New Program Proposal
MAT in Teacher Residency in Elementary Education
Clemson University

<u>**Executive Summary**</u>

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 Elementary 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 Elementary 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 Elementary 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 Elementary bachelor's degree requires a total of 122 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; • Elaborate on coursework related to social justice in the proposed MAT and corresponding bachelor degree programs; 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 Elementary 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 Elementary 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   13.1202

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

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 on educational instruction and student assessment that improves K-12 student learning outcomes. Below is a table of findings from three teacher residency programs:

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

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

Alignment with the ClemsonForward Plan

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

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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).

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Employment Opportunities

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

☒Yes

☐No

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

Occupation	Expected Number of Jobs Nationally	Employment Projection	Expected Number of Jobs in SC	Data Source
Employment Opportunities				
Elementary School Teachers, except for Special Ed	1,392,660	6% growth	21,450	US Bureau of Labor Statistics, 9-7-17 (https://www.bls.gov/oes/current/oes252021.htm)
Early Childhood/ Elementary (all)			18,376.74	2016 SC CERRA Report on Teaching Positions in SC

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

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.

Mathematics vacancies accounted for 11% of all vacant positions in 2016-17, compared to less than 9% in 2015-16. Vacancies in sciences, English/language arts, and speech language therapy represented another 17% of all vacant teaching positions in the state. Clemson Elementary Education students have opportunities to select to focus on Literacy, Culture and Diversity or Mathematics and Science.

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)

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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

Program Name	Institution	Similarities	Differences
Elementary Education	Bob Jones University	While listed in the CHE Inventory of Programs, Bob Jones University website does not have a MAT degree identified as available. The university does offer a M.Ed. for those individuals already certified teachers.	N/A
Elementary Education	College of Charleston	Both programs prepare students for teacher certification for grades two through six and the Universities use NAEYC for evaluating student achievement. Pedagogy and content knowledge is similar, and both include courses addressing effective learning environments.	The program is a minimum of 42 credit hours versus 30 credit hours, admission requirement is undergraduate coursework in a broad liberal arts background while CU's requires a specific preparation in early childhood education; GPA requirement is a 2.5, versus a 3.4 for the TR program; the length of time spent in supervised field experience differs (one semester versus two). Students entering Clemson's MAT program will have focused on one of two content areas (Literacy/English or Math/Science) in their undergraduate coursework.
Elementary Teacher Education	Converse College	Both programs are designed to prepare students for certification in grades 2-6; 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 55 credits including directed teaching. Clemson's 30 credit hour degree program recognizes the content and educational coursework from the student's undergraduate program and focuses on graduate level course work including a year-long teaching residency. Students entering Clemson's MAT program will have focused on one of two content areas (Literacy/English or Math/Science) in their undergraduate coursework.
Elementary Education	SC State University	Both programs are designed to prepare students for certification in grades 2-6; both programs include methodologies designed to promote elementary education. Both prepare students for state and national standards for elementary education.	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. Students entering Clemson's MAT program will have focused on one of two content areas (Literacy/English or Math/Science) in their undergraduate coursework.

Elementary Education	USC-Columbia	Both programs prepare students for teacher certification for grades two through six; both programs include professional education courses, teaching area content, and internships and seminars. Both programs have designed the teaching experiences to be supportive with increasing amount of autonomy.	The program is 51 credit hours, versus the 30 credits required by Clemson; the student may have a bachelor's degree in any subject while CU requires the student to have completed an undergraduate degree in elementary education; the design for the USC program is for second career individuals, while Clemson is addressing students who have gone through a traditional undergraduate teacher preparation program and are seeking their certification in their graduate studies. Students entering Clemson's MAT program will have focused on one of two content areas (Literacy/English or Math/Science) in their undergraduate coursework
Elementary 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

Projected Enrollment						
Year	**Fall**		**Spring**		**Summer**	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
Spring 2018			10	120		
2018-19	10	90	28	306		
2019-20	18	162	37	390		
2020-21	19	171	39	411		
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 10 second semester senior students in elementary education enrolling in 12 credits of graduate coursework, these 10 students will enroll in 9 credits in the fall semester of 2018. In the Spring of 2019, the 10 students will enroll in 9 credits, plus we will begin our second class of second semester students with 18 new students projected. The total enrollment in the Spring of 2019 is therefore 28 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. 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 elementary education are eligible for the teacher residency program. Those opting for teacher residency will complete an application and necessary forms to apply and enroll in the combined BA/BS to the master's TR program fall of their senior year.

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

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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).

Elementary (2016-2017)				
Test	Total N	# Pass	% Pass	Cut Scores
5622 Principles of Learning and Teaching	102	100	98.04	160
5002 Elementary Education: Reading Language Arts	43	43	100	157
5003 Elementary Education: Mathematics	44	44	100	157
5004 Elementary Education: Social Studies	45	43	95.56	155
5005 Elementary Education: Science	44	41	93.18	159

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 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-Elementary Ed	**116**	**1328**	**11.45**
Continuing	91	1055	
New Freshman	23	267	
New Transfer	1	6	

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
ELED	3.81	129
ELED	4.00	134
ELED	3.93	127
ELED	3.89	130
ELED	4.00	138
ELED	4.00	149
ELED	3.69	138
ELED	3.72	127
ELED	3.85	128
ELED	3.54	138

NEW PROGRAM PROPOSAL

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

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

ELEMENTARY EDUCATION
Bachelor of Arts

The Elementary Education curriculum prepares students to teach on the elementary school level (grades 2–6). Students select one of two Emphasis Areas: Literacy, Culture and Diversity; or Mathematics and Science.

LITERACY, CULTURE AND DIVERSITY EMPHASIS AREA
Freshman Year
First Semester
4 - BIOL 1090 Introduction to Life Science
2 - ED 1050 Orientation to Education
3 - GEOG 1030 World Regional Geography
3 - MATH 1150 Contemporary Mathematics for Elementary School Teachers I
3 - Modern Language Requirement[1]
15

Second Semester
3 - ENGL 1030 Composition and Rhetoric
3 - HIST 1010 History of the United States *or*
3 - HIST 1020 History of the United States
3 - MATH 1160 Contemporary Mathematics for Elementary School Teachers II
4 - PHSC 1170 Intro. to Chemistry and Earth Science for Elementary Education Majors
3 - Modern Language Requirement[1]
16

Sophomore Year
First Semester
3 - COMM 1500 Intro. to Human Comm. *or* 3 - COMM 2500 Public Speaking
3 - EDF 3340 Child Growth and Development
3 - MATH 2160 Geometry for Elem. Sch. Teachers
4 - PHSC 1180 Intro. to Physics, Astronomy and Earth Science for Elementary Education Majors
3 - Arts and Humanities (Literature) Requirement[2]
16

Second Semester
3 - EDEL 3100 Arts in the Elementary School
3 - EDF 3010 Principles of American Education
3 - EDF 3020 Educational Psychology
3 - EDSP 3700 Introduction to Special Education
3 - Arts and Humanities (Non-Lit.) Requirement[3]
3 - Elective
18

Junior Year
First Semester
3 - EDEL 3210 Physical Education Methods and Content for Classroom Teachers
3 - EDF 3080 Classroom Assessment
3 - EDF 4800 Found. of Digital Media & Learning
3 - EDLT 4600 Teach. Reading in Elem. Grades 2-6
3 - MATH 3160 Problem Solving for Math. Teachers
15

Second Semester

NEW PROGRAM PROPOSAL

3 - EDEL 4050 Social Justice and 21st Cen. Learners
3 - EDEL 4520 Elem. Methods in Math. Teaching
3 - EDLT 4670 Prin. and Strat. for Teaching Engl. Speakers of Other Lang. in Elem. Schools
3 - EDLT 4620 Reading and Responding to Literature in the Elementary School
3 - EDLT 4630 Teaching Reading and Writing to English Language Learners
15

Senior Year
(Courses must be taken as listed in both semesters.)
First Semester
3 - EDEL 4010 Elementary Field Experience
3 - EDEL 4510 Elem. Methods in Science Teaching
3 - EDEL 4870 Elementary Methods in Social Studies Teaching
3 - EDEL 4880 Elementary Methods in Language Arts Teaching
3 - EDLT 4610 Content Area Reading: Grades 2–6
15
Second Semester
12 – Emphasis Area Requirement[4]
12

122 Total Semester Hours

[1]Students must complete through 2020 in a modern language. See Modern Languages Requirement at Clemson University statement on page 27.
[2]Select from ENGL 2120, 2130, 2140 or 2150
[3]See General Education Requirements.
[4]Completion of one of the following emphasis areas is required.

(1) Teacher Certification Emphasis Area

  3 - EDEL 4820 Capstone Sem. in Elem. Teaching
  9 - EDEL 4830 Directed Teaching in the Elementary School

(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 Combined 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)

MATHEMATICS AND SCIENCE EMPHASIS AREA
Freshman Year
First Semester
4 - BIOL 1090 Introduction to Life Science
2 - ED 1050 Orientation to Education
3 - GEOG 1030 World Regional Geography
3 - MATH 1150 Contemporary Mathematics for Elementary School Teachers I
3 - Modern Language Requirement[1]
15
Second Semester
3 - ENGL 1030 Composition and Rhetoric
3 - HIST 1010 History of the United States *or* 3 - HIST 1020 History of the United States
3 - MATH 1160 Contemporary Mathematics for Elementary School Teachers II

4 - PHSC 1170 Intro. to Chemistry and Earth Science for Elementary Education Majors
3 - Modern Language Requirement[1]
16
Sophomore Year
First Semester
3 - COMM 1500 Intro. to Human Comm. *or*
3 - COMM 2500 Public Speaking
3 - EDF 3340 Child Growth and Development
3 - MATH 2160 Geometry for Elementary School Teachers
4 - PHSC 1180 Intro. to Physics, Astronomy, and Earth Science for Elementary Education Majors
3 - Arts and Humanities (Literature) Requirement[2]
16
Second Semester
3 - EDEL 3100 Arts in the Elementary School
3 - EDF 3010 Principles of American Education
3 - EDF 3020 Educational Psychology
3 - EDSP 3700 Introduction to Special Education
3 - Arts and Humanities (Non-Lit) Requirement[3]
3 - Elective
18
Junior Year
First Semester
3 - EDEL 3210 Physical Education Methods and Content for Classroom Teachers
3 - EDF 3080 Classroom Assessment
3 - EDF 4800 Found. of Digital Media & Learning
3 - EDLT 4600 Teaching Reading in the Elementary Grades: 2–6
3 - MATH 3160 Problem Solving for Math. Teachers
15
Second Semester
3 - EDEL 4520 Elem. Methods in Math. Teaching
3 - EDLT 4670 Prin. and Strat. for Teaching Engl. Speakers of Other Lang. in Elem. Schools
3 - ENSP 2010 Intro. to Environ. Sci. for Ed. Majors
3 - MATH 3150 Adv. Top. in Math. for Elem. Tchrs
3 - Science Content Requirement[4]
15
Senior Year
(Courses must be taken as listed in both semesters.)
First Semester
3 - EDEL 4010 Elementary Field Experience
3 - EDEL 4510 Elem. Methods in Science Teaching
3 - EDEL 4870 Elementary Methods in Social Studies Teaching
3 - EDEL 4880 Elementary Methods in Language Arts Teaching
3 - EDLT 4610 Content Area Reading: Grades 2–6
15
Second Semester
12 – Emphasis Area Requirement[5]
12

122 Total Semester Hours

[1]Students must complete through 2020 in a modern language. See Modern Languages Requirement at Clemson University statement on page 27.
[2]Select from ENGL 2120, 2130, 2140 or 2150.
[3]See General Education Requirements.
[4]Any ASTR, BIOL, CH, ENR, ENSP, ENT, FOR, FNR, GEN, GEOL or PHYS course chosen in conjunction with advisor.
[5]Completion of one of the following emphasis areas is required.

- Teacher Certification Emphasis Area
  - 3 - EDEL 4820 Capstone Sem. in Elem. Teaching
  - 9 - EDEL 4830 Directed Teaching in the Elementary School

- 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)

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 Elementary Education. This includes meeting the residency requirement (37 of the last 43 hours are taken at Clemson University).

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.

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.

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 of study.

For example, in 2016 students in Elementary Education were admitted with following ACT and SAT scores.

Student Count	ACT Average	SAT Verbal	SAT Math
30	27.06	614.62	606.15

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

☒No

If yes, identify. (1000 characters)

NEW PROGRAM PROPOSAL

Curriculum

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

Curriculum by Year					
Course Name	**Credit Hours**	**Course Name**	**Credit Hours**	**Course Name**	**Credit Hours**
Year 1					
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.

NEW PROGRAM PROPOSAL

Course Descriptions for New Courses

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).

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. 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/). 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.

NEW PROGRAM PROPOSAL

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.	
Professor #3	F	ED8480 Teacher Residency Seminar, 3, Fa, Sp ED 3220 Responding to Emerg, 2 Sp ED 3221 Respond to Emerg Lab, 1 Sp EDEL 3210 Pe for the Elem Tchr, 3 Fa/Sp	BS, Health and Physical Education, Madison College 1977. MS, Physical Education, University of Tennessee 1985. EdD, Physical Education, University of Tennessee 1989.	
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	BS, Biology, University of North Carolina 1997.	

		ED 9910 Doctoral Dissertation Research, Var. Fa/Sp ED 9940 Directed Research, Var. Fa	MAT, Science Education, University of North Carolina 1998. PhD, Science Education, North Carolina State University 2006.	
Associate Professor #4	F	ED 8090 Teacher Residency Internship, 3, Fa, Sp ED 9020 Independent Doctoral Study, 3 Su EDEL 4510 Elem Meth Sci Tchg (HON), 2 Fa EDEL 4510 Elem Methods in Science Tchg, 2 Fa/Sp EDEL 4511 Ele Meth Sci Tch Lab, 3 Fa/Sp	BS, Biology, Valdosta State University 1998. MEd, Science Education, Georgia Southern University 2001. PhD, Science Education, University of Georgia 2007.	
Associate Professor #5	F	ED 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 3970 Creative Inquiry in Education, Var. Fa ED 4990 Educ Honors Capstone (HON), Var. Fa ED 4991 Education Honors Cap Lab (HON), 4 Fa ED 9910 Doctoral Dissertation Research, 9 Sp ED 9940 Directed Research, Var. Fa	BFA, Dance, Montclair State University 2001. MEd, Elementary Education, Georgian Court University 2005. PhD, Curriculum and Instruction, Clemson University 2009.	
Associate Professor #7	F	ED 6900 Classroom Learning Environment, 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	BA, Classics and History, Trinity University 1997. MA, Classics, University of Texas 1999.	

		ED 9800 Intern Curr & Instr, Var. Sp ED 9910 Doctoral Dissertation Research, Var. Fa/Sp/Su ED 9940 Directed Research, 3 Su ED 9940 Directed Research, Var. Fa/Sp	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 EDEL 4520 Elem Methods Math Teach (HON), 2 Sp EDEL 4520 Elem Methods Math Teaching, 2 Sp EDEL 4521 Ele Mth Mth Tchg Lab, 3 Sp	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 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 #2	F	ED 3970 Creative Inquiry in Education, Var. Fa	BA, Philosophy, Brigham Young University 2007. MA, Politics, Princeton University 2009. PhD, Politics, Princeton University 2013.	
Assistant Professor #3	F	ED 9010 Education in African Diaspora, 3 Fa EDEL 4870 Ele Meth Soc Studies, 2 Fa EDEL 4871 Ele Mth Soc Stud Lab, 3 Fa	BA, Sociology, Tufts University 2001. PhD, Educational Studies, Emory University 2013.	
Assistant Professor #4	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 #5	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, Var. Fa/Sp/Su 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.	

		EDEL 4050 Soc Justice-21st Cen, 3 Sp EDEL 4880 Elem Meth La Tchng, 2 Fa EDEL 4881 Ele Mth La Tchng Lab, 3 Fa		
Assistant Professor #6	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.	
Senior Lecturer #1	F	EDEL 4011 Elem Field Exp Lab, 6 Fa EDEL 4830 Directed Tech Elem, 27 Sp	BA, English Education, Rowan University 1966. MA, Special Education, College of New Jersey 1972. PhD, Educational Leadership, Clemson University 1996.	
Lecturer #1	F	EDEL 4820 Elem Ed Capston Sem, 2 Sp EDEL 4821 Elem Ed Capstone Sem Lab, 3 Sp	BS, Management, Clemson University 2003. MA, Middle Grades Education, Clemson University 2006. EdS, Educational Leadership, University of Central Florida 2008. EdD, Educational Leadership, University of Central Florida 2009.	

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

NEW PROGRAM PROPOSAL

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   0.86   Staff   Administration   0.18

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 Elementary Education program is 0.86 FTE faculty and 0.18 FTE administration.

Administration: The Program Director time is assigned to the TR in Elementary Education for 0.18 FTE administration.

Faculty: Additional teaching responsibilities for the TR in Elementary Education totals 0.86 FTE divided between 0.34 FTE lecturer, 0.34 FTE professor of the practice; and 0.18 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 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.

NEW PROGRAM PROPOSAL

Financial Support

Budget Justification

Estimated New Costs by Year						
Category	1st	2nd	3rd	4th	5th	Total
	Spring 2018	2018-19	2019-20	2020-21	2021-22	
Program Administration	15,300	31,442	31,005	30,733	29,152	$137,632
Faculty and Staff Salaries	15,300	32,400	31,950	31,669	30,041	$141,360
Graduate Assistants						
Fringe Benefits	11,383	22,208	22,338	22,584	21,852	$100,365
Equipment						
Facilities						
Supplies and Materials	8,116	9,464	15,914	24,241	16,186	$73,921
Library Resources						
Other* (Debt Service, Admin Overhead, etc.)	2,505	31,890	78,084	88,047	85,080	$285,606
Total	$52,604	$127,404	$179,290	$197,275	$182,311	$738,884
Sources of Financing						
Category	1st	2nd	3rd	4th	5th	Total
Tuition Funding		76,680	138,024	221,616	233,280	$669,600
Program-Specific Fees		10,000	18,000	19,000	20,000	$67,000
State Funding						
Reallocation of Existing Funds*	55,000	43,372				
Endowment Funding		18,000	17,275	16,665	15,385	$67,325
Other Funding*						
Total	$55,000	$148,052	$173,299	$257,281	$268,665	$902,297
Net Total	$2,396	$20,648	$-5,991	$60,006	$86,354	$163,413

*Provide an explanation for these costs and sources of financing in the 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 (0.18 FTE administration and 0.18 FTE teaching), a new lecturer (0.34 FTE), and a new professor of practice (0.34 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 graduate students x 18 credit hours x $ per credit hour
- **Teacher Residency Program Fee:** A $500 per semester program fee will be charged to students during their second and third semesters to support administration, field placement, and teacher residency supervision. The program fee is equivalent to lab fees that are charged at the undergraduate level for students engaged in their teacher practicums. The MAT Teacher Residency program requires more supervision and engagement by faculty with the schools and the graduate students thus the fee is necessary for us to cover our expenses.
- **Endowed Funds:** Recurring resources from the Eugene T. Moore endowed fund will support the Teacher Residency program and is shown in the table.
- **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 any 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.

NEW PROGRAM PROPOSAL

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.

- 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 Elementary Education adheres to the Association for Childhood Education International (ACEI) 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 Elementary Education will demonstrate competence across the Association for Childhood Education International 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.
Follow-up survey of graduates' employers related to graduates' teaching competency.

NEW PROGRAM PROPOSAL

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 in order 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 Elementary Education, will seek program recognition by ACEI. 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.

NEW PROGRAM PROPOSAL

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

Elementary Education

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

The MAT in Elementary Education is aligned with ACEI preparation standards and will be submitted for approval through the ACEI 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: Elementary Education SCDE Requirements

A. ADEPT

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

Elementary		
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	EDEL 4010 Elementary Field Experience	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	EDEL 4010 Elementary Field Experience	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	EDEL 4010 Elementary Field Experience	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	EDEL 4010 Elementary Field Experience	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	EDEL 4010 Elementary Field Experience	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	EDEL 4010 Elementary Field Experience	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	EDEL 4010 Elementary Field Experience	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	EDEL 4010 Elementary Field Experience	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	EDEL 4010 Elementary Field Experience	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 Elementary 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. Field experiences and clinical practice are critical components of the College of Education elementary teaching degree program. Candidates are prepared for successful teaching positions in the elementary school by engaging in diverse clinical experiences and diverse populations. Through field experiences and clinical practice, teacher candidates are provided opportunities to apply their knowledge, skills, and dispositions in a variety of settings. Candidates participate in numerous and diverse clinical experiences focusing on a variety of age groups and settings beginning their first academic year. South Carolina's minimum requirement for field hours prior to student teaching is 100 hours. The elementary teacher education program exceeds the state's minimum state requirement by at least 140 hours. All candidates are also required to complete a culminating, year-long residency (approximately 144 day) student teaching internship in a public school setting, which exceeds the state's certification requirements of 60 days. Altogether, elementary candidates spend at least 1,320 hours engaged in clinical experiences throughout their course of study. The Office of Field and Clinical Partnerships and Outreach in the College of Education coordinates field and student teaching internships for candidates.

During their early clinical experiences (prior to student teaching), candidates have opportunities to work one-on-one with elementary students (ED 1050), engage in purposeful, challenging, diverse, and supervised field-based observations, tutoring, and co-teaching (EDF 3340, EDEL 3100, EDEL 3210, EDEL 4520, EDLT 4620, EDEL 4010), service learning (EDF 3340), and lesson planning, assessment development, data analysis, differentiated teaching practices, and reflective practices (EDEL 4010). In all that they do throughout their coursework and associated clinical experiences, candidates focus on and develop their content knowledge, pedagogical content knowledge, and their pedagogical knowledge.

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

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

All student teacher candidates work under the mentorship of a 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 in 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 (EDEL 4010) and student teaching (ED 8090). If

candidates express a desire to teach in an upper grade classroom (grades 4, 5, or 6), they will student teach in grades 4, 5, or 6 and their practicum will be in a lower grade (grades 2 or 3). If candidates express a desire to teach in a lower grade classroom (grades 2 or 3), they will student teach in grades 2 or 3 and their practicum will be in an upper grade (grades 4, 5, or 6).

As the below table indicates, candidates complete a minimum of 240 hours prior to entering their ED 8090 Teacher Residency Internship.

Elementary Initial Licensure Program, Teacher Residency Track		
Course	Description of the Field Experience and clinical practice (practica and internships)	# of hours
ED 1050	Orientation to Education: Candidates (typically freshman year) tutor in public schools to begin their training as educators and acquaint themselves with school age student behaviors.	10
EDF 3340	Child Growth and Development: Candidates (typically sophomore year) observe child development and behavior in an elementary school setting.	6
EDEL 3100	Arts in the Elementary School: Candidates (typically sophomore year) observe elementary school settings with the arts infused into the curriculum.	4
EDEL 3210	Physical Education Methods and Content for Classroom Teachers: Candidates (typically junior year) observe elementary school physical education class settings.	2
EDEL 4520	Elementary Methods in Mathematics Teaching: Candidates (typically junior year) observe mathematics teaching, tutor elementary school students, and co-teach elementary mathematics lessons.	10
EDEL 4620	Reading and Responding to Literature in the Elementary School: Candidates (typically junior year) are placed in a public elementary school classroom where they observe reading instruction and work directly with students.	9
EDEL 4010	Elementary Field Experience: Candidates (typically senior year) are placed in a public elementary school classroom where they observe, assist, and co-teach with their cooperating teacher.	154
ED 6900	Classroom Learning Environments: Candidates are placed in a public elementary school classroom where they observe, assist, co-teach with their cooperating teacher, and teach lessons.	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		1,320

Procedures for Monitoring Candidates' Progress

Transition Point 1: Admission to Elementary Education Program
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 Elementary 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 Elementary Education certification complete at least 63 credit hours in their area of concentration. The Elementary Education program seeks national recognition by the CAEP-designated SPA. 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
Elementary Education: Reading and Language Arts Subtest	5002	157*	Principles of Learning and Teaching (PLT): Grades K-6	5322	160*
Elementary Education: Mathematics Subtest	5003	157*			
Elementary Education: Social Studies Subtest	5004	155*			
Elementary Education: Science Subtest	5005	159*			

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

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

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

K. Commitment to Diversity Assurance

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

- *Candidates possess a strong knowledge of cultural diversity issues that includes global and multicultural perspectives.*
  Clemson's College of Education general education program includes a distribution of the requirements on global and multicultural understanding.
- *Candidates can teach all students, regardless of exceptionalities or backgrounds.*
  Assignments in EDSP 3700, Introduction to Special Education, 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	EDF 4800 Foundations of Digital Media and Learning	Tech to Try assignment Reflections and Connections assignments Final Project

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	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	EDF 4800 Foundations of Digital Media and Learning	Tech to Try assignment Reflections and Connections assignments Final Project
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	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	EDF 4800 Foundations of Digital Media and Learning	Tech to Try assignment Reflections and Connections assignments Final Project
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	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	EDF 4800 Foundations of Digital Media and Learning	Tech to Try assignment Reflections and Connections assignments Final Project
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	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

South Carolina Department of Education/ Association for Childhood Education International (**Standards)**

ACEI Standards and Key Elements

Standard 1: Development, Learning and Motivation
1. Development, Learning and Motivation—Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

Standard 2: Curriculum Standards
2.1 English language arts—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.

2.2 Science—Candidates know, understand, and use fundamental concepts in the subject matter of science—including physical, life, and earth and space sciences—as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy.

2.3 Mathematics—Candidates know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data.

2.4 Social studies—Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas —to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

2.5 The arts—Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary students.

2.6 Health education—Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.

2.7 Physical education—Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.
2.8 Connections across the curriculum—Candidates know, understand, and use the connections among concepts, procedures, and applications from content areas to motivate elementary students, build understanding, and encourage the application of knowledge, skills, and ideas to real world issues.

Standard 3: Instruction Standards
3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.

3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning and create instructional opportunities that are adapted to diverse students.

3.3 Development of critical thinking, problem solving, performance skills—Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving, and performance skills.

3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments.

3.5 Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

Standard 4: Assessment for instruction
Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

Standard 5: Practices and Behaviors
5.1 Practices and behaviors of developing career teachers—Candidates understand and apply practices and behaviors that are characteristic of developing career teachers.

5.2 Reflection and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally.

5.3 Collaboration with families—Candidates know the importance of establishing and maintaining a positive collaborative relationship with families to promote the academic, social and emotional growth of children.

5.4 Collaboration with colleagues and the community—Candidates foster relationships with school colleagues and agencies in the larger community to support students' learning and well-being.

A. Context

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

The South Carolina Educator Licensure Manual 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 in early childhood, middle, secondary or pre-K– 12 level

(3) Minimum qualifying score(s) on the content-area examination(s) required by the State Board of Education

(4) Specialized Preparation

  Teaching of Reading in the Elementary School --6

  Child Growth and Development –3

  Mathematics for the Elementary School Teacher –3

 Science for the Elementary Teacher –3

 Social Studies for the Elementary Teacher –3

 One of the following courses –3

 Literature for Children

 Art for the Elementary School Teacher

 Music for the Elementary School Teacher

 Health for the Elementary School Teacher

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 student teaching clinical practice and at nine points during student teaching clinical practice using rubrics based on the SCTS and the ADEPT standards.

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

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

Field and Clinical Experiences Required for the Program

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

Educator preparation programs and other school personnel preparation programs must provide field experiences (also known as the practicum) that provide candidates with a variety of progressive

experiences in multiple and diverse settings. All candidates must complete a minimum of 100 hours of field experiences prior to clinical practice (student teaching) at the initial undergraduate level. At the initial graduate level, all candidates must complete a minimum of 75 hours of field experiences prior to clinical practice. Given the importance of these experiences in educator preparation, the state has specific requirements that must be met.

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

• Teacher education candidates at the initial undergraduate level complete a minimum of 100 hours of field experiences in multiple and diverse settings prior to their clinical experience (student teaching).

• Teacher education candidates at the initial graduate level must complete a minimum of 75 hours of field experiences prior to their clinical experience.

• Teacher education candidates have an intensive, continuous clinical experience in a public school in the state of South Carolina. Occasionally extraordinary circumstances arise when the candidate has completed all work, but the clinical phase of training and the candidate wishes to request a variance to complete the clinical in a public school in another state. If the unit in South Carolina that will ultimately recommend the candidate for certification agrees to supervise the candidate and fulfill all state requirements of this section, the unit may appeal to the Education Professions Committee (EPC) of the State Board of Education, describing in detail how the unit will ensure that the candidate meets all South Carolina criteria for completion of the clinical, including especially clinical supervision of the candidate by unit faculty. The unit will submit its proposal to the South Carolina Department of Education Division of School Effectiveness. After a staff review of the unit proposal, the proposal will be place on the EPC agenda. If the EPC approves the proposal, it will be taken to the State Board for final review.

• The clinical experience must be the equivalent of a minimum of twelve weeks or sixty full days.

• The candidate must teach independently a minimum of ten full days in one setting.

• During the clinical phase, the candidate adheres to the daily schedule of the cooperating teacher including activities such as bus duty, faculty meetings and parent conferences.

• Each candidate is supervised by one or more institutional clinical faculty who has preparation in both the supervision of education and in the teaching area of the candidate and is ADEPT-trained.

• Each candidate must be supervised by one or more school-based clinical faculty (the cooperating teacher) who is trained in the ADEPT system.

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

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

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

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

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

Program of Study and Faculty Information
This information is included in the full CHE proposal under Description of the Program (undergraduate program of study), Curriculum (graduate program of study), and Faculty.

B. List of Assessments (Completion of Chart)

Assessment # and What Is Required by ACEI	Assessment 1 CONTENT KNOWLEDGE	Assessment 2 CONTENT KNOWLEDGE	Assessment 3 PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS	Assessment 4 PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS	Assessment 5 EFFECTS ON STUDENT LEARNING: Assessment that demonstrates candidate effects on student learning.	Assessment 6 REQUIRED	Assessment 7 OPTIONAL	Assessment 8 OPTIONAL
Name of Assessment	PLT & PRAXIS II	Content Course Grades	EDEL 4870 (Social Studies) Lesson Plan with Unit Outline	ED 8090 (Residency Internship) Final evaluation	ED 8090 (Residency Internship) APS 2 and 3 Unit Plan	EDEL 4510/4520 (Science/Math) Small Group Assignment	ED 8090 (Residency Internship) APS 1 Long Range Plan ELA focus	EDEL 3100 & EDEL 3210 (Art/PE/Health) Portfolio Project Evaluation
Data Source	state licensure test	Grades	Project	Rating Form	Project	Project	Project	Project

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

Assessment # and What Is Required by ACEI	Assessment 1 CONTENT KNOWLEDGE	Assessment 2 CONTENT KNOWLEDGE	Assessment 3 PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS	Assessment 4 PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS	Assessment 5 EFFECTS ON STUDENT LEARNING: Assessment that demonstrates candidate effects on student learning.	Assessment 6 REQUIRED	Assessment 7 OPTIONAL	Assessment 8 OPTIONAL
Name of Assessment	PLT & PRAXIS II	Content Course Grades	EDEL 4870 (Social Studies) Lesson Plan with Unit Outline	ED 8090 (Residency Internship) Final evaluation	ED 8090 (Residency Internship) APS 2 and 3 Unit Plan	EDEL 4510/4520 (Science/Math) Small Group Assignment	ED 8090 (Residency Internship) APS 1 Long Range Plan ELA focus	EDEL 3100 & EDEL 3210 (Art/PE/Health) Portfolio Project Evaluation
Data Source	state licensure test	Grades	Project	Rating Form	Project	Project	Project	Project
Semester	variable	variable	Senior-1st Semester	5th year	5th year	Junior/ Senior	5th year	Sophomore /Junior
1	x			x	x			
2.1	x	x		x	x		x	
2.2	x	x		x	x	x		
2.3	x	x		x	x	x		
2.4	x	x	x	x	x			
2.5	x	x		x	x			x
2.6	x	x		x	x			x
2.7	x	x		x				x
3.1	x			x		x	x	
3.2	x		x	x		x	x	x

3.3	x		x	x				
3.4	x		x	x			x	
3.5	x		x	x				
4	x		x	x	x	x	x	x
5.1	x			x		x		
5.2	x			x				x

D. Planned evidence for meeting standards (Assessment documents)

Assessment 1 – PRAXIS Scores

All Clemson University elementary students take Praxis licensure exams, which are valid and reliable tests developed by the Educational Testing Service (ETS). Praxis exams are required by the South Carolina Department of Education (SCDE) to become certified in elementary teacher certification. In 2015, the SCDE changed the required content exam from 5019 to Elementary Education Multiple Subjects (5001). This test is divided into four subtests: Reading and Language Arts (5002), Mathematics (5003), Social Studies (5004), and Science (5005). The Principles of Learning and Teaching test remained the same, although the number changed from 0622 to 5622. The SCDE establishes passing scores for these exams: 160 for test 0622/5622, 155 for test 5019, 157 for test 5001, 157 for test 5002, 155 for test 5004, and 159 for test 5005.

Description of How the Assessment Specifically Aligns with the Standards
The Praxis licensure exams taken by Clemson University students align with the 2007 ACEI standards. Principles of Learning and Teaching 0622/5622 has five subcategories: 1. Students as Learners [1, 3.1, 3.2, 3.3., 3.4], 2. Instructional Process [1, 3.1], 3. Assessment [4], 4. Professional Development, Leadership & Community [5.1, 5.2], and 5. Analysis of Instructional Scenarios [1, 3.1, 3.2, 3.3, 3.4, 4]. Elementary Education Instructional Practice and Applications 5019 has six subcategories: 1. Reading and Language Arts [2.1], 2. Mathematics [2.3], 3. Science [2.2], 4. Social Studies [2.4], 5. Art, Music, Physical Education [2.5, 2.6, 2.7], and 6. Applications, which are short content essays [2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7]. Elementary Education Multiple Subjects 5001 has four subtests: 1. 5002 Reading and Language Arts [2.1], 2. 5003 Mathematics [2.3], 3. 5004 Social Studies [2.4], and 4. 5005 Science [2.2], each of which contain subscores broken down by disciplinary content.

Assessment 2 – Content Courses Grades

Clemson University is a land grant, Liberal Arts University that emphasizes a strong, diversified content background in the educational field. Elementary education candidates are required to complete content knowledge coursework with 9 hours in Reading, Writing & Oral Language (ACEI 2.1), 12 hours in Science (ACEI 2.2), 9 hours in Mathematics for LCD track & 12 hours in Math for Math/Science track (ACEI 2.3), 6 hours in Social Studies (ACEI 2.4), 3 hours in the Arts (ACEI 2.5), 6 hours in Health Education (ACEI 2.6), and 3 hours in Physical Education (ACEI 2.7). Please see table below for course description and alignment with ACEI standards. This variety of courses ensures that elementary candidates are prepared for the rigors of teaching all subjects in the elementary school.

The department requires all candidates to enter the Elementary program with an overall 2.75 GPA. In addition, they are closely supervised and monitored by department faculty and the educational advising center, which is operated by staff employed in the elementary, early, and special education departments that monitor both GPA and individual course grades throughout the candidate's program at Clemson University.

Description of How Assessments Specifically Aligns with the Standards
Descriptions for all of these courses and alignment with ACEI standards are defined below.

Reading, Writing & Oral Language (ACEI 2.1)
English 1030   Accelerated Composition

English 2120/2130/   World Literature/British Literature
      2140/2150   American Literature/Literature in the 20th & 21st Century Contexts
Communications 1500/2500   Intro to Human Communication/Public Speaking

Science (ACEI 2.2)
Physical Science 1170   Intro to Chemistry & Earth Science for Elementary Education
Physical Science 1180   Intro to Physics, Astronomy & Earth Science for Elementary Education
Biology 1090   Intro to Life Science

Mathematics (ACEI 2.3)
Math 1150   Contemporary Mathematics for Elementary School Teachers I
Math 1160   Contemporary Mathematics for Elementary School Teachers II
Math 2160   Geometry for Elementary School   Teachers
Math 3150   Advanced Topics in Mathematics for Elementary Teachers
Math 3160   Problem-Solving for Mathematics Teachers

Social Studies (ACEI 2.4)
Geography 1030   World Regional Geography
History 1010/1020   History of the United States/History of the United States

Arts Content (ACEI 2.5)
EDEL 3100   Arts in the Elementary School

Health Education (ACEI 2.6)
EDEL 3100   Arts in the Elementary School
EDEL 3210   Physical Education Methods for the Classroom Teacher

Physical Education (ACEI 2.7)
EDEL 3210   Physical Education Methods for the Classroom Teacher

CONTENT COURSE DESCRIPTIONS

Reading, Writing & Oral Language (ACEI 2.1)

English 1030   Accelerated Composition
Training in composing correct and effective expository and argumentative essays, including writing documented essays.

English 2120   World Literature
Introduction to selected works from Americas, Africa, Asia, Europe, and the Middle East from ancient to modern eras, with emphasis on major authors.

English 2130   British Literature
Introduction to selected authors and major periods of the British literary tradition, from the Middle Ages to World War II, with attention to poetry, fiction, and drama.

English 2140   American Literature
Introduction to selected authors and major periods of the American literary tradition from 1620 to 1945.

English 2150   Literature in 21st Century
Introduction to major contemporary cultural movements via selected authors in 20th- and 21st- century literature, primarily American and British, with attention to poetry, fiction, and drama since World War II.

Communications 1500   Introduction to Human Communications
Overview of theoretical approaches to the study of communication, including the theory and practice of interpersonal/small group/intercultural/public communication. Includes a laboratory.

Communications 2500   Public Speaking
Practical instruction in public speaking; practice in the preparation, delivery, and criticism of short speeches. Develops an understanding and knowledge of the process of communication. Includes a laboratory.

Science (ACEI 2.2)

Physical Science 1170   Intro. to Chemistry and Earth Science for Elementary Education Majors
Integrates topics in chemistry, earth science and environmental science. It emphasizes the interconnection among the various science disciplines and the practical application to experiments and activities appropriate for the elementary classroom.

Physical Science 1180   Intro. to Physics, Astronomy, and Earth Science for Elementary Education Majors
Integrates topics in physics, astronomy, and earth science. It emphasizes the interconnection among the various science disciplines and the practical application to experiments and activities appropriate for the elementary classroom.

Biology 1090   Introduction to Life Science
Survey of topics in botany, zoology, microbiology, and ecology emphasizing comprehension and practical application of life-science concepts to experiments and activities for the elementary school classroom. Includes a laboratory.

Mathematics (ACEI 2.3)

Math 1150   Contemporary Mathematics for Elementary School Teachers I
Cooperative learning groups, manipulatives, and concrete models are used to demonstrate logical reasoning, problem-solving strategies. Sets, and their operations, numeration systems, properties and operation of whole numbers, number theory, prime and composite numbers, divisibility, common factors and multiples.

Math 1160   Contemporary Mathematics for Elementary School Teachers II
Manipulatives and concrete models are used for properties, operations, and problem solving for integers, elementary fractions, rational numbers, and real numbers. Selected topics in statistics and probability are introduced with a hands-on approach to learning.

Math 2160   Geometry for Elementary School Teachers
Informal treatment of the basic concepts of geometry.

Math 3150   Advanced Topics in Mathematics for Elementary Teachers
Course investigation of two-and three-dimensional shapes; scale and scale factor; ratio and proportional reasoning; relationships between perimeter, area, surface area and volume.

 Math 3160   Problem-Solving for Mathematics Teachers
Course examines connections between number and operations; algebra; data analysis and probability; geometry and measurement.

Social Studies (ACEI 2.4)

Geography 1030   World Regional Geography
Systematic and descriptive survey of the major regions of the world, including their physical and cultural features. Provides a global context for courses in the social sciences and humanities.

History 1010   History of the United States
Political, economic and social development of the American people from the period of discovery to the end of the reconstruction.

History 1020   History of the United States
Political, economic and social development of the American people from the end of the
reconstruction to the present.

Arts Content (ACEI 2.5)

EDEL 3100   Arts in the Elementary School
Introduces skills, theories, and practices used to integrate visual arts, drama, music and dance in the
elementary school classroom. Emphasizes philosophies associated with art education, content
information, curriculum for diverse learners and use of tools, media materials, and techniques.

Health Education (ACEI 2.6)

EDEL 3100   Arts in the Elementary School
Introduces skills, theories, and practices used to integrate visual arts, drama, music and dance in the
elementary school classroom. Emphasizes philosophies associated with art education, content
information, curriculum for diverse learners and use of tools, media materials, and techniques.

EDEL 3210   Physical Education Methods & Content for the Classroom Teacher
Provides education majors with a basic understanding of the methods and techniques utilized in
teaching elementary physical education. Emphasizes acquiring a basic understanding of the
movement education approach and the ability to teach integrated lessons utilizing this approach.

Physical Education (ACEI 2.7)

EDEL 3210   Physical Education Methods & Content for the Classroom Teacher
Provides education majors with a basic understanding of the methods and techniques utilized in
teaching elementary physical education. Emphasizes acquiring a basic understanding of the
movement education approach and the ability to teach integrated lessons utilizing this approach.

Assessment 3 – Lesson Plan with Unit Outline (Social Studies)

EDEL 4870: Elementary Methods in Social Studies Teaching is a course taken by Elementary Education
majors in the Fall semester of their Senior Year. The course is part of a cohort-based semester where
students are immersed in methods courses and an intense field-placement experience. The Social
Studies Lesson Plan/Unit Outline is a semester-long assignment, carefully scaffolded by the instructor,
which affords Elementary Education majors their first experience with Social Studies curriculum design.
The students choose a Social Studies topic appropriate for a 2nd, 3rd, 4th, 5th or 6th grade classroom, find
and evaluate primary sources relevant to the topic, create a powerful Social Studies lesson aligned with
state and national standards, design a formal authentic assessment for the lesson with a grading criterion
or rubric, and assemble an outline for a Social Studies unit of study featuring the highlighted lesson.

Description of How the Assessment Specifically Aligns with the Standards
Students must identify how their Unit Project aligns with both South Carolina State Standards for Social
Studies and The National Council for the Social Studies (NCSS) Ten Thematic Strands. Additionally, the
project is evaluated with a rubric designed to assess the quality of the project using the 2007 ACEI
standards 2.4 (Social Studies), 3.2 (Adaptation to Diverse Students), 3.3 (Development of Critical
Thinking and Problem Solving), 3.4 (Active Engagement in Learning), 3.5 (Communication to Foster
Collaboration) and 4 (Assessment for Instruction).   As EDEL 487 is a Social Studies course and the unit
must cover an Elementary Social Studies topic, the assignment's connection with ACEI 2.4 is strong; in
order to receive a passing grade for the assignment students must demonstrate a mastery of Social
Studies content. The Instruction standards 3.2, 3.3, 3.4., and 3.5 are stressed in the course as students
are expected to demonstrate their ability to plan to use the VICAM model for powerful Social Studies:
Value-Based, Integrated (3.2), Challenging (3.3), Active (3.4), and Meaningful (3.5). Finally, a major
component of the lesson plan/unit outline is the inclusion of a summative, authentic assessment with a
rubric or grading criteria. (4).

Assignment Description

Social Studies Lesson Plan and Unit Outline: (Grading Rubric Available on Chalk and Wire)
The most significant portion of your grade for this class is the creation of a detailed, long lesson plan for approximately 45-60 minutes of Social Studies instruction in an Elementary classroom. Please use the Block lesson plan format (posted on Chalk and Wire) or you may default to a different format if given to you by your instructor in your 4010 Seminar class. You may choose the topic for your lesson plan, but it must:

- Support a 2nd, 3rd, 4th, 5th, or 6th grade South Carolina Social Studies standard
- Have a historical component
- Integrate at least two items from your Primary Source kit
- Contain some sort of formal *authentic* assessment with a rubric or grading criteria
- Contain opportunities for informal assessment
- Meet the VICAM model for powerful Social Studies

Please note: You will turn in a draft of your lesson plan in advance of the due date for a 5-point completion grade. You will have time to revise the lesson plan based on my feedback for your final submission.

In addition to the full lesson plan, you must accompany the plan with an outline of a week-long (5 day) unit that a teacher could use with your lesson plan. So, you will briefly outline four additional days of instruction—each with a topic (or topics) of study and an objective for each day. These should fit the VICAM strategy for powerful Social Studies. These additional days could come before or after the lesson that you choose to complete in full. We will go over examples of these in class.

Scoring Guide

	Unacceptable (1 pt)	Acceptable (2 pts)	Target (3 pts)
ACEI 2.4: Curriculum: Social studies The candidate knows, understands and uses major concepts and modes of inquiry from the Social Studies with the goal of promoting students' abilities to make informed decisions as citizens of a culturally diverse democratic society in an interdependent world.	Lesson does not adequately demonstrate essential concepts and modes of inquiry based on the NCSS strands targeted by the authors. Nor does the unit help prepare students to become productive citizens of a diverse, participatory democracy.	Lesson adequately demonstrates essential concepts and modes of inquiry based on the NCSS strands targeted by the authors. Unit helps prepare students to become productive citizens of a diverse, participatory democracy.	Lesson strongly demonstrates essential concepts and modes of inquiry based on the NCSS strands targeted by the authors, and also reflect discussions and thinking from the course. The unit strongly helps prepare students to become productive citizens of a diverse, participatory democracy.
ACEI 3.2: Instruction: Adaptation to diverse students Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students	Lesson does not demonstrate opportunities appropriate for students with various learning styles, cultural backgrounds, and special needs.	Lesson demonstrates opportunities appropriate for students with various learning styles, cultural backgrounds, and special needs.	Unit strongly demonstrates opportunities appropriate for students with various learning styles, cultural backgrounds, and special needs.
ACEI 3.3: Instruction: Development of critical thinking, problem solving, performance skills Candidates understand and use a variety of teaching strategies that encourage	Lesson does not demonstrate a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving.	Lesson demonstrates a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving.	Lesson demonstrates a wide variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving.

elementary students' development of critical thinking and problem solving.			
ACEI 3.4: Instruction: Active engagement in learning Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments	Lesson does not include activities that help bolster student engagement and motivation. Adequate scaffolding for challenging activities is missing.	Lesson includes some activities that help bolster student engagement and motivation. Adequate scaffolding for challenging activities is present.	Lesson includes many activities that help bolster student engagement and motivation. Adequate scaffolding for challenging activities is present. Scaffolding for challenging activities is well-planned and thoughtful.
ACEI 3.5: Instruction: Communication to foster collaboration Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.	Lesson does not include techniques designed to encourage meaningful student interactions.	Lesson includes techniques designed to encourage meaningful student interactions.	Lesson includes effective verbal, nonverbal, and media techniques designed to encourage meaningful student interactions.
ACEI 4: Assessment for instruction Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.	Lesson does not include a formal authentic assessment that fits the teaching objective.	Lesson includes a formal authentic assessment, although it may not be appropriate to the learning objective(s).	Lesson includes a formal authentic assessment appropriate to the learning objective(s) that will help promote continuous intellectual, social, emotional, and physical development of each elementary student.

Assessment 4 – Final Student Residency Evaluation

The ED 8090: Teacher Residency Internship includes opportunities to incorporate theory with practice, coupled with real world training, for learning in a diverse global environment. At the conclusion of the experience, all candidates are evaluated using the South Carolina Teaching Standards 4.0 Rubric. The Master Teacher and University Supervisor collaborate on the completion of this form, which includes all of the standards in the *South Carolina ADEPT Performance Standards (ADEPT) for Classroom-Based Teachers* addressed during the student teaching experience.

Description of How Assessment Specifically Aligns with the Standards
Techer Residents are expected to utilize the accumulation of their undergraduate and graduate coursework to instruct their students within ADEPT guidelines and state standards under the direction of their master teacher. The Final Evaluation rubric aligns with the *South Carolina ADEPT Performance Standards (ADEPT) for Classroom-Based Teachers* and addresses many of the *ACEI Standards*. This assessment focuses specifically on APS 2 through 10. This rubric is designed to assess the quality of the students' entire residency experience in terms of *ACEI standards* Development, Learning, and Motivation 1.0; Curriculum 2.1 through 2.6; Instruction 3.1 through 3.5; Assessment 4.0; and Professionalism 5.1 and 5.2. As preparation to enter the teaching professional, ED 8090 candidates are expected to

demonstrate evidence of becoming *ethical, responsible, contributing, and ever-learning members of the profession.*

Assignment Description

ADEPT Performance Standards (APSs 2 – 10)
2. develop and maintain appropriate short-range plans of instruction
3. exhibit skill in planning assessments and using the data gathered
4. establish and maintain high expectations for learners
5. use a wide variety of instructional strategies to facilitate learning
6. provide appropriate content for the learner
7. monitor, assess, and enhance learning
8. maintain an environment that promotes learning
9. manage the instructional environment (classroom) for a full school day over an extended period of time (minimum of two (2) weeks)
10. fulfill professional responsibilities

ADEPT Performance Standards Assessment Range for APS 2-3
3 Proficient: Contains all key components indicated in the handbook, is on time, and each area meets expectations and shows competent research and preparation. Documentation is free of errors and is professional in appearance. Overall, objectives and assessments are clear as to the value to the learner and the criteria for assessing learning.
2 Developing: Component parts may be represented, but may not be complete or on time. There is evidence of research and preparation. Documentation contains errors. Objectives and assessments are represented, but may require clarification as to the value to the learner and the criteria for assessing learning.
1 Unsatisfactory: Work is incomplete or non-existent, late, full of errors, is unprofessional in appearance, and does not meet requirements.

ADEPT Performance Standards Assessment Range for APS 4-10
3 Proficient: Competencies are demonstrated appropriately in all areas and enhance the teaching/learning process
2 Developing: Competencies are demonstrated at a satisfactory level in some areas. Improvement is needed to enhance the teaching/learning process.
1 Unsatisfactory: Competencies reflect poor instruction, classroom environment, and professionalism and deter the teaching/learning process.

SCORING GUIDE

Domain 1: Planning	Unsatisfactory 1 *Does not meet expectations*	Developing 2 *Meets expectations*	Proficient 3 *Exceeds expectations*
APS 2: SHORT-RANGE PLANNING OF INSTRUCTION			
2A. Develops unit & lesson objectives that facilitate student achievement of academic standards and long range learning goals. ACEI 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	Candidate does not use the major concepts from the elementary content subjects to develop unit and lesson objectives that facilitate student achievement of academic standards and learning goals.	Candidate is beginning to use the major concepts from the elementary content subjects to develop unit and lesson objectives that facilitate student achievement of academic standards and learning goals.	Candidate appropriately uses the major concepts from the elementary content subjects to develop unit and lesson objectives that facilitate student achievement of academic standards and learning goals.
2B. Develops unit & lesson plans (content, strategies, materials, resources) that are appropriate for all students. ACEI 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	Candidate does not use the major concepts from the elementary content subjects to develop unit and lesson plans that are	Candidate is beginning to use the major concepts from the elementary content subjects to develop unit and lesson	Candidate uses the major concepts from the elementary content subjects to develop unit and lesson plans that are

	appropriate for all students	plans that are appropriate for all students.	appropriate for all students.
2C. Uses student performance data to guide planning of instruction. ACEI 1.0	Candidate does not use student performance data to construct learning opportunities that support individual student's acquisition of knowledge.	Candidate demonstrates a satisfactory attempt to use student performance data to construct learning opportunities that support individual student's acquisition of knowledge.	Candidate appropriately uses student performance data to construct learning opportunities that support individual student's acquisition of knowledge.
APS 3: PLANNING ASSESSMENTS AND USING DATA			
3A. Develops/selects and administers a variety of appropriate assessments. ACEI 4.0	Candidate does not develop appropriate informal and formal assessment strategies to promote continuous development of each student.	Candidate is beginning to develop appropriate informal and formal assessment strategies to promote continuous development of each student.	Candidate develops appropriate informal and formal assessment strategies to promote continuous development of each student.
3B. Gathers, accurately analyzes, and uses assessment data to guide instructional planning. ACEI 4.0	Candidate does not use formal and informal assessment data to plan, evaluate, and strengthen instruction.	Candidate is beginning to use formal and informal assessment data to plan, evaluate, and strengthen instruction.	Candidate uses appropriate formal and informal assessment data to plan, evaluate, and strengthen instruction.
3C. Uses assessment data to assign grades that accurately reflect student progress and achievement. ACEI 4.0	Candidate does not use formal and informal assessment data accurately to promote continuous development of each student.	Candidate is beginning to use formal and informal assessment data accurately to promote continuous development of each student.	Candidate uses formal and informal assessment data accurately to promote continuous development of each student.
Domain 2: Instruction	**Unsatisfactory 1** *Does not meet expectations*	**Developing 2** *Meets expectations*	**Proficient 3** *Exceeds expectations*
APS 4: ESTABLISHING AND MAINAINING HIGH EXPECTATIONS FOR LEARNERS			
4A. Establishes, communicates, and maintains high expectations for student achievement. ACEI 3.2	Candidate does not create instructional opportunities that are adapted to diverse students and establish, communicate and maintain high expectations for student achievement.	Candidate is beginning to create instructional opportunities that are adapted to diverse students and establishing, communicating, and maintaining high expectations for student achievement.	Candidate creates instructional opportunities that are adapted to diverse students and establishes, communicates, and maintains high expectations for student achievement.
4B. Establishes, communicates, and maintains high expectations for student participation. ACEI 3.4	Candidate does not exhibit knowledge and understanding of motivation and behavior necessary to establish and maintain high expectations for active engagement in learning and self-motivation.	Candidate is beginning to use his/her knowledge and understanding of motivation and behavior to establish and maintain high expectations for active engagement in learning and self-motivation.	Candidate uses his/her knowledge and understanding of motivation and behavior to establish and maintain high expectations for active engagement in learning and self-motivation.
4C. Helps students assume responsibility for their own participation and learning. ACEI 3.3	Candidate does not use a variety of teaching strategies to encourage students' development of critical thinking and problem solving in order to assume responsibility for their own participation and learning.	Candidate is beginning to use a variety of teaching strategies that encourage students' development of critical thinking and problem solving in order to assume responsibility for their own participation and learning.	Candidate uses a variety of teaching strategies that encourage students' development of critical thinking and problem solving in order to assume responsibility for their own participation and learning.

APS 5: USING INSTRUCTIONAL STRATEGIES TO FACILITATE LEARNING			
5A. Uses appropriate instructional strategies. ACEI 3.1	Candidate does not implement appropriate instructional strategies based on knowledge of students, learning, and curriculum.	Candidate is beginning to implement appropriate instructional strategies based on knowledge of students, learning and curriculum.	Candidate implements appropriate instructional strategies based on knowledge of students, learning and curriculum.
5B. Uses a variety of instructional strategies. ACEI 3.3	Candidate does not use a variety of instructional strategies that encourage students' development of critical thinking and problem solving.	Candidate is beginning to use a variety of instructional strategies that encourage students' development of critical thinking and problem solving.	Candidate uses a variety of instructional strategies that encourage students' development of critical thinking and problem solving.
5C. Uses instructional strategies effectively. ACEI 3.1	Candidate does not use effective instructional strategies based on knowledge of students, learning, and curriculum.	Candidate, at times, uses effective instructional strategies based on knowledge of students, learning, and curriculum.	Candidate effectively uses appropriate instructional strategies based on knowledge of students, learning, and curriculum.
APS 6: PROVIDING CONTENT FOR LEARNERS			
6A. Demonstrates a thorough command of the discipline he/she teaches. ACEI 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	Candidate does not demonstrate he/she knows, understandings, and uses the major concepts of the elementary content subjects.	Candidate is beginning to demonstrate he/she knows, understands, and uses the major concepts of the elementary content subjects.	Candidate demonstrates he/she knows, understands, and uses the major concepts of the elementary content subjects.
6B. Provides appropriate content. ACEI 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	Candidate does not design lessons that provide the appropriate major concepts of the elementary content subjects.	Candidate is beginning to design lessons that provide the appropriate major concepts of the elementary content subjects.	Candidate designs lessons that provide the appropriate major concepts of the elementary content subjects.
6C. Structures content to promote meaningful learning. ACEI 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	Candidate does not effectively structure lessons to promote meaningful learning of the major concepts of the elementary content subjects.	Candidate is beginning to effectively structure lessons to promote meaningful learning of the major concepts of the elementary content subjects.	Candidate effectively structures lessons to promote meaningful learning of the major concepts of the elementary content subjects.
APS 7: MONITORING, ASSESSING, AND ENHANCING LEARNING			
7A. Monitors students learning during instruction by using informal/formal assessments. ACEI 4.0	Candidate does not use formal and informal assessment strategies to monitor learning in order to strengthen instruction.	Candidate is beginning to use formal and informal assessment strategies to monitor learning in order to strengthen instruction.	Candidate uses formal and informal assessment strategies to monitor learning in order to strengthen instruction.
7B. Enhances student learning during instruction by using information form informal/formal assessments. ACEI 4.0	Candidate does not use formal and informal assessment strategies appropriate to promote continuous development	Candidate is beginning to use formal and informal assessment strategies appropriately to promote continuous development	Candidate uses formal and informal assessment strategies appropriately to promote continuous

	of each student during instruction.	of each student during instruction.	development of each student during instruction.
7C. Provides appropriate instructional feedback to all students. ACEI 3.5	Candidate does not exhibit the knowledge and understanding of effective communication techniques that are necessary to provide supportive interaction to all students.	Candidate is beginning to exhibit the knowledge and understanding of effective communication techniques that are necessary to provide supportive interaction to all students.	Candidate uses his/her knowledge and understanding of effective communication techniques to provide supportive interaction to all students.
Domain 3: Environment	**Unsatisfactory 1** *Does not meet expectations*	**Developing 2** *Meets expectations*	**Proficient 3** *Exceeds expectations*
APS 8: MAINTAINING AN ENVIRONMENT THAT PROMOTES LEARNING			
8A. Creates and maintains a safe physical environment that is conducive to learning. ACEI 3.4	Candidate does not exhibit sufficient knowledge and understanding of motivation and behavior to foster positive social interaction and create a supportive, safe learning environment.	Candidate is beginning to use his/her knowledge and understanding of motivation and behavior to foster positive social interaction and create a supportive, safe learning environment.	Candidate uses his/her knowledge and understanding of motivation and behavior to foster positive social interaction and create a supportive, safe learning environment.
8B. Creates and maintains a positive affective classroom climate. ACEI 3.5	Candidate does not exhibit an understanding of effective communication needed to create and maintain a positive affective classroom climate.	Candidate uses his/her knowledge and understanding of effective communication to begin to create and maintain a positive affective classroom climate.	Candidate uses his/her knowledge and understanding of effective communication to create and maintain a positive affective classroom climate.
8C. Creates and maintains a classroom culture of learning. ACEI 1.0	Candidate does not create a classroom culture of learning that supports individual student's acquisition of knowledge.	Candidate creates a classroom culture of learning that supports individual student's acquisition of knowledge.	Candidate creates and maintains a classroom culture of learning that supports individual student's acquisition of knowledge.
APS 9: MANAGING THE CLASSROOM			
9A. Manages student behavior appropriately. ACEI 3.4	Candidate does not exhibit the knowledge and understanding of motivation and behavior necessary to create a supportive learning environment and manage student behavior appropriately.	Candidate is beginning to use his/her knowledge and understanding of motivation and behavior to create a supportive learning environment and manage student behavior appropriately.	Candidate uses his/her knowledge and understanding of motivation and behavior to create a supportive learning environment and manage student behavior appropriately.
9B. Makes maximum use of instructional time. ACEI 3.4	Candidate does not exhibit knowledge and understanding of individual and group motivation and behavior necessary to foster active engagement in learning in order to maximize use of instructional time.	Candidate is beginning to use his/her knowledge and understanding of individual and group motivation and behavior to foster active engagement in learning in order to maximize use of instructional time.	Candidate uses his/her knowledge and understanding of individual and group motivation and behavior to foster active engagement in learning in order to maximize use of instructional time.
9C. Manages non-instructional routines efficiently. ACEI 1.0	Candidate has not developed non-instructional routines that support individual student's acquisition of knowledge.	Candidate manages non-instructional routines that support individual student's acquisition of knowledge.	Candidate efficiently manages non-instructional routines that support individual student's acquisition of knowledge.
Domain 4: Professionalism	**Unsatisfactory 1** *Does not meet expectations*	**Developing 2** *Meets expectations*	**Proficient 3** *Exceeds expectations*

APS 10: FULFILLING PROFESSIONAL RESPONSIBILITIES			
10A. Advocate for the students. ACEI 5.1	Candidate does not evaluate the effects of his/her professional decisions and actions on students.	Candidate demonstrates a satisfactory understanding of the effects of his/her professional decisions and actions on students.	Candidate continually evaluates the effects of his/her professional decisions and actions on students.
10B. Works to achieve organizational goals in order to make the entire school a positive and productive learning environment for the students. ACEI 5.1	Candidate does not exhibit awareness of and reflection on his/her practice in light of research and professional ethics in order to make the entire school a productive learning environment for students.	Candidate demonstrates a satisfactory awareness of and reflection on his/her practice in light of research and professional ethics in order to make the entire school a productive learning environment for students.	Candidate is aware of and reflects on his/her practice in light of research and professional ethics in order to make the entire school a productive learning environment for students.
10C. Effective communicator. ACEI 5.2	Candidate does not exhibit an understanding of the importance of establishing and maintaining positive collaborative relationships with families, school colleagues, and agencies.	Candidate demonstrates a satisfactory understanding of the importance of establishing and maintaining positive collaborative relationships with families, school colleagues, and agencies.	Candidate knows the importance of establishing and maintaining positive collaborative relationships with families, school colleagues, and agencies.
10D. Exhibits professional demeanor and behavior. ACEI 5.1	Candidate does not adequately evaluate the effects of his/her professional decisions and actions on students and other members of the learning community.	Candidate demonstrates a satisfactory understanding of the effects of his/her professional decisions and actions on students and other members of the learning community.	Candidate evaluates the effects of his/her professional decisions and actions on students and other members of the learning community.
10E. Active, lifelong learner. ACEI 5.1	Candidate does not actively seek out opportunities to grow professionally.	Candidate shows some interest in opportunities to grow professionally.	Candidate actively seeks out opportunities to grow professionally.

Assessment 5 – Unit Plan

During the residency (ED 8090), all candidates are required to develop, implement and reflect on a unit of study based on the content curriculum goals of their classroom. This unit of instruction includes 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 encompasses a minimum of five teaching days during their residency placement. Following implementation, candidates complete a reflection and self-assessment of the unit, including an analysis of student learning. The unit is evaluated using the ED 8090 Unit Evaluation form, which includes standards in the Clemson University School of Education Conceptual Framework and the SC ADEPT/ACEI Performance Standards related to planning the instruction for the unit and assessing student learning.

Description of How Assessment Specifically Aligns with the Standards
The Unit of Instruction is aligned with the following ACEI standards: ACEI 1.0 (Development, Learning, and Motivation), one or more ACEI 2.1 through 2.6 (Curriculum) and ACEI 4.0 (Assessment for instruction). The Unit of Instruction requires candidates to demonstrate competency by pre-assessing student knowledge, planning appropriate instruction, implementing the unit of instruction and assessing student learning as a result of their instruction.

Part I. APS 2 Short-Range Planning of Instruction (ACEI 1.0 and one or more content subject ACEI 2.1-2.6)
Candidates must demonstrate the ability to use their knowledge related to the development of children to construct learning opportunities that support individual students' development, using student performance data to guide the planning of instruction (ACEI 1.0). Candidates must demonstrate the ability to collaborate with their cooperating teacher to develop unit objectives that facilitate student achievement of academic standards based on the grade-level curriculum expectations for one or more content subject (ACEI 2.1 through 2.6). In addition, they must develop unit instructional plans that include content and materials for one or more content subjects that facilitate student achievement for all students (ACEI 2.1 through 2.6).

Part II. APS 3 Planning Assessments and Using Data (ACEI 4.0)
Candidates must utilize a variety of appropriate assessments during their Unit of Instruction. Candidates gather and analyze student performance data and use the data to guide/modify instructional planning at appropriate intervals throughout the unit. Candidates are required to administer a pre-assessment prior to implementing the Unit of Instruction in order to analyze student performance relative to stated unit objectives. Candidates create tables or charts that depict the results of the pre-assessment to find patterns of student performance. Candidates summarize the findings and the implications of these results for their instructional plans, making necessary adjustments. At the completion of the unit, candidates analyze their pre/during/post assessment data to determine students' progress related to the stated unit learning objectives.
Candidates provide a descriptive narrative summarizing their analysis of student progress and achievement. Finally, candidates write a reflective summary describing the relationship between their students' progress and their teaching performance.

Handbook Description of Unit Plan SC ADEPT Standards APS 2 & 3

APS 2
Short-Range Planning of Instruction

An effective teacher facilitates student achievement by planning appropriate learning objectives; selecting appropriate content, strategies, and materials for each instructional unit; and systematically using student performance data to guide instructional decision making.

In this context, the term *instructional unit* is defined as a set of integrated lessons that is designed to accomplish learning objectives related to a curricular theme, an area of knowledge, or a general skill or process. The length of instructional units—that is, the number of days or lessons they cover—will vary in accordance with such factors as the number of objectives to be accomplished; the complexity of the content to be covered; and the ability levels of the particular students.

KEY ELEMENTS
This standard requires the teacher to demonstrate the following abilities and dispositions:

2.A The teacher develops unit objectives that facilitate student achievement of appropriate academic standards and long-range learning and developmental goals. (ACEI 2.1,2.2, 2.3, 2.4, 2.5, 2.6)
The teacher's objectives define what the students should know (i.e., the factual, conceptual, procedural, and/or meta-cognitive knowledge) and be able to do (e.g., the cognitive processes—remembering, understanding, applying, analyzing, evaluating, and/or creating) upon completing the unit. The teacher's objectives are student-oriented, explicit, and assessable statements of intended learning outcomes. There is a clear connection between the unit objectives and grade-level academic standards (or, for preschool children or students with severe disabilities, between the unit objectives and appropriate developmental and/or functional expectations). The unit objectives are consistent with the long-range goals, assessment results from previous instructional units, state and local curriculum guidelines, individualized education programs (IEPs), and the needs and interests of the students. The unit objectives are logically linked to previous and future learning objectives.

2.B The teacher develops instructional plans that include content, strategies, materials, and resources that are appropriate for the particular students. (ACEI 2.1,2.2, 2.3, 2.4, 2.5, 2.6)
The content of the teacher's instructional plans is drawn from multiple sources that are accurate and current and is applicable to the students' grade-level academic standards, instructional needs, ability and developmental levels, and interests. The sources of the content expose students to a variety of intellectual, social, and cultural perspectives as appropriate. The teacher selects a variety of instructional strategies and materials in order to present content in formats that accommodate learning differences and that translate into real-life contexts for the students. Instructional technology is included as appropriate. The instructional strategies are logically sequenced and include sufficient opportunities for initial learning, application and practice, and review. The strategies lead the students to increasingly higher levels of thinking and problem solving. They promote active student engagement during both independent and collaborative learning tasks, and they provide opportunities for the teacher and students to vary their roles in the instructional process (e.g., instructor, facilitator, coach, audience).

2.C The teacher routinely uses student performance data to guide short-range planning of instruction. (ACEI 1.0)
The teacher develops lesson and unit plans on the basis of accurate conclusions that he or she has drawn from analyses of the particular students' prior performance (i.e., their behavior, progress, and achievement).

APS 3
Planning Assessments and Using Data

An effective teacher facilitates student achievement by assessing and analyzing student performance and using this information to measure student progress and guide instructional planning.

In this context, the term *assessment* refers to any formal or informal measurement tool, activity, assignment, or procedure used by a classroom teacher to evaluate student performance. Assessments may be commercially produced or developed by the teacher, but all should be valid, reliable, and maximally free from bias.

KEY ELEMENTS
This standard requires the teacher to demonstrate the following abilities and dispositions:

3.A The teacher develops/selects and administers a variety of appropriate assessments. (ACEI 4.0)
The assessments used by the teacher are technically sound indicators of students' progress and achievement in terms of the unit objectives, the grade-level (or individually determined) academic standards, and the student achievement goals. The assessments align with the learning objectives and the instruction in terms of the type(s) of knowledge (i.e., factual, conceptual, procedural, and/or meta-cognitive) and the cognitive processes (i.e., remembering, understanding, applying, analyzing, evaluating, and/or creating). The teacher is not overly reliant on commercially produced assessments, but when he or she uses them, the teacher is careful to ensure that any necessary modifications are made. Assessment materials are free of content errors, and all assessments include verbal and/or written directions, models, and/or prompts that clearly define what the students are expected to do. The assessments are appropriate for the ability and developmental levels of the students in the class. The teacher provides appropriate accommodations for individual students who require them in order to participate in assessments.

3.B At appropriate intervals, the teacher gathers and accurately analyzes student performance data and uses this information to guide instructional planning. (ACEI 4.0)
The teacher routinely obtains student baseline data, analyzes the data to determine student learning needs, and uses this information to develop appropriate instructional plans. At appropriate intervals throughout instruction, the teacher analyzes student performance on informal assessments (e.g., individual and group performance tasks, quizzes, assignments) and formal assessments (e.g., tests, projects, portfolios, research papers, performances) to determine the extent to which both individual students and groups of students are progressing toward accomplishing the learning objectives. On the basis of these analyses, the teacher determines the impact of instruction on student learning and makes appropriate decisions about the need to modify his or her instructional plans.

3.C The teacher uses assessment data to assign grades (or other indicators) that accurately reflect student progress and achievement. (ACEI 4.0)

The teacher makes decisions about student performance, progress, and achievement on the basis of explicit expectations that clearly align with the learning objectives and achievement goals, the assessments, and the students' level of ability. The teacher may present his or her evaluation criteria in the form of scoring rubrics, vignettes, grading standards, answer keys, rating scales, and the like. Assessments are appropriately weighted on the basis of the relative importance of each in determining overall progress and achievement. The teacher maintains accurate, current, well-organized, and confidential records of assessment results. The teacher uses available information technology to store and assist with the analysis of student data.

Unit of Instruction Assignment Instructions

The teacher resident will prepare one <u>unit plan</u> in a subject area selected with the approval of the master teacher and university supervisor.

Following the specific requirements below and use the key elements for ADEPT Teaching Performance Standards 2 & 3 as a guide in writing the unit plan and associated assessments. Your seminar instructor may require supplemental unit plan requirements and an evaluation specific to your program area in addition to a more generic unit evaluation.

Continue to plan units with your master teacher as the residency experience progresses.   However, only one written plan is required for formal evaluation by your university supervisor.   Seek guidance and approval from the assigned master teacher in the preparation and delivery of the unit including the detailed lesson plans that are in this unit. Submit a rough draft copy of the unit for the master teacher's approval. Provide the master teacher and university supervisor with a final draft copy.
As soon as the unit is completed, turn in the written unit to the university supervisor for his/her evaluation. Teach this unit as early in the semester as possible.

SPECIFIC REQUIREMENTS
Include the following components in the unit plan.
I.   UNIT TOPIC:
II.   GRADE LEVEL:
III.   RATIONALE FOR UNIT AND CONTEXTUAL FACTORS:
 Specifically explain how the unit relates to instructional goals, needs of students and
 prior units.   Describe the contextual factors (including the relevant student
 characteristics from key element 1A of the long-range plan as well as any other
 factors related to the community, district, school, classroom or students 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. Identify the priority content and learning that is expected. Describe the research-base behind these instructional objectives. These objectives should be broad enough that it captures the breadth and depth of content of the unit, but focused enough that it can be measured.
V.   CONTENT:
In addition to the content taught in the unit, describe the key instructional activities and strategies used to teach this unit. Also describe how:
- content will be organized and taught so that students can use, apply and implement what they learn in real-life scenarios and for the assurance of career and college readiness.
- students will be engaged in critical thinking and problem solving.
- students' needs, interests, abilities and cultures will be considered.
- the instruction's research base
VI.   REFERENCE/RESOURCE MATERIALS:
Describe the materials and resources to be used to teach this unit. Include how multimedia and digital tools and resources (web sites and web applications, for example) will be used in instruction.   Attach,

have available or access to these resources as needed by your master teacher and/or university supervisor.

VII.   DAILY LESSON PLANS:
Attach <u>extended lesson plans</u> for a minimum of five daily lessons. Write reflections after each lesson.

VIII.   ANALYSIS OF STUDENT LEARNING:
Collect value-added and/or other student growth data related to content from the master teacher and describe patterns/trends of student learning and growth as a whole class and as clusters of students within the classroom. Information should also include number of students in class, students with exceptionalities and/or academic supports provided to students, for example. Also identify any school and district goals related to student learning and describe how these goals relate to the classroom analysis.

VIII.   PRIMARY ASSESSMENT STRATEGIES & EVALUATION CRITERIA,
Create assessments for the pre and post assessment of student learning. Describe how the assessment aligns to the objectives. Include descriptions of any necessary student accommodations. Pre-assessment data are necessary to implement the unit plan and to analyze student performance relative to unit objectives.

Include the following:
1. How did you decide on the assessment?
2. How does the assessment accommodate the needs and interests of ALL students?
3. How does your evaluation criteria clearly differentiate learning?
4. How will the results of pre-assessment be used for instruction?

Attach each assessment and include the evaluation criteria (i.e., describe and/or attach appropriate scoring rubrics, observation checklists, rating scales, item weights).

IX. INTERPRETATIONS AND DECISIONS – Pre and Post Assessment of Unit**:**
Pre-assessment
1. Attach clearly labeled tables, graphs or charts that depict the results of the pre-assessment in a format that allows you to find patterns of student performance relative to each objective.
2. Summarize the results of the pre-assessment and describe the implications of these results on the instruction for all learners.
3. Create growth targets for unit outcomes to be measured in post assessment. These growth targets should describe growth for ALL learners and may differentiate for groups or individual learners.

Post-unit-assessment
Once the unit is completed, analyze the pre and post assessment and determine students' progress relative to unit objectives.
1. Attach clearly labeled tables, graphs or charts that depict student performance for the entire class, groups of students, and for at least two students with individual needs.   For each visual representation, provide a descriptive narrative that summarizes the analysis of student learning progress and growth.
2. Explain the ways in which student grades were assigned (or other indicators of student performance).

X. REFLECTION AND SELF-ASSESSMENT:
1. Describe the impact of the unit on the learning of ALL students including students with individual needs.   Reflect on and describe the relationship between your students' learning progress and growth and your teaching performance based on the criteria included in this assignment for the instructional unit.
2. If you were to teach this unit again to the same group of students, what, if anything, would you do differently, and why?
3. As a teacher, how could you communicate with parents and families, school instructional staff, team leaders and school principals to engage in a school climate of student growth and learning?

Unit of Instruction Evaluation Form

Domain 1: **Planning**	**Unsatisfactory** **1** *Does not meet expectations*	**Developing** **2** *Meets expectations*	**Proficient** **3** *Exceeds expectations*	**Candidate** **Score**	**Rationale**
APS 2: SHORT-RANGE PLANNING OF INSTRUCTION					

2 A. Develops unit & lesson objectives that facilitate student achievement of academic standards and long range learning goals. ACEI 2.1,2.2, 2.3, 2.4, 2.5, 2.6	Candidate does not use the major concepts from the elementary content subjects to develop unit and lesson objectives that facilitate student achievement of academic standards and learning goals.	Candidate is beginning to use the major concepts from the elementary content subjects to develop unit and lesson objectives that facilitate student achievement of academic standards and learning goals.	Candidate appropriately uses the major concepts from the elementary content subjects to develop unit and lesson objectives that facilitate student achievement of academic standards and learning goals.		
2 B. Develops unit & lesson plans (content, strategies, materials, resources) that are appropriate for all students. ACEI 2.1,2.2, 2.3, 2.4, 2.5, 2.6	Candidate does not use the major concepts from the elementary content subjects to develop unit and lesson plans that are appropriate for all students. Candidate does not explain accommodations made for student cultural differences, English Language Learners, and special needs students in lesson plans and unit contextual factors.	Candidate is beginning to use the major concepts from the elementary content subjects to develop unit and lesson plans that are appropriate for all students. Candidate demonstrates a satisfactory attempt to explain accommodations made for student cultural differences, English Language Learners, and special needs students in lesson plans and unit contextual factors.	Candidate uses the major concepts from the elementary content subjects to develop unit and lesson plans that are appropriate for all students. Candidate clearly explains accommodations made for student cultural differences, English Language Learners, and special needs students in lesson plans and unit contextual factors.		
2 C. Uses student performance data to guide planning of instruction. ACEI 1.0	Candidate does not use student performance data to construct learning opportunities that support individual student's acquisition of knowledge. Candidate does not use tables, charts and graphs to summarize pre-assessment data and does not describe the implication of data results on instruction.	Candidate demonstrates a satisfactory attempt to use student performance data to construct learning opportunities that support individual student's acquisition of knowledge. Candidate demonstrates a satisfactory attempt to use tables, charts and graphs to summarize pre-assessment data and satisfactorily	Candidate appropriately uses student performance data to construct learning opportunities that support individual student's acquisition of knowledge. Candidate appropriately uses clearly labeled tables, charts and graphs to summarize pre-assessment data and clearly describes the implication of		

		describes the implication of data results on instruction.	data results on instruction.		

STRENGTHS and RECOMMENDATIONS:

Domain 1: Planning	Unsatisfactory 1 *Does not meet expectations*	Developing 2 *Meets expectations*	Proficient 3 *Exceeds expectations*	Candidate Score	Ration-ale
APS 3: PLANNING ASSESSMENTS AND USING DATA					
3 A. Develops/selects and administers a variety of appropriate assessments. ACEI 4.0	Candidate does not develop appropriate informal and formal assessment strategies to promote continuous development of each student.	Candidate is beginning to develop appropriate informal and formal assessment strategies to promote continuous development of each student.	Candidate develops appropriate informal and formal assessment strategies to promote continuous development of each student.		
3 B. Gathers, accurately analyzes, and uses assessment data to guide instructional planning. ACEI 4.0	Candidate does not use formal and informal assessment data to plan, evaluate and strengthen instruction. Candidate writes an unsatisfactory reflection of the relationship between students' progress and achievement and his/her teaching performance and possible changes to future teaching of the unit.	Candidate is beginning to use formal and informal assessment data to plan, evaluate and strengthen instruction. Candidate writes a satisfactory reflection of the relationship between students' progress and achievement and his/her teaching performance and possible changes to future teaching of the unit.	Candidate uses appropriate formal and informal assessment data to plan, evaluate and strengthen instruction. Candidate writes an excellent reflection of the relationship between students' progress and achievement and his/her teaching performance and possible changes to future teaching of the unit.		

3 C. Uses assessment data to assign grades that accurately reflect student progress and achievement. ACEI 4.0	Candidate does not use formal and informal assessment data accurately to promote continuous development of each student. Candidate does not use tables, charts and graphs of post test data to depict student performance for the entire class. Candidate does not summarize analysis of student progress and achievement and does not explain how student grades (or other performance indicators) are assigned, recorded and reported.	Candidate is beginning to use formal and informal assessment data accurately to promote continuous development of each student. Candidate demonstrates a satisfactory attempt to use tables, charts and graphs of post test data to depict student performance for the entire class. Candidate demonstrates a satisfactory attempt to summarize analysis of student progress and achievement and attempts to explain how student grades (or other performance indicators) are assigned, recorded and reported.	Candidate uses formal and informal assessment data accurately to promote continuous development of each student. Candidate uses clearly labeled tables, charts and graphs of post test data to accurately depict student performance for the entire class. Candidate clearly and accurately summarizes analysis of student progress and achievement and explains how student grades (or other performance indicators) are assigned, recorded and reported.		
			Total Points		

Please use the following statements to guide your comments on the strengths and recommendations for APS3 (see next page):

The resident teacher demonstrated knowledge of how to use formal and informal assessments for all students.
The resident teacher demonstrated an ability to evaluate pre and post assessment data.
The resident teacher is able to plan lessons as a result of the evaluation of pre and post assessment data.
Units clearly indicate the resident teacher is able to positively impact student learning.
Resident teacher is able to reflect on students' progress and achievement and identify how to teach the unit differently as a result.

STRENGTHS and RECOMMENDATIONS:

Assessment 6 – Small Group Assignment (Math/Science)

EDEL 4520: Teaching Mathematics in the Elementary School and EDEL 4510: Science Methods for Elementary School are methods course taken by Elementary Education teacher candidates at Clemson University. Teacher candidates take EDEL 4520 in the second-semester of their junior year. EDEL 4520 includes a field experience component in which teacher candidates spend four mornings in elementary mathematics classrooms engaging with teachers and their students. Teacher candidates take EDEL 4510 in the first-semester of their senior year. This course is part of "Block" —a cohort-based semester where students are immersed in methods courses and intense field-placement experience. Students will complete the *Teaching Elementary Science and Mathematics Through Inquiry* assignment. This assignment includes components from the "Problem-Based Mathematics Lesson" and its reflection, which is completed in their junior year Elementary Education Mathematics Methods course and components of "Teaching Science Through Inquiry" assignment, which is completed in their senior year Elementary Education Science Methods course. This joint-assignment supported the ACEI, the Common Core State Standards for Mathematics (CCSSM)**,** the South Carolina College and Career Readiness Standards for Mathematics (SCCCRS-M) and the National Science Education Standards (NSES) related to students' assessment of their content knowledge, problem-solving mathematically, scientific inquiry, and reflexivity to critique their practice and praxis.

Description of How Assessment Specifically Aligns with the Standards
Students must identify how their problem-based mathematics lesson aligns with CCSSM and SCCCRS-M standards and their science inquiry lessons align with South Carolina State Standards for Science and the National Science Education Standards. Additionally, the project is evaluated with rubrics designed to assess the quality of problem-based learning and inquiry teaching in terms of ACEI standards: 2.2 (Science Curriculum), 2.3 (Mathematics Curriculum), 3.1 (Integrating and applying knowledge for instruction), 4.0 (Assessment) and 5.1(Professional growth, reflection and evaluation). Since EDEL 4520 is a Mathematics Education course and EDEL 4510 is a Science Education course, the Teaching Elementary Science and Mathematics Through Inquiry assignment must cover and demonstrate that students have mastered (recorded by passing grade) their respective content, pedagogical and professional knowledge prior to student teaching, hence, the alignment with ACEI 2.2, 2.3 and 3.1 is strong. Additionally, a rubric designed to determine the effectiveness of their teaching, assessment strategies (4.0) and ways to monitor and reflect upon their professional practice and praxis (5.1) is included.

Instructions for preparation of Problem Based Mathematics Lesson (PBML)
1. Have a pre-planning meeting with your instructor to discuss your intended topic, learning goal and activities. You must bring a completed version of the Pre-Lesson Information form with you to this meeting. The instructor must approve this before you can write your lesson plan.
2. Write a draft of your plan using a format of your choice. Make sure the information contained in the Preparing Lesson Plans document is clearly visible in your plan.
3. Submit a draft of your plan to your instructor or make arrangements to meet with him/her for feedback before teaching your lesson.
4. Make all required changes/edits and give your Cooperating Teacher a final version of your lesson plan to review <u>before</u> you teach the lesson.
5. Teach your lesson. Make sure to collect relevant student data, work samples and/or examples of student talk and thinking.
6. Write your reflection using the Lesson Reflection Handout.
7. Submit your finalized lesson plan and reflection via Chalk and Wire on or before December 4.

Lesson Plan Format (optional)
PBML
Names _____   Grade level _____
Lesson Topic: _____
Context:
Describe students (grade level, number of boys/girls, etc.)
-

Goals and Standards:
Learning goal(s) for the lesson

-

Standards of Mathematical Practice addressed (number and description)

-

Standards of Mathematical Content addressed (number and description)

-

Brief Task Analysis:
Main Instructional Task(s) – List all problems you will give in the main instructional task. Include all number choices.

-

Anticipating Student Responses (What are all the ways the task can be solved? Which of these methods do you think your students will use? What misconceptions might students have? What errors might students make?)

-

Assessment Plan -- Formal and Informal strategies

-

LESSON
I. ONR - Opening Number Routine (time allotted)

List and Describe your ONR

-

How does your ONR connect to your learning goal (or to other mathematical topics)?

II. Launch - Unpacking the task for students (time allotted)

How will you present the task? (e.g. write it on paper, on the board, orally)

-

What will you say to introduce students to the activity? (Be specific)

-

What will you ask to ensure students understand the task? (Be specific)

-

How will the students be grouped? (independently, in small groups, pairs)

-

III. Explore - Student Exploration & Responding to Student Work (time allotted)

What will you do if a student does not know how to begin to solve the task? (Scaffolding)

-

Write 3-4 high level questions you could use in order to understand student thinking? These should be related to your anticipated student strategies (Ch. 5)

-

How will you monitor and select the student work to be shared?

-

IV. Summarize - <u>Class</u> <u>Discussion (time allotted)</u>
Goal for the discussion
-

Complete the 1st and 3rd columns in the table below using your anticipated student strategies.

Strategy	Who and What	Order

Briefly justify your sequencing for the strategies
-

List a potential *supporting* and *extending* question for each of the strategies you anticipate.
-

V. <u>Wrap Up </u>(3-5minutes)
What question(s) will you ask to assess if students have taken away your intended "big idea" (i.e. lesson goal) from the lesson?
-

<u>Transition to next classroom activity:</u>
What will you say to transition them back to the cooperating teacher?
-

<div align="center">Problem-Based Mathematics Lesson Reflection Guide</div>

Being a reflective teacher is crucial to one's development and growth in teaching. When you are in the field (and hopefully whenever you teach) you will want to reflect on your experience and decide how they will influence your future choices. This handout contains questions that are designed to help you think about some of the components of your lesson.

1. Describe the lesson in general, focusing on the teacher perspective. Elaborate on your actions during the lesson, summarizing your teaching actions. What was done in each of the main sections of the lesson? Did your group maintain the level of cognitive demand during instruction (e.g., requiring students explain their ideas rather than memorize and apply algorithms), or lower the cognitive demand (e.g. by suggesting strategies, using leading questions, giving directive hints or step-by-step instructions on how to solve problems, or not pressing students for clear and complete explanations)? Explain

2. Describe the lesson again, but this time from your students' perspective. That is, describe the mathematics students did during the session. Describe your encounters with students. What questions did you pose during the lesson, how did students respond? Make sure to include several specific examples of student thinking (talk, work, and actions). This section should help me get a sense of what the lesson was like from the student's perspective, the more detailed you can be, the better.

3. Evaluate the overall success of this lesson in terms of student learning. Describe the assessments you used (informal and formal) and relate them to the learning goals of the lesson. Based upon these assessments, did your students learn what you had intended them to? (Realize it is acceptable to state the students did not fully understand what you had intended them to learn in this session.) Provide evidence/work samples from students at three different levels of understanding as evidence of your claim. How might you assess this learning goal after further mathematical development? What types of assessment would you use?

4. Reflect <u>meaningfully</u> on the general success of lesson and your personal development as a result. What do you feel went well in the lesson? What could have gone better? Explain. What did you learn from this experience about: Children? Teaching? Mathematics (principles, ideals, issues)? Be specific.

5. Describe how the lesson could be adjusted in the future to improve student learning. Knowing what you know now, what would you do differently if you taught this lesson:
    a. in the same classroom with the same constraints? Why?
    b. in your own classroom? Why?

<div align="center">

EDEL 4510: Standards-based Science Project
Inquiry Lesson Plan Assignment Instructions

</div>

Standards-based Science Project: Inquiry Lesson Plan and Resources
This assignment will require you to develop 1) a detailed lesson plan for one of the lessons you outlined in for *SBSP Part 1: Unit Outline* and 2) resources needed to effectively teach the lesson plan. Like the unit outline, this lesson plans is focused on a specific science standard and performance indicator(s) that you chose. You are selecting one lesson from your unit and developing a detail lesson plan using the 5-E format (see attached format). The lesson plan activities, strategies, resources, and content must be grade level appropriate (see the SC Science Academic Standard and Performance Indicator that you chose for this project) and have a logical flow and sequence.
Please refer to both the descriptions below, the information found on the lesson plan format, and the rubric for this assignment when completing it.
Lesson Plan
- The lesson plan must appropriately follow the 5-E learning model to incorporate inquiry and present correct science content. You must use the provided lesson plan format (i.e. lesson plan format that you use for your field assignments)
- Your lesson plan must contain all SC standards and performance indicators that are met. Make sure you include both the science content standard and indicator(s) as well as the Science and Engineering Standard(s) and Performance Indicator(s). You need to list the number and letter of the performance indicator as well as the statement listed after it.
- Your lesson plan must be easy to understand and list very detailed teacher procedures.
- Your lesson plan must
    o contain appropriate objectives,
    o identify state standards that are met by each objective for both science and the other subject(s) integrated into the lesson,
    o list assessments that meet each objective(s),
    o list of all materials/resources needed to teach the lesson
    o showcase an understanding of how to teach through inquiry by effectively designing a 5-E inquiry-based lesson
    o list effective question(s) used for each 5-E phase of the lesson (written in question format)
    o discuss any necessary science safety rules/guidelines that you would discuss with student before performing certain activities
    o integrate technology and another subject (e.g. ELA) into your lesson,
    o have all necessary resource materials needed attached at the end of the document, and
    o include a reference list (APA format) of materials with non-original resources
- Your resource materials
    o must be both noted in the lesson plan and included at the end of the lesson plan
    o must include at least one rubric/checklist for assessing student performance and/or content knowledge,
    o must include science content notes in the form of a ppt, smartboard presentation, typed teacher notes (e.g. those that will be written on board or talked about in class),
    o must include at least one visual to support students in learning and understanding through multiple forms of communication (PPT and Smartboard Presentation may incorporate this)
    o must include <u>all items</u> necessary to effectively teach the 5E lesson

- If you are using a children's lit book or textbook, you only need to develop an APA reference to include in the Materials Section of the lesson. You do not have to make a copy of it to turn in.
- Make sure the technology you integrate is free and accessible to anyone with an internet connection.

The lesson plan and all resources/materials that go along with the lesson plan must be organized and bound together along with a title page that lists your name, section, and topic of the lesson. A paper copy of the unit will be turned in at the beginning of class on the day it is due.

EDEL 4510: Standards-based Science Project
Lesson Plan Rubric

Name: Section:

Research Components	1 Unacceptable	2 Acceptable	3 Target	Score
1. All required components (title page, lesson plan, integrated components, student handouts, PowerPoint or Smartboard presentations, rubric, etc) are included and all directions are followed. All resources mentioned are included, cited if necessary, and professional in appearance. Unit is also uploaded in Canvas, <u>and a **stapled** paper copy is given to the professor.</u>	50% or more of the required components for the entire assignment were of poor quality. 25% of the lesson components were missing and/or not professional in appearance.	Lesson plans for the entire unit are well written and easy to follow. One of the lesson components is missing. All materials are turned in as instructed.	Lesson plans are well written and easy to follow. All lesson components are included and professional in appearance. All materials are turned in as instructed.	
2. Lesson plan and all included resources are of high quality, professionally written, and exude quality research and professional decision-making. Writing and plans are professional, articulate, and well-conceived.	50% or more of the lesson plan are not illustrative of professional decision-making and are not well articulated.	Most of the lesson plan are illustrative of professional decision-making but a few items are not well articulated.	Lesson plan are illustrative of professional decision-making and well articulated.	
3. Lesson plan goals/objectives are appropriate, measurable, and carefully written for the selected science content and grade level. Objectives are clearly tied to curriculum standards and a grade level appropriate theme.	Lesson plan goals/objectives for 50% or more of the unit are appropriate, well-written, and clearly tied to the science standard selected.	Lesson plan goals/objectives for 75% of the unit are appropriate, well-written, and clearly tied to the science standard selected.	Lesson plan goals/objectives for the entire unit are appropriate, well-written, and clearly tied to the science standard selected.	
4. Lesson plan showcase inquiry lessons that build student understanding of the Nature of Science and personal and social applications. Science content and activities are relevant and meaningful to students.	50% or more of the lesson plan does not exemplify an effective inquiry lesson that build student understanding of the Nature of Science and personal and social applications. Science content and activities are relevant and meaningful to students.	Only 75% of the lesson plan exemplifies an effective inquiry lesson that build student understanding of the Nature of Science and personal and social applications. Science content and activities are relevant and meaningful to students.	Lesson plan exemplifies an effective inquiry lesson that build student understanding of the Nature of Science and personal and social applications. Science content and activities are relevant and meaningful to students.	

5. All relevant and necessary science content needed to teach the selected topic and standards is noted in the lesson plan. Content is correct and all major terms, major concepts, theories, facts, formulas, etc. are presented as appropriate for the grade level. **(ACEI 2.2 Science)**	Science content used is not adequately addressed or correct for 50% or more of the indicators for the chosen science standard.	Science content is correctly discussed but not detailed for 75% of the indicators for the chosen science standard.	Science content discussed is extremely thoroughly for each indicator for the chosen science standard.	
6. Assessment ideas match objectives and reflect intended outcomes. Both informal and formal assessments are used throughout the lesson plan to evaluate student learning and to plan, evaluate, and strengthen instruction. **(ACEI 4.0 Assessment for instruction)**	Both informal and formal assessments were not appropriately used throughout 50% or more of the lesson	Both informal and formal assessments were appropriately used throughout 75% of the lesson.	Both informal and formal assessments were appropriately used throughout the entire lesson.	
7. Lesson plan is challenging and engaging to all students. It effectively a) incorporates technology to maximize student learning, b) make connections to other subject areas, c) uses various methods, resources, and examples that value and meet the needs of diverse students (student backgrounds, special needs, exceptional students, gender, etc.), and d) uses adaptations to support struggling students and challenge students who are advanced. *(ACEI 3.1 Integrating and applying knowledge for instruction)*	Instructional resources, methods, and technology are not effectively implemented to show connections among subject areas and engage and challenge all students for 50% of the lesson.	Instructional resources, methods, and technology are effectively implemented to show connections among subject areas and engage and challenge all students for 75% of the lesson.	Instructional resources, methods, and technology are effectively used to show the connection among subject areas and engage, challenge, and meet the needs of many diverse student learners	

Assessment 7 – Long Range Plan with ELA Focus

Assessment 7 for the Elementary Education's ACEI SPA will be met by the Long-Range Plan assignment that will be completed by all Elementary candidates during their residency experience. In their long-range plans, our candidates demonstrate that they can effectively plan instruction that (a) are content, curriculum, and grade level appropriate, (b) meet the needs of students who present a range of backgrounds and learning abilities, (c) actively engage students in learning, and (d) uses appropriate informal and formal assessments. The Long-Range Plan: APS 1 assessment tool includes a description of each APS 1 indicator and a scoring guide.

Description of How Assessment Specifically Aligns with the Standards

In addition to meeting South Carolina state standards, this assessment meets ADEPT Performance Standard 1(APS1) and the following ACEI Standards: 2.1 (Reading, writing, and oral language); 3.1 (Integrating and applying knowledge for instruction), 3.2 (Adaptation to diverse students), 3.4 (Active engagement in learning) and 4.0 (Assessment for instruction). For this assessment, candidates combine their knowledge of appropriate content, learning theory, state standards, and curriculum with their knowledge of specific learning-teaching contexts and students' characteristics to develop dynamic and engaging Long Range Plans. Their plans demonstrate connections across curriculum and community. Appropriate curricular goals met by their lessons are indicated. These lesson plans establish appropriate long-range learning goals and identify the instructional, assessment, and management strategies necessary to help all their student progress toward meeting these goals. To do this, candidates design instructional opportunities and use approaches that address the learning and development of a diverse group of students. In addition, these Long-Range Plans demonstrate management plans and instructional

approaches that motivate and engage students in learning and provide a supportive learning environment for their students. Candidates develop appropriate processes for evaluating and recording students' progress and achievement. Candidates use their understanding of assessment to plan both formal and informal assessments to evaluate student and promote their academic and personal development (intellectual, social, emotional, and physical).

	Long Range Plan Rubric Categories with ADEPT and ACEI Standards and Indicators
1	APS 1: LONG RANGE PLANNING: APS 1 A. Candidate obtains/analyzes student information and uses this information to determine student learning needs and to guide instructional planning related to reading, writing and oral language, including the following: ACEI 2.1, 3.2
2	APS 1: LONG RANGE PLANNING: APS 1.A. 1 Candidate demonstrates knowledge and skill in creating a classroom culture that motivates students to engage in reading, writing, and oral language for personal growth, knowledge development, enjoyment and insight into the human experience. ACEI 2.1
3	APS 1: LONG RANGE PLANNING: APS 1 B. Candidate establishes appropriate standards-based long-range learning and developmental goals related to reading, writing and oral language for all students. ACEI 2.1, 3.1
4	APS 1: LONG RANGE PLANNING: APS 1. B.1 Candidate demonstrates skill in the creation of a high quality literate environment for the classroom that includes attention to books, electronic- based information sources, and locally created materials ACEI 2.1
5	APS 1: LONG RANGE PLANNING: APS 1 C. Candidate identifies and sequences appropriate instructional units for Reading/Language Arts in a manner that facilitates the accomplishment of long-range curriculum goals related to reading, writing, speaking, viewing, listening, and thinking skills, including the following: ACEI 2.1
6	APS 1: LONG RANGE PLANNING: APS 1.C. 1 the use of multiple strategies to help readers recognize words in print. ACEI 2.1
7	APS 1: LONG RANGE PLANNING: APS 1.C.2 the use of strategies to construct meaning from print and to monitor their comprehension. ACEI 2.1
8	APS 1: LONG RANGE PLANNING: APS 1. C.3 the use of strategies to develop the conventions of language needed to compose oral and written texts for a range of purposes and audiences. ACEI 2.1
9	APS 1: LONG RANGE PLANNING: APS 1.C.4 the use of strategies to develop a critical stance toward the analysis and interpretation of texts that encourages multiple perspectives. ACEI 2.1
10	APS 1: LONG RANGE PLANNING: APS 1 D. Candidate develops appropriate processes for evaluating and recording students' progress and achievement related to reading, writing and oral language. ACEI 2.1, 4.0
11	APS 1: LONG RANGE PLANNING: APS 1 E. Candidate plans appropriate procedures for managing the classroom especially related to the Reading/Language Arts block. ACEI 2.1, 3.4

Long Range Planning: APS 1

An effective teacher facilitates student achievement by establishing appropriate long-range learning goals and by identifying the instructional, assessment, and management strategies necessary to help all students progress toward meeting these goals.

Long-range planning requires the teacher to combine knowledge of content, standards, and curriculum with a knowledge of specific learning-teaching contexts and student characteristics. Although long-range planning is an essential process for all teachers, long range plans (LRPs) will differ according to variables such as content (i.e., subject matter, concepts, principals, process, and related skills) and context (e.g., setting, learning needs of the students). In developing LRPs, the teacher should work both independently and collaboratively. LRPS are dynamic documents that should be reviewed continuously and revised, as necessary, throughout the school year.

KEY ELEMENTS

This standard requires the teacher to demonstrate the following abilities and dispositions:

1.A The teacher obtains student information, analyzes this information to determine the learning needs of all students, and uses this information to guide instructional planning.

The teacher begins the long-rang planning process by gaining a thorough understanding of students' prior achievement levels, learning styles and needs, cultural and socioeconomic backgrounds, and individual interests. The teacher gathers this information from a variety of sources, including student records (e.g., permanent records, individualized education programs) and individuals such as other teachers, special area professions, administrators, service providers, parents, and the students themselves. From this information, the teacher identifies the factors that are likely to impact student learning. The teacher then uses this information to develop appropriate plans for meeting the diverse needs of his or her students.

I.B The teacher establishes appropriate standards-based long-range learning and developmental goals for all students.

The teacher's goals are aligned with relevant federal, state, and local requirements and reflect the applicable grade-level academic standards. For preschool children and students with severe disabilities, the teacher's goals align with appropriate developmental and/or functional expectations.

1.C The teacher identifies and sequences instructional units in a manner that facilitates the accomplishment of the long-range goals.

In this context, an *instructional unit* is a set of integrated lessons that is designed to accomplish learning objectives related to a curricular theme, an area of knowledge, or a general skill or process. Consistent with relevant federal, state, and local curriculum and/or academic standards, the teacher's instructional units provide for appropriate coverage of the key themes, concepts, skills, and standards related to the subject area(s) and are designed to expose students to a variety of intellectual, social, and cultural perspectives. The sequence of the teacher's units (as presented through timelines, curriculum maps, planning and pacing guides, and so forth) follows a logical progression, with an appropriate amount of time allocated to each instructional unit.

1.D The teacher develops appropriate processes for evaluating and recording students' progress and achievement.

The teacher's evaluation process includes the major formal and informal assessments to be used (e.g., observations, exams, research papers, performance, projects, portfolios) and the evaluation criteria for each. The teacher's evaluation methods are appropriate for the learning goals and the content. The evaluation criteria match state, local, and/or individually determined expectations for student progress and achievement. The teacher's record-keeping system provides a confidential and well-organized system for storing, retrieving, and analyzing all necessary student data.

I .E The teacher plans appropriate procedures for managing the classroom.

The teacher's rules and procedures for managing student behavior, whether developed independently by the teacher or collaboratively with the students, are clearly stated, appropriate for

the students, and consistent with school and district policies. The rules are stated in positive terms, when possible, and focus on behaviors rather than on students. The teacher's procedures for managing essential non-instructional routines (e.g., transitioning between activities and/or subjects, taking roll, collecting student work, preparing learning centers or labs, retrieving instructional materials or resources) promote efficiency and minimize the loss of instructional time.

Scoring Guide for Long Range Planning

Domain 1: Planning	Unsatisfactory (Unacceptable) 1	Needs Improvement (Acceptable) 2	Proficient (Target) 3	Candidate Score	Rationale
APS 1: LONG RANGE PLANNING					
Individualizing instruction; literacy learning					
1 A. Candidate obtains/analyzes student information and uses this information to determine student learning needs and to guide instructional planning related to reading, writing and oral language, including the following: ACEI 2.1, 3.2	Activities and instruction do not reflect the strengths and needs of students in the class based on information in Student Demographic Table.	Most activities and instruction reflect the strengths and needs of students in the class based on information in Student Demographic Table.	All activities and instruction reflect the strengths and needs of students in the class based on information in Student Demographic Table.		
1.A. 1 Candidate demonstrates knowledge and skill in creating a classroom culture that motivates students to engage in reading, writing, and oral language for personal growth, knowledge development, enjoyment and insight into the human experience. ACEI 2.1,	Candidate is not successful in creating spaces and opportunities in the classroom for learners to: ● engage meaningfully in **speaking and listening** activities that integrate content goals; ● engage meaningfully in **reading and writing** activities that integrate content goals; ● engage meaningfully in **viewing and representing** activities that integrate content goals.	Candidate is sometimes successful in creating spaces and opportunities in the classroom for learners to: ● engage meaningfully in **speaking and listening** activities that integrate content goals; ● engage meaningfully in **reading and writing** activities that integrate content goals; ● engage meaningfully in **viewing and representing** activities that integrate content goals.	Candidate is consistently successful in creating spaces and opportunities in the classroom for learners to: ● engage meaningfully in **speaking and listening** activities that integrate content goals; ● engage meaningfully in **reading and writing** activities that integrate content goals; ● engage meaningfully in **viewing and representing** activities that integrate content goals.		

1 B. Candidate establishes appropriate standards-based long-range learning and developmental goals related to reading, writing and oral language for all students including the following: ACEI 2.1, 3.1	Candidate does not establish appropriate standards-based content and ELA learning goals for the highlighted 9 weeks.	Candidate sometimes establishes appropriate standards-based content and ELA learning goals for the highlighted 9 weeks.	Candidate consistently establishes appropriate standards-based content and ELA learning goals for the highlighted 9 weeks.		
1. B.1 Candidate demonstrates skill in the creation of a high quality literate environment for the classroom that includes attention to books, electronic- based information sources, and locally created materials. ACEI 2.1,	Candidate is not successful in creating spaces and opportunities in the classroom that involve multiple types of text for learning content.	Candidate is sometimes successful in creating spaces and opportunities in the classroom that involve multiple types of text for learning content.	Candidate is consistently successful in creating spaces and opportunities in the classroom that involve multiple types of text for learning content.		
1 C. Candidate identifies and sequences appropriate instructional units for Reading/Language Arts in a manner that facilitates the accomplishment of long-range curriculum goals related to reading, writing, speaking, viewing, listening, and thinking skills. ACEI 2.1	Candidate does not plan and sequence appropriate unit level instruction to meet long-range goals.	Candidate sometimes plans and sequences appropriate unit level instruction to meet long-range goals.	Candidate consistently plans and sequences appropriate unit level instruction to meet long-range goals.		
1.C. 1 the use of multiple strategies to help readers recognize *words in print*. ACEI 2.1	Candidate does not plan to explicitly support students in reading and writing activities.	Candidate sometimes plans to explicitly support students in reading and writing activities.	Candidate consistently plans to explicitly support students in reading and writing activities.		
1.C.2 the use of strategies to construct meaning from print and to monitor their *comprehension*. ACEI 2.1	Candidate does not plan for teaching of comprehension strategies and comprehension monitoring.	Candidate sometimes plans for teaching of comprehension strategies and comprehension monitoring.	Candidate consistently plans for teaching of comprehension strategies and comprehension monitoring.		
1. C.3 the use of strategies to develop the conventions of language needed to *compose oral and written* texts for a range of purposes and audiences. ACEI 2.1	Candidate does not plan to teach the conventions of language needed to compose oral and written texts for a range of purposes and audiences	Candidate sometimes plans to teach the conventions of language needed to compose oral and written texts for a range of purposes and audiences	Candidate consistently plans to teach the conventions of language needed to compose oral and written texts for a range of purposes and audiences		

1.C.4 the use of strategies to develop a critical stance toward the *analysis and interpretation of texts* that encourages multiple perspectives. ACEI 2.1	Candidate does not plan for instructional strategies that promote a critical stance toward text analysis and interpretation, encouraging multiple perspectives.	Candidate sometimes plans for instructional strategies that promote a critical stance toward text analysis and interpretation, encouraging multiple perspectives.	Candidate consistently plans for instructional strategies that promote a critical stance toward text analysis and interpretation, encouraging multiple perspectives.		

Assessments, grading, recording and reporting grades					
1 D. Candidate develops appropriate processes for evaluating and recording students' progress and achievement related to reading, writing and oral language. ACEI 2.1, 4.0	Candidate does not identify a culminating product for unit level instruction that would demonstrate student learning of content using ELA modes.	Candidate sometimes identifies a culminating product for unit level instruction that would demonstrate student learning of content using ELA modes.	Candidate consistently identifies a culminating product for unit level instruction that would demonstrate student learning of content using ELA modes.		

Assessment 8 – Portfolio Project Evaluation (Art/PE/Health)

Assignment 8 for Elementary Education's ACEI SPA will be met by our candidates through two lesson plan and implementation projects—one completed in their EDEL 3100: Arts in the Elementary School course, taken during the Spring semester of their sophomore year.

In EDEL 3100, students design and implement an arts lesson with 2nd-6th students in an afterschool field placement, called the Group Art Project (GAP). For this project, they design an arts lesson based on South Carolina Academic Standards in the Visual & Performing Arts. Integrating with standards of another subject/disciplinary area(s) of their choice is an option. The lesson must take children's artistic development into consideration, include an actual art-making experience (using visual arts) or an arts activity (using drama/theatre, dance/movement, music or a combination). In 45-min. time slots, groups of 3-4 students then teach the lesson to a group of either 2nd, 3rd, 4th, 5th, or 6th grade students in an afterschool setting. The students' completed group lesson plan and an individual reflection on this experience serve as artifacts for this assignment.

In EDEL 3210, candidates design a center that can be used for teaching an integrated lesson in the classroom, called the Integrated Learning Center (ILC). The foundation of the center is based on the selection of a children's board game (i.e.…twister) that will be used to design the center to teach an academic subject using physical activity. The integrated learning center will provide the students with opportunities to acquire additional practice in the academic and physical skill areas. The planning of physical education integrated lessons is part of the semester long experience. In conjunction with the ILC students will develop a written lesson plan and a musical lyric (song, rap, poem) with motions that help to teach the academic content of the lesson through movement. Candidates plan integrated lessons appropriate for the individual and diverse needs of students in the schools. Lesson planning focuses on content, methodology, standards, assessment, and resource materials necessary for teaching Physical Education in the schools. Emphasis is placed on the National Physical Education Standards that are aligned with the Society for Health and Physical Education (SHAPE America) national association.

Description of How Assessment Specifically Aligns with Standards:
EDEL 3100, the GAP is evaluated through Performance Indicators for each step of the design and implementation process and a rubric (both attached #2), based on the following standards: ACEI 2.5 The arts curriculum; ACEI 3.2 Adaptation to diverse students; ACEI 4.0 Assessment for instruction; and ACEI 5.2 Collaboration with families, colleagues, and community agencies. ACEI 2.5, 4.0, and 5.2 are

assessed through the Performance Indicators, specific to arts content and pedagogy (ACEI 2.5), objectives and assessment (ACEI 4.0), and interactions and communication (ACEI 5.2). ACEI 3.2 is assessed through Performance Indicators related to their lesson design and implementation and their reflection on adapting to diverse learners. Based on their Performance Indicators and reflection, students are scored on an ACEI rubric for these 4 standards on a scale from Unsatisfactory, Developing, Proficient, to Distinguished.

EDEL 3210, the ILC is evaluated through the ILC rubric and Performance Indicators each step of the project (see 5-6 & 5-7) and aligns with the Curriculum Standards ACEI 2.7 (Physical Education Curriculum); ACEI 3.2 (Adaptation to diverse students); Assessment Standard, ACEI 4.0 (Assessment for Instruction); and, Professionalism Standard, ACEI 5.2 (Collaboration with families, colleagues, and community agencies). The assignment's connection with ACEI 2.7 is strong. In order to receive a passing grade for the assignment candidates must demonstrate a mastery of Physical Education content. The Assessment Standard 4.0 is stressed throughout the semester and especially as a component of the ILC and written lesson, with candidates including various academic and skill assessments in the plan. All candidates are expected to demonstrate their ability to adapt lessons to diverse populations (ACEI 3.2) by designing integrated centers that address the diverse learning needs of all students. Candidates are also required to participate in practicum experiences in the schools to demonstrate the ability to collaborate with families, school colleagues and community agencies and reflect on the practical aspects that may impact their classrooms (ACEI 5.2). Based on their performance indicators and reflection, students are scored on an ACEI rubric for these 4 standards on a scale from Unsatisfactory, Developing, Proficient, to Distinguished.

1)   EDEL 3100: Arts in the Elementary School GAP Assignment:

Group Art Project

Group Art Project (GAP)	55 points

TASK: In groups (3-4 members), you and your group will create an arts activity-lesson designed for an informal learning setting that is based on South Carolina Academic Standards in the Visual & Performing Arts and possibly integrated with standards of another subject/disciplinary area(s) (see Content, Assignments & Projects, Group Art Project folder).

The lesson must take children's artistic development into consideration, include visual aids and an actual art-making experience (using visual arts) or an arts activity (using drama/theatre, dance/movement, music or a combination).

In 45-min. time slots, groups will then teach the lesson to a group of GoalPOST students (2nd-6th grade).

Here is what you will need to do:☐

☐   Pin activity/arts/lesson ideas on Pinterest board

☐   Research/brainstorm ideas

☐   Decide on group

☐   Plan your activity-lesson (see Lesson Plan Format)

☐   Sign-up for your teaching date and grade level

☐   Get feedback on your drafts of your activity-lesson plan (see calendar for MULTIPLE dates)

☐   Practice your activity-lesson and practice making teacher samples. Do a test-run of your lesson
to   create them. You must use these teacher-samples in your lesson. If you desire to use an art
lesson that does not create a concrete art object, please talk with instructor. The instructor must see a
        completed teacher sample BEFORE you teach your lesson. See Calendar for DUE date.

☐ Teach! Prepare and bring all of the necessary supplies to the school site or prepare in AC Lab. Each group will have a 40-minute slot within which to teach your lesson.

☐ Actively participate/assist in the lessons of your peer colleagues and fill out a Peer Feedback Form for the teachers that you are assigned to observe. Give these teachers the forms.

☐ Take a digital photo of your teacher sample and student samples. Imbed this photo in your final lesson plan.

☐ Teachers must view the feedback forms that their peers fill out. Use this feedback to revise your lesson and help you write your GAP reflection for your Portfolio.

☐ Share the final lesson plan with digital photo of the teacher sample to the instructor and to the entire class a week after you teach. Therefore, the entire class has a pool of art lessons/ideas to use/re-work in the future.

☐ Fill out the Group Peer Assessment for each member of your group, including yourself and submit this form online.

☐ Write your GAP reflection for your final portfolio

☐ Present your GAP to the class (This will be informal on the last day of class)

☐ Upload your GAP lesson and reflection as ONE document to Chalk & Wire

2) Each step of the design and implementation process, along with Performance indicators and rubric
GAP Lesson Plan Template
Teachers' Names:
Art lesson title:
Grade/age Level:
Rationale/Goals:
Why are you teaching this? Explain why this is important to students. How does it connect to their daily lives, inform their culture, connect to the world, have significance in the world of art?

Standards/Objectives/Assessments:

STANDARDS*	OBJECTIVES**	ASSESSMENTS***

(You may use this chart, if you wish, but you can also list the S, O, and A)

*South Carolina Academic Standards for the Visual & Performing Arts:
Include standards (Even though your lesson may hit multiple standards, please only focus on 1-3) and appropriate indicators

South Carolina Standards from another subject/discipline
Include any appropriate standards (1-3 max.)

http://ed.sc.gov/instruction/standards-learning/
You need a combination of arts and non-arts standards. No more than 4 standards total.

**Objectives:
What will students do, accomplish, investigate, etc.? Please use Bloom's Taxonomy or another taxonomy to help you write these objectives.

Your lesson must allow for individuality in student work and cover a range of skills/thinking processes. Your objectives are what you assess. For every objective, you need to clearly state how you will formally and/or informally assess this objective.

***Assessment strategies:
How and what aspects of the project/process will you assess? This needs to match your objectives. Most likely for the GoalPOST setting, you will use informal assessment, but in your lesson plan, please include BOTH informal and formal assessments, even if you do not have time to complete a formal assessment. Please include what you would do, what rubric you would use in the future, etc.
Key Concepts:
List vocabulary, skills, or concepts you will emphasize/highlight
Lesson Sequence:
Be very detailed. Number the steps and be sure to have a distinct motivation and closure. Plan how supplies will be distributed and cleaned up. Your group will have 45 minutes to teach the lesson and for your students to complete an activity.
Organize cleanup within your time slot.
Include a warm-up/welcome
Closure activity
Clean-up
Materials, supplies, tools, visuals, and equipment:
Your group may have to purchase or collect materials for the lesson depending on your lesson idea. Use what is available in class as much as possible. Also, re-use items and recyclables when appropriate. You are responsible for organizing and preparing all of your materials.

Visual samples of the artistic product(s):
Using the same materials, processes, and directions as you will ask your students to follow, each member of your group needs to create the product that the lesson teaches. Include a(n) image(s) of teacher and/or student samples or of the class performing your lesson.

GAP Peer Feedback Form

Fall   Spring   20_____

Name: _____

Teachers:_____
_____
_____
_____

Please give the teachers at least one affirmation about their lesson:

Please give the teachers at least one observation about their lesson:

Please give at least one suggestion for the future or if you would teach the class in the future:

GAP Peer Assessment
Lesson plan title:
Your name:
What letter grade do you give yourself for your GAP? _____
Please explain in 3-4 sentences why you graded yourself this way
Group Peer's name:
What letter grade do you give this colleague for your GAP? _____
Please explain in 3-4 sentences why you graded this person this way…

Group Peer's name:
What letter grade do you give this colleague for your GAP? _____
Please explain in 3-4 sentences why you graded this person this way…

Group Peer's name:
What letter grade do you give this colleague for your GAP? _____
Please explain in 3-4 sentences why you graded this person this way…

GAP Performance Indicators (PI) ACEI Assessment

Fall   Spring   20_____
Student:
GAP Project and group members:

	GAP Grade	Yes (X) /No
Lesson submitted/emailed to class on-time		_____
Chalk & Wire submitted on-time		_____
Drafts of lesson plan	_____/ 16	_____
Teacher sample		
PI 1: Demonstrates/Utilizes appropriate media	_____/ 2	_____
Peer feedback forms		
PI 2: Provides appropriate and critical peer feedback	_____/ 3	_____
Lesson Plan	_____/ 12	
PI 3: Appropriate Learning Objectives		_____
PI 4: Clear Connections between Arts & Other Content		_____
PI 5: Appropriate Academic & Performance Standards		_____
PI 6: Appropriate Lesson Sequence		_____
PI 7: Appropriate Formal & Informal Assessment		_____
Lesson Implementation	_____/ 16	
PI 8: Appropriate Lesson Facilitation		_____
PI 9: Appropriate Use of Time		_____
PI 10: Appropriate Teaching Demeanor		_____
PI 11: Appropriate Modeling of Media Use		_____
PI 12: Appropriate Rapport with Students & Peers		_____
PI 13: Students Active & Engaged		_____
Group Peer Assessment	_____/ 3	
PI 14: Quality of Peer & Self-Assessment		_____
Portfolio Requirements		
PI 15: Quality of GAP Reflection	_____/ 5	_____
GAP Presentation	_____/3	_____
GAP Grade/ PI Indicators	_____/ 55	_____

ACEI Scoring Rubric
EDEL 3100
Student:_____
Fall   Spring   20_____

ACEI Standard	Unsatisfactory	Developing	Proficient	Distinguished
ACEI 2.5 **The arts curriculum**	Inadequately made connections within the arts standards and the arts activity behaviors of children. Candidate does not display content knowledge, understanding, or use of the major concepts to create opportunities for integrated student activity. Candidate inadequately plans and implements the arts lesson. Demonstrates connection with 8 or less of the lesson plan performance indicators.	Partially aligned with limited effectiveness within the arts standards and the arts activity behaviors of children. Candidate displays minimal content knowledge, understanding, and use of the major concepts to create opportunities for integrated student activity. Candidate demonstrates minimal knowledge in planning and implementing the arts lesson. Demonstrates connection with 9 - 11 of the lesson plan performance indicators.	Adequately made connections with a high degree of effectiveness within the arts standards and the arts activity behaviors of children. Candidate consistently displays content knowledge, understanding, and use of the major concepts to create opportunities for integrated student activity. Candidate adequately plans and implements the arts lesson. Demonstrates connection with 12-14 of the lesson plan performance indicators.	Consistently made connections with a high degree of effectiveness within the arts standards and the arts activity behaviors of children. Candidate strongly displays content knowledge, understanding, and use of the major concepts to create opportunities for integrated student activity. Candidate excels in the planning and implementation of the arts lesson. Demonstrates connection with all 15 of the lesson plan performance indicators.
ACEI 3.2 **Adaptation to diverse students**	Inadequately demonstrated evidence of a quality reflection on the instructional opportunities needed to meet the diverse learning needs of the students. Applied few instructional activities, strategies and/or accommodations for teaching integrated arts in the educational setting.	Submitted limited evidence of a quality reflection on the instructional opportunities needed to meet the diverse learning needs of the students. Applied a limited variety of activities, instructional strategies and accommodations for teaching integrated arts in the educational setting.	Submitted an acceptable reflection on the instructional opportunities needed to meet the diverse learning needs of the students. Applied a variety of relevant, original or creative instructional strategies and accommodations for teaching integrated arts in the educational setting.	Submitted an exceptionally high-quality reflection on the instructional opportunities needed to meet the diverse learning needs of the students. Applied a wide variety of critical, original, creative instructional strategies and accommodations for teaching integrated arts in the educational setting.

ACEI 4.0 Assessment for instruction	Incomplete or is not arts enhancing when identifying objectives, content, learning strategies, evaluation methods, and references. Evaluation procedures included no formal or informal assessments of the skills and academic content.	Unclear, conflicting, or incomplete in identifying specific objectives, content, learning strategies, evaluation methods, and references. Evaluation procedures included only one form of formal or informal assessment of the skills and academic content.	Adequate with identifying specific objectives, content, learning strategies, evaluation methods, and references. Evaluation procedures include some formal and informal assessments of the skills and academic content.	Extremely clear, with identifying specific objectives, content, creative learning strategies, evaluation methods and references. Evaluation procedures include a variety of both formal and informal assessments of the skills and academic content.
ACEI 5.2 Collaboration with families, colleagues, and community agencies	Failed to attend scheduled sessions or had inappropriate demeanor and/or rapport with students and community members	Missed more than one scheduled session or demonstrated some issues with demeanor and/or rapport with students and community members	Attended most scheduled sessions and/or demonstrated appropriate demeanor and/or rapport with students and community members	Attended all scheduled sessions and demonstrated appropriate demeanor and/or rapport with students and community members

ACEI 2.5   _____
ACEI 3.2   _____
ACEI 4.0   _____
ACEI 5.2   _____
Live Text Grade   _____

4) EDEL 3210: Physical Education Methods Integrated Learning Center Assignment Description

Integrated Learning Center Assignment

1- Purpose: The purpose of this project is to design a center that can be used for teaching an integrated lesson in your classroom. Choose a children's board game (i.e…twister) as the basis for the integration to teach an academic subject using physical activity. The integrated learning center will NOT be a game, but an activity where children get additional practice in an academic and skill area. Along with the center, you will need to develop a musical lyric (song, rap, poem) with motions that helps to teach the academic content of the lesson. Along with the center you will develop a lesson plan to accompany the lesson and will be uploaded into the Chalk & Wire artifacts.

      Learning centers are designed much like stations and are intended to help children "learn to learn". These centers should enable students to improve specific skills, knowledge, and activities where the focus of the center is on one theme or topic and used by a small group of students at one time. The center itself can include technology, equipment, it can be on a cart, mounted on a wall, or set on the floor. The center will be used in one small corner or section of the classroom. The center needs to be adaptable, so changes might be made to use with other subject content throughout the year.

2- Lesson & Equipment Design: Decide first what academic topic you would like to use in your lesson. You can also look through the standards, or simply think of a topic that you are interested in that is not often utilized in the schools. Develop the lesson idea first, then decide on a children's board game that you can modify to teach the content and help the children learn. The game modifications need to be easy to use by the students, safe and interactive (the equipment is needed to complete the task/s). What you design is very open, as long as you can utilize it with the children to increase learning in some way.

3- Developing the lesson plan: This lesson should be designed much like the lessons from the PE Central integrated activities project. You may choose any of the six lessons you choose to submit in the PEC project to use for this lesson. However, be aware you will need to make significant modifications to meet the criteria for this project. Most PEC lessons are designed for large classes and spaces, but this project is NOT. The lesson modifications need to be TOTALLY YOUR IDEA…not something you saw somewhere else, read about somewhere, or heard someone else talking about.

4- Integrated Questions: The most important part of the lesson is where you will need to develop 12 integrated skill and academic questions that will be used with the activity center by your students. Each question will need to contain BOTH a physical skill and an academic component that gets increasingly more difficult with each question. Question #1 will be the easiest and question #10 will be the most difficult in terms of the academic concept and the skills used.

5- Musical Lyrics: Choose a catchy song that students know and like and download it on Google. Rewrite the song, line by line, using the same number of syllables as the original song, but replacing them with rhyming poetry. The song needs to be between 20 & 60 seconds in length. Assign movements that represent the academic concepts and use them to practice the skills. Select at least 6 key components of the academic concept to include in the lyrics. You & your partner will need to record yourself performing the song OR you will need to perform it for the class on the day the project is due.

6- Assessment: The last part of the center is evaluation where you need to detail how the child will determine if he/she is being successful in completing the 12 integrated tasks. You will need to create two assessment sheets:
    1- Academic & Skill Assessment Check: This sheet will be used by the mover at the conclusion of the center. You will need two to three questions about the academic component AND two to three questions about HOW to do the skill correctly OR you can create a worksheet, if preferred.
    2- Student Answer Sheet to Integrated Learning Center Questions: this sheet will be used by one partner to record the answers to the twelve integrated questions and will be turned in to the teacher after the completion of the center. A separate student worksheet with the answers needs to be included when you submit the project.

5- Integrated Learning Center Lesson Plan Template

1. Lesson Objectives:
    Cognitive: The student will be able to _____
    Affective: The student will be able to _____
    Psychomotor: The student will be able to _____
2. Academic Standard & Number: _____
3. Physical Skill Standard & Number: _____
4. Physical Activity Concept/s Taught: _____
5. Academic Concept Taught: _____
6. Equipment/Materials: _____
7. Skill Cues (include ALL skills used in the lesson w/page number/s from chapter 3 textbook):

    _____

    _____

8. Activity Description (detailed):

    _____

    _____

    _____

    _____

9. Twelve sample questions with a different skill and academic focus in each:
    1-_____

2-_____
3-_____
4-_____
5-_____
6-_____
7-_____
8-_____
9-_____
10-_____
11-_____
12-_____

10. Modifications for Older & Younger Students:

_____

_____

11. Assessment: Check for Understanding
            Academic Assessment: questions or worksheet

    Q#1_____

    Q#2_____

    Q#3_____
            Skill Assessment: questions

    Q#1_____

    Q#2_____

    Q#3_____

12. Musical Lyrics: _____
     Song Title: _____
     Lyrics with Movements: _____

_____

_____

6-   Integrated Learning Center Lesson Rubric

Level of Performance	3	2	1
Quality of Project	Project description clear with great organization. No confusion in directions for students & adaptable for other content areas. Picture & classroom setup excellent.	Project description somewhat clear & organized. Limited questions for students & somewhat adaptable for other content areas. Picture & classroom setup limited.	Project description was not clear or organized for the students & not adaptable for other content areas. No picture or classroom setup included.
Lesson Content	Lesson objectives, standards, skill cues, modifications, & integrated questions were appropriate & well developed.	Some lesson objectives, standards, skill cues, modifications, &/or integrated questions were limited in development.	Lesson objectives, standards, skill cues, modifications, &/or integrated questions were not appropriate or well developed.

Creativity	Activity is new & original. Very creative. Extensive extras included.	Activity has limited new elements & originality. Minimal extras added.	Activity was not new or original. No extras included.
Safety Considerations	Activity is safe. Equipment chosen is appropriate & activities do not require students to take risks that may cause harm.	Activity is somewhat safe. Choice of equipment may cause injury. Activities are somewhat appropriate & do may require students to take risks that may cause harm.	Activity is unsafe at times due to poor choice of equipment, requires students to perform activities that could cause injury to self or others.
Assessment	Assessment in the skill & academic area is exceptional & covers the content taught in the center. Answer sheets provided.	Assessment is present in either the skill or academic area, but is too easy or hard & doesn't accurately reflect content taught in the center. Limited answer sheets provided.	Assessment in the skill & academic is not available or unrelated to the lesson content. No answer sheets provided.
Musical Lyrics	Musical lyrics were clear, appropriate length, creative, movements enhanced learning, & matched the lesson content. Video presentation effective.	Musical lyrics were somewhat clear, met length requirements, but showed limited creativity, movements somewhat enhanced learning, & were close to matching lesson content. Video presentation somewhat effective.	Musical lyrics were not clear, too short or long, not creative, movements not enhance learning, & did not match content of activity. Video presentation was not included.
Cooperation	Partners worked well together with all members contributing significant amounts of quality work.	Partners worked fairly well together with members contributing some quality of work.	Partners did not work well together. The activity appeared to be the work of only one student in the group.
Work Quality & Effort	The work exceeds all expectations & shows great effort was put into the project by the learner.	Work is done with fair effort, but the quality is still not what the learner is capable of doing.	Work was done with little effort & quality is not what the learner is capable of doing. Work seemed rushed & little time spent on the final product. Work was incomplete.

Total: _____

Grade: _____

7- Integrated Learning Center & Lesson Plan Rubric Performance Indicators

Met/Not Met

I.   *Written lesson (hard copy) submitted on-time*   _____

II.   *Live Text lesson uploaded on-time*   _____

III. Curriculum Planning:
       PI 1… Appropriate Learning Objectives   _____
       PI 2… Appropriate Academic Skill Standards   _____
       PI 3… Appropriate Physical Skill Standards   _____
       PI 4… Appropriate Skill Cues   _____

IV. Integrated Center:
       PI 5… Use w/ Diverse Students   _____
       PI 6... Collaboration w/ Others   _____
       PI 7… Design/Practically of Center   _____
       PI 8… Safety of Center   _____

V.   *Lesson Content:*
       PI 9…   Quality of Directions for Activity   _____

PI 10… Quality of Teaching Methods   _____
PI 11… Quality of Integrated Questions   _____
PI 12… Variety of Task/Activities   _____
PI 13… Quality of Skill Assessment   _____
PI 14… Quality of Academic Assessment   _____
PI 15… Creativity Contribution/Extras   _____

VI.   *Quality of ILC Reflection*   _____
Reflect upon the experience of designing and implementing your integrated lesson. Please include how you addressed specifically reaching students with diverse learning needs. What did you learn about yourself as a teacher? What did you learn about working with colleagues?

Total performance indicators met: _____

8)   EDEL 3210 Chalk & Wire Scoring Rubric

	Unsatisfactory (0)	Developing (1)	Proficient (2)	Distinguished (3)
ACEI 2.7: Physical Education Curriculum	Inadequately made connections within the Physical Education standards and the physical activity behaviors of children. Candidate does not display content knowledge, understanding, or use of the major concepts to create opportunities for integrated student activity. Candidate inadequately plans and implements the physical education lesson. Demonstrates connection with 8 or less of the lesson plan performance indicators.	Partially aligned with limited effectiveness within the Physical Education standards and the physical activity behaviors of children. Candidate displays minimal content knowledge, understanding, and use of the major concepts to create opportunities for integrated student activity. Candidate demonstrates minimal knowledge in planning and implementing the physical education lesson. Demonstrates connection with 9 - 11 of the lesson plan performance indicators.	Adequately made connections with a high degree of effectiveness within the Physical Education standards and the physical activity behaviors of children. Candidate consistently displays content knowledge, understanding, and use of the major concepts to create opportunities for integrated student activity. Candidate adequately plans and implements the physical education lesson. Demonstrates connection with 12-14 of the lesson plan performance indicators.	Consistently made connections with a high degree of effectiveness within the Physical Education standards and the physical activity behaviors of children. Candidate strongly displays content knowledge, understanding, and use of the major concepts to create opportunities for integrated student activity. Candidate excels in the planning and implementation of the physical education lesson. Demonstrates connection with all 15 of the lesson plan performance indicators.
ACEI 3.2: Adaptation to Diverse Students	Inadequately demonstrated evidence of a quality reflection on the instructional opportunities needed to meet the diverse learning needs of the students. Applied few instructional activities, strategies and/or accommodations for teaching integrated	Submitted limited evidence of a quality reflection on the instructional opportunities needed to meet the diverse learning needs of the students. Applied a limited variety of activities, instructional strategies and accommodations for teaching integrated	Submitted an acceptable reflection on the instructional opportunities needed to meet the diverse learning needs of students. Applied a variety of relevant, original or creative instructional strategies and accommodations for teaching integrated physical education in the school setting.	Submitted an exceptionally high-quality reflection on the instructional opportunities needed to meet the diverse learning needs of the students. Applied a wide variety of critical, original, creative instructional strategies and accommodations for teaching integrated

	physical education in the school setting.	physical education in the school setting.		physical education in the school setting.
ACEI 4.0: Assessment for Instruct	Incomplete when identifying objectives, content, learning strategies, evaluation methods. Evaluation procedures included no assessments of the skill and academic content.	Unclear and incomplete in identifying specific objectives, content, learning strategies & evaluation methods. Evaluation procedures included only one assessment of the skill or academic content.	Adequate with identifying specific objectives, content, learning strategies & evaluation methods. Evaluation procedures include variety of assessments of the skill and academic content.	Extremely clear, identifying specific objectives, content, learning strategies, & evaluation methods. Evaluation procedures include a variety of assessments of the skill and academic content
ACEI 5.2: Collaboration with families, colleagues, and community agencies	Selected & attended none of the required practicum experiences. Candidate was often late & failed to participate.	Selected & attended limited required practicum experiences. Candidate was often late & participated in a limited manner.	Selected & attended most required practicum experiences. Candidate was on time & participated when directed to do so.	Selected & attended all required practicum experiences. Candidate was always on time & participated without invitation.

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.)