomes but will also stay in the profession long than their non-residency counterparts. As our students graduate and move into their induction years, we will be collecting the data to evaluate the program (see Question 5).

(This content was added to the Budget Justification, as further clarification related to the fact that Clemson will not provide students stipends.)

3. **Also, as discussed at CAAL, please elaborate on the Master Teacher and Mentors associated with the program. Are they two separate people who will be working the teacher residents or are they one person in a role similar to the Cooperating Teacher? Please summarize how they are selected and trained, and how they play an evaluative role with the teacher resident.**

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

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

(This content was provided under the Curriculum Table.)

4. **As discussed at the CAAL meeting, please elaborate on any coursework related to social justice in the MAT Program of Study or in the corresponding bachelor's degree programs. Is this coursework required for the national accreditation process? Also, what courses cover at-risk youth?**

There are no social justice courses in the MAT program. Our students take ED 8250, Cultural Diversity in Education, which examines components of culture, their impact on a student's identity, and how this identity is tied to a student's learning and academic achievement.

The only teacher preparation program that includes a social justice course is the Language, Culture and Diversity emphasis area of the undergraduate elementary education program. As we stated at CAAL, we returned to Clemson and initiated a discussion related to the course requirement with our faculty.

Faculty reported that EDEL 4050 is important to the LCD strand as it supports pre-service teachers in expanding their focus on the increasing diversity of the second through sixth grade students in our classrooms. More importantly, this course permits an examination of how the background, education, and experiences of the typical Clemson graduate might not adequately prepare them for teaching students who come from poverty, from other language backgrounds, or from different racial, ethnic, or cultural groups. The goal of the EDEL 4050 course is to provide an opportunity for education majors to think through how to support elementary students from every background in getting the instruction and resources they need to attain the World Class Knowledge and World Class Skills that our SC Department of Education assures them (Transform SC: Profile of the South Carolina Graduate, http://sccompetes.org/transformsc/).

This particular strand of the Elementary Education bachelor's degree program is aligned to our College of Education mission statement that announces a "particular focus on serving underperforming schools and underserved communities." Further, it allies with the SC ESSA act recommendations as evidenced in the introduction to the ESSA Consolidated State Plan: "Despite one of the highest poverty rates in the nation, South Carolina is determined to work its way to the forefront of twenty-first century industry while ensuring that its citizens – rural and urban – have equitable access to opportunity" (https://ed.sc.gov/newsroom/every-student-succeeds-act-essa/sc-draft-essa-plan-submitted-10-13-2017/, page 1). This development of a citizenry who have "equitable access" requires a teaching force that understands and is prepared to create more supportive learning environments in their own classrooms.

Regarding courses to address the needs of at-risk youth: Arguably, nearly all of our education courses address the needs of at-risk youth, given a definition of 'at-risk' as 'students at risk of dropping out'. Our Early Childhood, Elementary Education, and Secondary Education bachelor and proposed and existing MAT programs promote best practices in providing effective and engaging instruction that is targeted to a diverse K-12 population. Uniformly across all programs, we provide our pre-service teachers with a course that guides them in identifying and supporting students who have learning or behavioral needs that might interfere with academic success or growth (EDSP 3700 Introduction to Special Education). In the Elementary Education program area, pre-service teachers are required to take an additional course in classroom assessment (EDF 3080) that supports them in identifying and evaluating learning or behavioral issues, and the Early Childhood program requires a course titled Critical Issues and Cultural Diversity (EDEC 4600) in Early Childhood Education that supports early childhood teachers in addressing background differences that might influence future learning trajectories or school/family engagement. Students enrolled in the MAT Teacher Residency program will have graduate coursework in classroom learning environments (ED 6900) and assessment strategies (ED 8080).

(Content related to at-risk youth was added to proposal under the section for new course descriptions.)

5. **Finally, please include your response from the meeting about Clemson's commitment to share field feedback of what they have learned with this model including the characteristics of the schools where the residents are placed and the differing experiences within each school two years after program implementation to help CHE understand the potential to scale success statewide.**

Clemson would be pleased to share the evaluation results of the Teacher Residency program directly to CHE and through formal statewide conferences, such as the SC Educators for the Practical Use of Research (SCEPUR) meetings. Perhaps other opportunities will be provided by CHE as well. Data collection will begin with the first group of graduate students who will enter the program in Spring 2018 (as part of an approved SC Department of Education Innovation Program), graduate in May 2019 and begin their first teaching positions in the Fall of 2019.

To support our primary MAT in Teacher Residency primary goals (page 3 of the proposals), the faculty have identified three purposes of the teacher residency program on which to base our program evaluation.

> **1**) Increase recruitment, quality, and retention of educators through an immersive teacher residency program, aligned with the priorities of our partner districts.
> **2**) Increase quality of instructional leadership and retention in our partner districts through an immersive master teacher program.
> **3)** Improve student achievement by focusing on recruitment, preparation, and retention of teachers through a residency approach.

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

Teacher Residents (# 1): Annually, we will collect CU TR data and comparable data from non-residents enrolled in Clemson's College of Education, including demographic data, admission scores, grade point averages, and grades earned in required education courses. We will collect other performance information such as performance on student teaching evaluations and other assessments tied to SPA reviews.

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

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

Master Teachers (# 2): We will conduct focus groups and interviews with MTs. After MTs have completed coursework on mentoring, coaching, and inquiry-based instruction we will ask about preparedness to serve as effective MTs and about the MT's experiences with the TR. MTs will be surveyed on their TRs' readiness to become a teacher of record, ability to reflect upon and critically analyze their own instruction, and their growth during residency. For those MTs supporting TRs after the residency year, we will ask about the types of supports they are providing and the TR's continued growth as a teacher of record. We will gather data to see if enrollment in the required MT courses leads to pursuit of other specialization or degree programs. Finally, we will track the employment of MTs to explore whether the teacher residency program helps retain MTs in classroom teaching positions.

School/District Leaders: Annually, we will conduct interviews and focus groups with SLs, including superintendents, principals, and instructional coaches and/or support specialists, beginning the first year the TRs become teachers of record. We will ask SLs about TRs' abilities to succeed in the classroom, the level of support they need, their ability to integrate quickly into the school's faculty, and other items deriving from the SC-ADEPT assessment system.

Student Achievement (# 3): Districts will provide information regarding the achievement of students (without student names) in MT classrooms. After the TR graduates, partnering districts will continue to provide achievement data for students in TR classrooms as well as for students in non-TR classrooms. The major student outcome measure will be students' growth score from the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) assessments in English/Language Arts (ELA) and Mathematics, administered in each of the participating districts. NWEA has demonstrated that MAP is well-aligned with the SC READY assessment system; MAP reading scores consistently predicted students' proficiency levels on the SC READY ELA assessment 84-86% of the time and 86-89% of the time on the SC READY mathematics assessment (NWEA, 2016).

(This content has been added to the 3 proposals in the section of program objectives.)