

## NEW PROGRAM PROPOSAL FORM

Name of Institution: **Winthrop University**

Name of Program (include degree designation and all concentrations, options, or tracks):  
**Master of Arts in Teaching in Early Childhood**

Program Designation:

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

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

- Yes  
 No

Proposed Date of Implementation: **Fall 2020**

CIP Code: **13.1210**

Delivery Site(s): **Winthrop University**

Delivery Mode:

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

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

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

**Department of Education Core Approval: October 2, 2019**  
**Curriculum Committee: October 17, 2019**  
**College of Education Faculty Assembly: October 22, 2019**  
**Educator Preparation Committee: October 31, 2019**  
**Graduate Council: November 1, 2019**

**Graduate Faculty Assembly: November 26, 2019**  
**Provost: January 15, 2020**  
**President: January 28, 2020**  
**Board of Trustees: Pending approval at March meeting (scheduled March 13-14).**

### **Background Information**

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

The proposed Master of Arts in Teaching in Early Childhood Education program will provide a graduate-level pathway for teacher certification in grades PK – 3 to complement the existing undergraduate pathway. With the state teacher shortage, providing multiple, diverse opportunities for a variety of learners to obtain certification is critical. This includes potential candidates such as career changers, recent graduates outside the education field, and school-based para-professionals.

The MAT program at Winthrop University is characterized by a shared focus on high-quality, clinically-based initial teacher preparation. To prepare candidates for the contexts in which they will be teaching, a significant Education Core is common to all students seeking the MAT degree regardless of the content/certification area. In addition to this common set of courses and experiences, candidates engage in program-based coursework to explore the broad range of knowledge and skills needed. The Education Core includes courses such as working with diverse learners, integrating technology for inclusive classrooms, establishing positive classroom climates, and application of developmental sciences. With Education Core requirements at the graduate level, candidates have a strong common experience. The range in graduate credits is due to the fact that candidates will enter the MAT program with varying levels of past experiences and coursework. Some candidates will enter the program with foundational Education Core coursework and experiences as well as program-specific courses that provide candidates with content and experience for early learners in literacy, development/creativity, content methods, and home-school partnerships. As such, candidates must complete a minimum of 30 credits at the graduate-level but may need additional coursework. Potential candidates receive one-on-one advising to establish individualized graduation plans that are flexible in nature, while maintaining consistency in expectations needed to fulfill program, certification, and Specialized Program Association (SPA) or state requirements. The focus on an Education Core in the MAT program and aligned content/experiences for all initial teacher preparation candidates was a celebrated aspect of a recent Council for the Accreditation of Educator Preparation (CAEP) visit in December 2019.

This program aligns directly with Winthrop’s mission statement, namely: “Winthrop students acquire and develop knowledge, skills, capabilities and values that enrich their lives and prepare them to meet the needs and challenges of the contemporary world, including the ability to communicate effectively, appreciate diversity, work collaboratively, synthesize knowledge, solve complex problems and adapt to change.” Furthermore, this program contributes toward two crucial aspects of the Winthrop Plan:

- 1.2. Enrich our academic program mix by developing new and innovative programs (degree programs, certificate programs, continuing education programs) and by refining existing academic programs to meet the emerging needs and interests of diverse student populations and the community.
- 2.1. Develop new programs and enhance current ones that have the potential to be national models.

### Assessment of Need

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

The annual Supply and Demand report published by the Center for Educator Recruitment, Retention, and Advancement (CERRA) shows that the landscape in teacher supply and demand is still problematic in the state although some improvement was seen for 2019-2020. The reduction in teacher demand and turnover was directly influenced by a deduction in teacher retirements due to changes in employment terms for individuals that worked within the state after retirement. However, as evidenced by the data from the 2019-2020 report, the state continues to have 555.5 overall vacancies with approximately 14% at the elementary/early childhood level. These problems are even greater in high need, rural districts where teacher retention rates continue to represent a pressing issue. With a recent Teacher Quality Partnership grant, Winthrop plans to expand opportunities for innovative teacher certification pathways in three rural districts. These include an undergraduate program, B.S. in Educational Studies, followed by a Master of Arts in Teaching.

	Number of Newly Hired Teachers	Educators Leaving SC Classroom	Vacant teaching positions	ECED/ELEM Vacancies	Newly Hired Teachers from SC TED Program	Newly Hired Teachers from out-of-state TEd Program
<b>2017-18</b>	7311	4734	549.5	123.75	1537.4	529
<b>2018-19</b>	7600	5401	621	99	1833	570.5
<b>2019-20</b>	6700	4980	555.5	76.5	1526	461.5

[Supply and Demand Report 2017-2018](https://www.cerra.org/uploads/1/7/6/8/17684955/2017-18_supply_demand_report.pdf) (CERRA, 2018) (https://www.cerra.org/uploads/1/7/6/8/17684955/2017-18\_supply\_demand\_report.pdf)

[Supply and Demand Report 2018-2019](https://www.cerra.org/uploads/1/7/6/8/17684955/2018-19_supply_demand_report_update_jan_16.pdf) (CERRA, 2019) (https://www.cerra.org/uploads/1/7/6/8/17684955/2018-19\_supply\_demand\_report\_update\_jan\_16.pdf).

[Supply and Demand Report 2019-2020](https://www.cerra.org/uploads/1/7/6/8/17684955/2019-20_supply_demand_report.pdf) (CERRA, 2019) (https://www.cerra.org/uploads/1/7/6/8/17684955/2019-20\_supply\_demand\_report.pdf)

### Transfer and Articulation

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

Not applicable

### Employment Opportunities

Occupation	State Expected Number of Jobs	State Employment Projection	National Expected Number of Jobs	National Employment Projection	Data Type and Source
Teaching (certified) (K-6 Elementary)	17,518 (jobs in 2018-2019)	6.8% increase from 2017-18	1,568,500	3.3% increase by 2028	<a href="#">U.S. Bureau of Labor Statistics</a>

### Supporting Evidence of Anticipated Employment Opportunities

Provide supporting evidence of anticipated employment opportunities for graduates.

Multiple sources highlight the projected need for teachers. [U.S. Bureau of Labor Statistics](https://www.bls.gov/emp/tables/occupational-projections-and-characteristics.htm) (2019) illustrate a nationwide shortage with even more dire conditions in South Carolina (8.5% one-year increase) (<https://www.bls.gov/emp/tables/occupational-projections-and-characteristics.htm>). The Center for Educator Recruitment, Retention, and Advancement (CERRA) annual [Supply and Demand Report](https://www.cerra.org/uploads/1/7/6/8/17684955/2018-19_supply_demand_report_update_jan_16.pdf) (CERRA, 2019) highlights the continued increase in teacher attrition (73%) since 2011 ([https://www.cerra.org/uploads/1/7/6/8/17684955/2018-19\\_supply\\_demand\\_report\\_update\\_jan\\_16.pdf](https://www.cerra.org/uploads/1/7/6/8/17684955/2018-19_supply_demand_report_update_jan_16.pdf)).

### Description of the Program

Projected Enrollment (new students)

Year	Fall Headcount	Spring Headcount	Summer Headcount
2020-2021	3	2	2
2021-2022	4	3	2
2022-2023	5	4	3
2023-2024	6	3	4
2024-2025	8	2	4

*Explain how the enrollment projections were calculated.* Enrollments were calculated using historical data of students requesting graduate certification programs, the number of residents supported through the Teacher Quality Partnership grant, and students predicted to enter the program after completing undergraduate degrees in fields such as the B.S. in Educational Studies or psychology. A predicted enrollment increase of both new and transfer students occurs each year as information disseminates through the region and state. With Winthrop University’s recent Teacher Quality Partnership grant, enrollments will increase steadily over the next five years (with available residency stipends) and then begin “level off” in 2023-2024. Because of program flexibility, students can graduate in a range of 12 to 24 months.

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

Yes

Minimum undergraduate GPA of 3.0 on 4.0 scale or official test scores for either GRE (151 verbal/153 quantitative or Miller Analogies Test (392)

No

### Curriculum

#### New Courses

List and provide course descriptions for new courses.

- READ570. *Instructional Methods and Assessment I: Teaching Emergent, Beginning, and Struggling Readers and Writers:* This course will provide students with the skills to assess and teach reading and writing to emergent, beginning, and struggling readers and writers, and will provide them with the opportunity to implement these skills in a clinical setting.

- READ580. *Instructional Methods and Assessment II: Teaching Transitional, Intermediate, and Advanced Readers and Writers*: This course will provide students with the skills to assess and teach reading and writing to transitional, intermediate, and advanced readers and writers. Field-based assignments will be required
- READ590. *Children's Literature*: This course is designed to provide students with an introduction to the field of children's literature. Students will study children's literature (birth-grade 8) from early 20th century to the present. Literary genres, oral traditions, aesthetic values, and appreciation of human diversity will be emphasized.
- EDCI692. *Internship I*: Field-based internship in which teacher candidates investigate the learning-teaching context of the internship classroom and individual learner characteristics. The primary focus of the course is on applying core content and classroom experiences from previous semesters to the learners in the internship classroom in order to design significant, challenging, and appropriate unit goals, instruction, and assessments.
- EDCI693. *Capstone in EDCI*: Development of a performance assessment implemented in internship setting.

**Curriculum by Year**

Due to flexibility of this program, the plan provided assumes the student has little or no undergraduate coursework related to licensure. However, courses included as part of the Educational Studies Major at Winthrop and/or could be found in some undergraduate degree programs are noted in italics. All semester hour totals are calculated to include all possible coursework needed.

Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
<b>Year 1, Fall</b>		<b>Year 1, Spring</b>		<b>Year 1, Summer</b>	
				EDCO 600: Teaching in a Democracy	3
				EDCO 660: Effective Teaching and Management Strategies	3
				EDCO 605: Educational Assessment	3
<b>Total Semester Hours</b>		<b>Total Semester Hours</b>		<b>Total Semester Hours</b>	<b>9</b>
<b>Year 2, Fall</b>		<b>Year 2, Spring</b>		<b>Year 2, Summer</b>	
READ 570: Instructional Methods and Assessment I	3	<i>EDCI 636: Foundations of Early Childhood Education</i>	3	<i>READ 590: Children's Literature</i>	3
EDCI 660: Teaching Mathematics in grades PK-6	3	<i>EDCO 610: Effective Teaching Practices for Exceptional and Diverse Learners</i>	3	<i>ECED 638: Fostering Creativity in the Early Childhood Learner</i>	3
EDCI 661: Teaching Science in grades PK-6	3	READ 580: Instructional Methods and Assessment II	3	<i>ECED 631: Home-School-Community Partnerships</i>	3
EDCI 662: Teaching Social Studies in grades PK-6	3				
<b>Total Semester Hours</b>	<b>12</b>	<b>Total Semester Hours</b>	<b>9</b>	<b>Total Semester Hours</b>	<b>9</b>
<b>Year 3, Fall</b>		<b>Year 3, Spring</b>		<b>Year 3, Summer</b>	
<i>READ 645: Content Area Reading and Writing</i>	3	EDCO 690: School Internship	7		
<i>READ 605: Literacy Foundations</i>	3	EDCO 695: Education Capstone	1		
EDCO 602: Technology for the 21st Century Classroom	2	EDCI 693: Capstone in EDCI	1		
EDCI 692: Internship I	1				
<b>Total Semester Hours</b>	<b>9</b>	<b>Total Semester Hours</b>	<b>9</b>	<b>Total Semester Hours</b>	

**Core Coursework ..... 19-28**

EDCO 600	Teaching in a Democracy .....	3
ECED 636*	Foundations of Early Childhood Education.....	0-3
EDCO 602	Technology for the 21st Century Classroom.....	2
EDCO 605	Educational Assessment.....	3
EDCO 660	Effective Teaching and Management Strategies .....	3
READ 645*	Content Area Reading and Writing .....	0-3
EDCO 610*	Effective Teaching Practices for Exceptional and Diverse Learners .....	0-3
EDCO 690#	School Internship .....	7
EDCO 695	Education Capstone .....	1

**Content Pedagogy Coursework..... 11**

EDCI 660	Teaching Mathematics in grades PK-6.....	3
EDCI 661	Teaching Science in grades PK-6 .....	3
EDCI 662	Teaching Social Studies in grades PK-6 .....	3
EDCI 692#	Internship I .....	1
EDCI 693	Area Capstone/Seminar .....	1

**AREA Requirements ..... 12-18**

Candidates will have varying course needs based on past content experiences. Specific Winthrop coursework or a category of coursework indicate the knowledge and experiences expected by completion. The exact hours required depends on the individuals coursework prior to enrolling in MAT.

**Early Childhood (ECED)**

READ 605	Literacy Foundations.....	3
READ 570	Instructional Methods and Assessment I.....	3
READ 580	Instructional Methods and Assessment II.....	3
READ 590	Children’s Literature .....	3
ECED 631*	Home-School-Community Partnerships.....	0-3
ECED 638*	Fostering Creativity in the Early Childhood Learner .....	0-3

**Minimum Hours for Graduation ..... 30**

- \* Courses for which the candidate has appropriate undergraduate experience can be waved with prior approval and a minimum of 30 credits at the graduate level.
- # Many courses require field-based experiences, but some require students to follow P-12 district calendar that begin before and extend beyond the Winthrop Calendar.

**Similar Programs in South Carolina offered by Public and Independent Institutions**

*Identify the similar programs offered and describe the similarities and differences for each program.*

<b>Program Name and Designation</b>	<b>Total Credit Hours</b>	<b>Institution</b>	<b>Similarities</b>	<b>Differences</b>
MAT Early Childhood Education	30	Clemson	Residency program; year-long internship; similar admission requirements	Clemson's program is targeted to current undergraduate education majors
MAT Early Childhood Education	48	College of Charleston	Required coursework; pre-internship field work	One semester clinical internship (versus year-long internship/residency); advertised as 48-hour program; varying admission requirements
MAT Early Childhood Education	51	South Carolina State University	Required coursework	51-hour program; varying admission requirements; one semester clinical internship (versus year-long internship/residency);
MAT Early Childhood	49	Converse College	Field-based curriculum	Lacks a dedicated methods in all content areas; Residency option not apparent

**Faculty**

<b>Rank and Full- or Part-time</b>	<b>Courses Taught for the Program</b>	<b>Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major</b>	<b>Other Qualifications and Relevant Professional Experience (e.g., licensures, certifications, years in industry, etc.)</b>
assistant full time	EDCO 600, EDCO 690, EDCO 695, AREA 592/692 (supervision)	Masters 1995 USC-Educational Administration; PhD 2016 USC-Educational Administration	K-8 Elementary certificate
assistant full time	EDCO 601, EDCO 610, EDCO 605, SPED 681, SPED 591	PhD 2016, University of North Carolina Charlotte-Special Education; 2010 Graduate Certificate, UNCC-Special Education- General Curriculum; 2006 MS College of St. Rose-School Psychology	P-12 SC certificate School Psychologist; Fundamentals of College Teaching UNCC; Heling Early Literacy w/ Practice Strategies (HELP)
assistant full time	EDCO 610, SPED 581/582/583, SPED 585	MEd 2010, Seoul National University of Education-Elementary & Special Education; 2014, University of Texas-Special Education	National Teachers Certificate, Elementary Education, Seoul Korea
associate full time	EDCO 660	MEd 1987, University of North Carolina at Charlotte-Secondary Education; PhD 1998, University of Virginia-Curriculum & Instruction	ACAD 101 Certificate of Qualifications
associate full time	MLED 531, MLED 600, MLED 610, MLED 691, AREA 592/692 (supervision), EDCO 690, AREA 593/693 (capstone)	MA 1995 Ohio State University,-Mathematics Education; MA 1995 Ohio State University-French; PhD 2002, Ohio State University-Math Education	Gr 6-12 Math cert, C&I Specialist, K-12 French K-12 EDL



Rank and Full- or Part-time	Courses Taught for the Program	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Relevant Professional Experience (e.g., licensures, certifications, years in industry, etc.)
professor full time	READ 605, READ 570/580	MS 1999, Florida State University-Special Education; EdD 2007, Florida Atlantic University-Exceptional Student Education	FL K-12 Exceptional Student Education; ESOL Endorsement; Certification for a Local Education Agency (LEA)
assistant full time	READ 590	MS 2011, University of New England-Curriculum and Instruction; 2016 EdD, Virginia Tech-Elementary Education	
associate full time	EDCI 661, ECED 631, ECED 638, ECED 636, AREA 592/692, AREA 593/693, EDCO 690	MS 2001, Purdue University-Child Development and Family Studies; PhD 2006-University of North Carolina at Greensboro	Certificate, NC-Birth-Kindergarten; 2011 NetSCOPE, Winthrop University Co-Teaching Train the Trainer; 2007, ADEPT trained
assistant full time	EDCI 662, ECED 638, ECED 636, AREA 592/692, AREA 593/693, EDCO 690	MEd 2010, Clemson University-Literacy Education; EdD 2018, Clemson University-Literacy, Language, and Culture	2015 Clemson University Online Course Developer; SC Read-to-Succeed Literacy Coach Endorsement; SC Read-to-Succeed Literacy Teacher Endorsement
assistant full time	EDCI 660, ECED 631, ECED 638, ECED 636, AREA 592/692, AREA 593/693, EDCO 690	MEd 1999, Winthrop University-Reading; EdD 2013, University of North Carolina-Curriculum and Instruction	National Board Certification, Elementary Education; SC Teaching Certificates (3 areas), PK-3 Early Childhood Education; 2-6 Elementary Education; K-12 Reading; NC Teaching Certificates (2 areas)K-6 Elementary Education, K-12 Reading
assistant full time	ECED 631, ECED 638, AREA 592/692, AREA 593/693	MEd 1998, Winthrop University-Reading; PhD 2007, University of South Carolina-Early Childhood Education	SC Certificate, Early Childhood Education
assistant full time	READ 590, EDCI 660, AREA 592/692, AREA 593/693, EDCO 690	MEd 2004, Vanderbilt University-Elementary Education; PhD 2014, Ohio State University-Education: Teaching and Learning	NC Teaching Certificate, K-6 Elementary Education; TN Professional License, K-8 Elementary Education
associate full time	EDCI 661, AREA 592/692, AREA 593/693, EDCO 690	MEd 1978, Florida Atlantic University-Physical Education; EdS 1993, University of Miami-Teaching and Learning; 2005 PhD, Curtin University of Technology-Science Education	Pearson Education Course Redesign Workshop, 2012; Engaging Effectively with Teachers from Around the World, Winthrop University, 2012; NetSCOPE Co-Teaching Train the Trainer, Winthrop University, 2011; The Center for Cognitive Coaching Certified Cognitive Coach, Rock Hill, SC. 2011; New Teacher Center Analysis of Student Work, Rock Hill, SC. 2011; New Teacher Center Coaching and Observation Strategies, Rock Hill, SC., 2010; State of South Carolina Certified Mentor Trainer, August 2010; State of South Carolina Mentoring Train the Trainer, Columbia, SC., 2010; State of South Carolina Foundations in Mentoring, Rock Hill, SC., 2010

Rank and Full- or Part-time	Courses Taught for the Program	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Relevant Professional Experience (e.g., licensures, certifications, years in industry, etc.)
associate full time	EDCI 662, AREA 592/692, AREA 593/693, EDCO 690	MEd 1994, University of Richmond, Early Childhood Education; PhD 2000, University of Tennessee, Early Childhood Education	VA Professional License, Early Childhood Special Education Birth-3, Early Childhood Education NK-4, Middle Grades Education 4-8; NC Professional License Early Childhood Education Birth-Kindergarten, Elementary Education K-6
professor full time	READ 605, READ 570/580	MEd 2000, West Virginia University, Elementary Education; PhD University of North Carolina, Special Education	NC License, Elementary Education K-6, Mentally Disabled K-12
associate full time	EDCO 602, EDCO 605	MLIS, 1995, University of South Carolina, Library and Information Science; PhD 2008, University of South Carolina, Educational Psychology and Research	NC License, Media Specialist; SC License, Media Specialist
assistant full time	EDCO 602, READ 605, AREA 592/692 (supervision), EDCO 690, AREA	MEd 2007, Winthrop University, Reading; PhD 2012 University of North Carolina	SC License, Elementary Education, Read-to-Succeed Endorsement
assistant full time	EDCO 605, EDCO 601	PhD 2017, University of Georgia, Educational Psychology	SC License, Biology

*Total FTE needed to support the proposed program:*

*Faculty: .1*

*Staff: .1*

*Administration: .1*

### **Faculty, Staff, and Administrative Personnel**

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

Because Winthrop already offers initial teacher preparation in this teaching field at the undergraduate level, there is no additional FTE support needed initially; however, if projections are correct, another faculty member will be needed by year 3 and the assumption is that the position will be needed in Early Childhood Education. If so, the Early Childhood position would also serve to support the Elementary Education MAT pathway as well.

For Faculty FTE, 18 faculty will participate in delivering this program, 10 of those teaching courses that serve 14 other teacher education programs, one or more other graduate programs, and the four new MAT program pathways proposed; and 8 faculty who teach both Early Childhood and Elementary Education courses. For Staff FTE, a departmental administrative assistant will support the program along with 3 Student Academic Services (SAS), and 3 Rex Institute/Office of Field and Clinical Experiences staff members who also serve a total of 18 teacher education programs and the MAT programs that offer 16 teaching field pathways. For Administration FTE, the Associate Dean/Rex Institute Director supports the Education Core and the MAT with 16 teaching field pathways and the Curriculum and Pedagogy Department Chair supports four programs including this MAT pathway. Additionally, the Associate Dean for Assessment and Accreditation and SAS Director along with the Dean support the program in addition to supporting all other programs in the college and teacher education programs housed in two other colleges.

## Resources

### Library and Learning Resources

*Explain how current library/learning collections, databases, resources, and services specific to the discipline, including those provided by PASCAL, can support the proposed program. Identify additional library resources needed.*  
 No additional resources are needed. The proposed program is supported by current library resources associated with education including multiple databases and journal subscriptions. The department has a dedicated library representative who regularly assesses library needs associated with educational programming and recommends new acquisitions for the library.

### Student Support Services

*Explain how current academic support services will support the proposed program. Identify new services needed and provide any estimated costs associated with these services.*  
 No additional resources are needed. The College of Education has a dedicated Student Academic Services unit to support student needs related to academic requirements, registration/scheduling, and degree planning. The MAT program has a dedicated faculty advisor with load credit for support candidates as with support from the Early Childhood Program Director.

### Physical Resources/Facilities

*Identify the physical facilities needed to support the program and the institution’s plan for meeting the requirements.*  
 No additional resources are needed. The classroom space is available to accommodate the new program.

### Equipment

*Identify new instructional equipment needed for the proposed program.*  
 No additional or specialized equipment is needed for this program. The college has an existing Instructional Technology Center and technology-enhanced classrooms.

### Impact on Existing Programs

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

Yes

Current Education Core courses and some program methods courses have capacity for additional students thus minimizing impact. Winthrop’s Office of Online Learning will be asked to assist in the design of hybrid course delivery to increase flexibility and accessibility of program content. As enrollment grows, additional faculty may be needed as previously highlighted.

No

## Financial Support

**Sources of Financing for the Program by Year**

Category	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	Grand Total
Tuition Funding	40,383	186,531	323,064	409,599	469,212	1,428,789
Program-Specific Fees	5,320	6,840	9,120	9,880	10,640	41,800
Special State Appropriation						
Reallocation of Existing Funds						
Federal, Grant, or Other Funding						
<b>Total</b>	45,703	193,371	332,184	419,479	479,852	1,470,589

**Estimated Costs Associated with Implementing the Program by Year**

<b>Category</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>Grand Total</b>
Program Administration and Faculty/Staff Salaries	-	-	79,800	79,800	79,800	239,400
Facilities, Equipment, Supplies, and Materials						
Library Resources						
Other (specify)	5,320	6,840	9,120	9,880	10,640	41,800
Institutional Overhead	16,153	74,612	129,226	163,840	187,685	571,516
<b>Total</b>	<b>21,473</b>	<b>81,452</b>	<b>218,146</b>	<b>253,520</b>	<b>278,125</b>	<b>852,716</b>
<b>Net Total</b> (Sources of Financing Minus Estimated Costs)	<b>24,230</b>	<b>111,919</b>	<b>114,038</b>	<b>165,959</b>	<b>201,727</b>	<b>617,873</b>

Tuition funding is calculated using \$641 per credit hour, the part-time, in-state graduate tuition rate. Each year’s tuition calculation considers from one to three cohorts (first year, second year, third year in the program). For example, in Year 3, it is calculated as \$641 per credit hour for 18 credit hours for the 7 students in Cohort 1 (2020-21 start) - \$80,766; \$641 per credit hour for 30 credit hours for the 9 students in Cohort 2 (2021-22 start) - \$173,070; and \$641 per credit hour for 9 credit hours for the 12 students in Cohort 3 (2022-23 start) - \$69,228 for a total tuition revenue of \$323,064.

Program-specific fees include course fees that are collected in EDCO 601, EDCO 602, EDCO 610, and EDCO 690, along with a Teacher Education fee in the amount of \$250 collected at the time of admission into the Teacher Education Program (TEP), totaling \$760. Students in the MAT program pay these fees one time, when enrolled in these specific courses and at the point of TEP admission; therefore, the program fee totals in the table above are calculated using the number of new students enrolled in the program each year (7 in year 1, 9 in year 2, 12 in year 3, 13 in year 4, and 14 in year 5).

One new position will be needed to support this program by fall 2022 (Year 3), if projected enrollments are actualized. Faculty salary includes fringes. No additional administrative support will be needed for this program. The MAT program is housed in the Department of Education Core and is supported by the department chair, a faculty member in that department who serves as the MAT program director and secondary advisor, and the Early Childhood Education program director in the Department of Curriculum and Pedagogy. Early Childhood Education faculty members will serve as primary academic advisors.

Program-specific course fees (\$760 per student) are used specifically to purchase background checks needed for school-based placements; access to Via by Watermark, the learning assessment platform used in Winthrop’s educator preparation programs; technology expendable supplies; and the required national capstone assessment (edTPA) fee – listed under Other.

The Institutional Overhead cost is calculated at 40% of the tuition revenue and represents the amount allocated to the general operation of the University – utilities, maintenance, administration, etc.

### Evaluation and Assessment

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
Increase multiple stakeholders' (Winthrop faculty and P12 partners) knowledge of the content within and developmental sequence of, Education Core courses and their corresponding field experiences. Ensure stakeholders perceive this information to be transparent and accessible to all.	<ol style="list-style-type: none"> <li>1. Candidates will integrate learning across Education Core and content coursework in progressively more complex field and clinical experiences.</li> <li>2. Candidate apply skills to an authentic teaching episode that requires planning, instruction, analysis of data, and attention to needs of a diverse student body.</li> </ol>	Survey results from the Core Advisory Board Early Clinical Rubric Field Experience Rubric Internship I and II Rubric edTPA
Infusion of culturally responsive pedagogy along a developmental continuum within the Core and establishment of a set of corresponding assessments that evaluate the degree to which students have this spectrum of competencies at multiple junctures within their learning progression.	<ol style="list-style-type: none"> <li>1. Education Core students will apply the principles of culturally responsive pedagogy to their personal and classroom-based practices.</li> <li>2. Students will apply their knowledge of differentiating instruction to optimally meet the needs of diverse learners.</li> </ol>	Culturally Relevant Pedagogy Reflection Learner Support Project Diverse Learner Case Studies Early Clinical Rubric Field Experience Rubric Internship I and II Rubric edTPA
Provide the content and educational preparation necessary to serve as a certified teacher in the primary concentration area.	<ol style="list-style-type: none"> <li>1. Education Core students will analyze the validity, reliability, and appropriateness of assessments and alignment with learning goals.</li> <li>2. Candidate will meet state mandated performance on certification tests and other requirements.</li> <li>3. Candidates will meet program specific requirements as defined by state and national standards</li> </ol>	Artifact Analysis Key Assessment Program Specific SPA Assessments Field Experience Rubric Internship I and II Rubric edTPA
Prepare candidates for the professional and content-specific expectations of contemporary and diverse school settings.	<ol style="list-style-type: none"> <li>1. Students will demonstrate professional behaviors, which include perseverance when confronted with obstacles and challenges intrinsic to the workplace.</li> </ol>	Self- and Faculty-Dispositional Evaluations

*Explain how the proposed program, including all program objectives, will be evaluated, along with plans to track employment. Describe how assessment data will be used.*

Programs annually examine key assessment data as part of the Continuous Improvement process established by the university. Through this process, the program reports on the both program goals and student learning outcomes through direct and indirect measures (see list above) and relates results to program specific targets for performance. The program is also part of the accreditation processes associated with CAEP and will complete a specialized

program association review for recognition. To track employment candidates will complete an Exit Survey that asks for immediate post-graduation plans and collects more permanent contact information to allow for follow-up contact. Finally, many graduates are employed in SC schools and EPPs have some placement information through the SCLEAD database.

### **Accreditation and Licensure/Certification**

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

Yes

With the addition of graduate-level options in current areas of certification, linked reports that disaggregate data by level will be required in future SPA/state/CAEP review cycles.

No

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

Yes

Early Childhood Education

No

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

Certification in Early Childhood exists at the undergraduate level therefore the supports in place for content and pedagogy preparation are in place and sufficient to meet the needs of new MAT candidates.

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

Yes

Early Childhood Education is an existing certification area at the undergraduate level and has achieved SPA accreditation. With the addition of this graduate-level initial preparation option, linked reports that disaggregate data by level will be required in future SPA/CAEP review cycles.

No

**New Program Proposal**  
**SCDE Addendum**  
**Winthrop University Master of Arts in Teaching (MAT) Early Childhood Education**  
**February 2020**

**State Requirements**

The addition of a concentration for early childhood certification within the MAT program does not affect any regulation related to the *Standards, Policies, and Procedures for South Carolina Educator Preparation Units*. This program aligns with the existing BS in Early Childhood Education.

Note all following state guideline language is quoted from the [Standards, Policies, and Procedures for South Carolina Educator Preparation Units](https://ed.sc.gov/educators/educator-preparation/educator-preparation-units/accreditation/policies-and-regulations/standards-policies-and-procedures-for-south-carolina-educator-preparation-units/) (https://ed.sc.gov/educators/educator-preparation/educator-preparation-units/accreditation/policies-and-regulations/standards-policies-and-procedures-for-south-carolina-educator-preparation-units/).

**Expanded Assisting, Developing, and Evaluating Professional Teaching (ADEPT) System**

**State Guideline:**

- *The EPP's assessment system for initial educator preparation effectively incorporates the Expanded ADEPT system and South Carolina Teaching Standards 4.0 Rubric.*
- *The EPP's assessment system for advanced educator preparation programs, when appropriate, effectively incorporates the Expanded ADEPT system.*
- *The EPP effectively implements the Expanded ADEPT system in course work and in field and clinical experiences.*
- *The EPP maintains an approved ADEPT plan with the SCDE Office of Educator Effectiveness and Leadership Development and submits all required candidate results in SCLead by required annual reporting deadlines.*

*The EPP has an approved ADEPT plan on file with the South Carolina Department of Education that describes how it meets all Expanded ADEPT standards for all initial teacher preparation programs and advanced educator preparation programs, when appropriate.*

*The EPP provides evidence that components of the Expanded ADEPT system are incorporated throughout coursework and in field and clinical experiences pursuant to S.C. Code Ann. § 59-26-30 and § 59-26-40 and 24 SC Code Ann. Regulations § 43-205.1. The provider's assessment system includes analysis of the Expanded ADEPT performance evaluation data of program completers in professional practice, and the EPP provides evidence that the analysis of completer performance data is used to inform program improvement*

Winthrop University's teacher preparation programs, including the modified MAT-ECED, is compliant with the state requirement for ADEPT. The Core Education coursework (EDCO) that is common to all teacher education programs is aligned with the ADEPT performance standards. Further, the Internship I and II experiences and associated assessments are fully and directly aligned with ADEPT guidelines and the SC Teaching Standards 4.0 to ensure that candidates completing the program are meeting these expectations for graduation and recommendation for certification.

PADEPP (If applicable)

Not applicable

EEDA

*State Guideline: Educator preparation units must provide assessment evidence to indicate that all candidates enrolled in educator preparation, school guidance counseling, and education administration programs possess the knowledge, skills, and dispositions to integrate the following into the PK–12 curriculum: career guidance; cluster study; curriculum frameworks; individual graduation plans; the instruction of students with diverse learning styles; the elements of the Career Guidance Model; contextual teaching; cooperative teaching; and character education. Institutions must also prepare and assess all candidates in the use of applied methodologies in PK–12 academic courses.*

Before the start of the Internship experiences, the EEDA legislation is discussed and reviewed with all candidates. Prior to this time, topics are incorporated as appropriate in the EDCO coursework. Assessments before and during Internship are aligned with the expectations to ensure that all Winthrop candidates who complete the Internship and are recommended for certification possess the knowledge, skills, and dispositions to integrate elements as P-12 teachers. In addition to the EEDA focused information all candidates, through EDCO coursework explore contextual teaching, cooperative teaching, and applied methodologies. These topics and others are then revisited in content specific contexts in methods coursework.

Educator Ethics and South Carolina Code of Conduct

*Throughout coursework, field experiences, and internships, preparation programs must provide all candidates with instruction in ethical principles and decision aligned with the [Model Code of Ethics for Educators](#). The principles in the Model Code include:*

- *Responsibility to the Profession (P1)*
- *Responsibility for Professional Competence (P2)*
- *Responsibility to Students (P3)*
- *Responsibility to the School Community (P4)*
- *Responsible and Ethical Use of Technology (P5)*

Initial preparation pathways include consideration of and instruction for appropriate professional conduct and ethical decision making across the curriculum. The labels above (P1-P5) are used to highlight the specific links to the principles.

As early as the first education course candidates begin to develop analysis skills to consider how practice impacts the learning environment (P1 and P3). This early introduction is followed by a series of field-based experiences that focus on a single learner (with an identified characteristic) within the context of a general education classroom. These experiences are paired with course-based content that works deliberately to



develop an asset perspective and requires candidates to incorporate the cultural, learning, or personal assets and needs in lesson planning (P3). The Early Clinical Rubric is focused on the dispositions and professional behaviors the candidate is demonstrating at this early stage in the program. This includes items that focus on types of interactions (P2), recognition of individual needs (P3), compliance with appropriate rules and standards of conduct (P1 and P2), demonstration of professional responsibility (P1 and P4), and acceptance of feedback (P1 and P2). Key assessments also examine instructional choices (P3), use of the strategies examined in the course (P1 and P3), and understanding of the cultural context (P4). Finally, through the introductory course in assessment the candidates are considering how choices must consider the needs of the learner (P2 and P3) and the standards/curriculum (P1).

As the candidate moves into the coursework after admission there are more responsibilities for the design of content lessons that continue to use appropriate strategies that address the discipline and learner needs (P1, P2, and P3). Due to the extended time in the school, the candidate able to further consider the school and community culture while learning to collaborate with additional school personnel (P1, P2, and P4). Finally, candidates are also increasing their use of technology while ensuring their safe and appropriate application (P5). The Field Experience Rubric includes all areas mentioned previously in the early clinical, but now the teacher candidate has more responsibility for selection of strategies for diverse learners (P3), use of content specific strategies (P1), maintaining professional behaviors and cooperation (P1, P2, and P4), and reflecting on impact for the purpose of improvement (P1 and P2).

Through the Internship evaluations all previous areas are expected at a higher level of competence. Candidates at this stage must consider the profession and discipline in light of the school in which they are placed as junior faculty members (P1, P2, and P4), ensure they are making choices that have a positive impact on each and every learner (P3), and use technology to positively impact learning in a safe and ethical manner (P5). The edTPA reinforces these skills through the requirements and professional skills required to complete the tasks. Finally, candidates are engaged in a capstone experience (EDCO 695) that examines the profession of teaching, rules/regulations/processes that govern decisions, and the ethical responsibilities of all members of the school.

*The EPP notifies candidates of the fingerprint-based criminal background check requirements in SC Code Ann. § 59-25- 115, SCDE timelines for completion of the application and clearance process, and of the potential adverse impact of criminal charges on approval for student teaching and eligibility for certification.*

Background requirements are included as early as orientation discussions with new teacher preparation students. In the first semester, candidates are engaged in a background check that includes a sex offender registry check as required by local schools. This serves as a basis for further conversations of the more extensive review (including finger printing, SLED, and FBI) in the summer before the Internship year. Information is provided on the Student Academic Services and Rex Institute websites as well as targeted messages sent to candidates through application processes and email communication. The Educator Services Coordinator follows up with all candidates to ensure compliance.

*The provider informs candidates in writing of the South Carolina Code of Conduct as established in S.C. Code Ann. § 59- 25-160 and Regulation 43-58, including just cause for disciplinary action.*

The SC Code of Conduct is included as a resource and the basis for all discussions of professional and ethical behavior across the preparation programs. Teacher Candidates are required to review in writing the full document during the application to the Teacher Education Program. Candidates acknowledge this review and an understanding of the expectations within the application system.

#### South Carolina Safe School Climate Act

*State Guideline: Educator preparation units must provide evidence that candidates in all certification programs possess the knowledge, skills, and dispositions to identify and prevent bullying, harassment, and intimidation in schools.*

All Winthrop University teacher candidates are exposed to the *Safe School Climate Act* during a course prior to Internship II (aka student teaching), which ensures that the programs comply with this expectation. Specially, EDCO 660: Effective Positive Classroom Management Strategies provides instruction with aligned assessments that address the *Safe School Climate Act* requirements.

#### PreK-12 Academic Standards

*State Guidelines: Educator preparation units must provide evidence that candidates in all certification programs know, understand, and can apply South Carolina PK–12 Academic Curriculum Standards in the area in which they seek to be certified.*

All candidates from Winthrop University meet this expectation as evidenced through a number of experiences, requirements, and assessments. First, all candidates have a required set of content coursework specifically selected in a collaborative process between content specialists, content education specialists, and the education core faculty to target college-level content directly related to appropriate disciplinary standards and the content knowledge required for success on the certification exam. All candidates also complete three intensive field-based experiences (after a number of early experiences in EDCO coursework) that require candidates to demonstrate knowledge of the required content they teach as well as the ability to design and deliver lessons based on the state standards. Finally, candidates must demonstrate the ability to design and use assessment aligned with state content standards throughout these more intensive field-based experiences (Field Experience, Internship I, and Internship II).

#### Admission Requirements- Initial

*State Guideline: All initial and advanced educator preparation programs at the graduate level must present evidence that they have admission requirements similar to other graduate programs at the same institution. Candidates for admission must present evidence of*

- *academic proficiency as defined by the graduate school of the institution; and*
- *a statement of disclosure concerning all prior convictions to include felonies and misdemeanors.*

Admission requirements for candidates in the MAT-ECED are aligned with the general admission guidelines set by the Graduate School and like programs in the college. Specifically, candidates must have an

undergraduate cumulative GPA of a 3.0 or be in the top 50<sup>th</sup> percentile (as required by the accrediting body) on the GRE or Miller's Analogy Test.

In addition to admission requirements to the university, all Winthrop University teacher candidates at the graduate level must meet the stated state guidelines in advance of enrollment in restricted coursework. This occurs during the semester in which the candidate is enrolled in the 12<sup>th</sup> credit hour. The graduate candidates is reviewed for admission to the Teacher Education Program by submitting an application through the online admissions portal. The candidate indicates current GPA; acknowledges understanding of the *Standards of Conduct*; and submits a reflection on dispositional strengths and areas for improvement. Candidates, as appropriate, must also disclose any legal or on campus offense as required by the mandate. Candidates watch a series of videos on expectations of the program and participate in an early informational meeting during the first EDCO course. Staff in the Office of Student Academic Services review and verify a candidate has met minimum requires. A disciplinary specific program committee reviews applications (including the dispositional reflection) and makes a recommendation for admission. Candidates who fail to meet expectations on the reflection can revise and resubmit. The recommendation for admission is then forwarded to the college dean to be finalized. The candidate must then maintain a GPA of at least 3.0 to remain eligible for restricted coursework and applies for admission to both internship experiences.

Field and Clinical Experiences, including number of hours and integration of ADEPT and/or PADEPP
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State Guidelines (paraphrased):

- *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 have an intensive, continuous clinical experience in a public school in the state of South Carolina.*
- *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.*
- *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.*

Although the Winthrop University program includes field and clinical experiences across all terms of study, the Internship II (aka student teaching) is compliant with the expectations stated in the regulations. Candidates are

placed in a classroom in the appropriate content area and/or grade band within a SC public school in the Winthrop University-School Partnership Network. Each candidate is assigned a classroom mentor (non-evaluative) who has at least three years of successful teaching, holds a profession certificate in the appropriate level and content area for at least one year, and has positive recommendations from both a school administrator and peer. The candidate is also assigned a Winthrop University Supervisor that is an education professional with specific content and grade level experience who serves as the primary evaluator for the experience. Finally, a second school-based observer (many times a school administrator) serves as a second evaluator for the experience. Winthrop offers ADEPT training each fall for individuals in all roles as needed and the vast majority of school-based mentors and observers have completed the two-day CERRA mentor training.

All candidates are placed in the classroom full-time for approximately 15 weeks. Candidates follow the school calendar from the start of teacher work schedules until final exam week. When necessary, a candidate can use the two weeks of final exams to make-up any excused absences. This experience is longer than the required duration and exceeds the required number of hours. Further, the candidates have been junior faculty (candidates in some disciplinary groups remain in a single placement while others move to accommodate disciplinary specific needs) since the start of the school year and therefore are able to move into the lead teacher role early in the 15-week experience.

Formative feedback from the mentor teacher is on-going, but at least six formal formative observations with pre and post discussions are required and written feedback is provided on the university observation form designed around the ADEPT expectations. University supervisors are required to complete three formal observations with written feedback on the observation form used by the mentor. At least one of these must include a pre and post discussion with the teacher candidate. All must include post-observation feedback. At least one observation must be unannounced. The Supervisor completes a midterm and final evaluation that includes self-evaluation from the teacher candidate (facilitated with the mentor) and observational feedback from the site-based observer. A formal evaluation meeting for each of these is required. The site-based observer conducts at least two formal evaluations using the same observation form that addresses ADEPT expectations. One of the two is unannounced. A post-conference is required each time and feedback is provided to both the mentor, supervisor, and teacher candidate. Copies of the observation feedback is provided to the teacher candidate and supervisor.

Winthrop University Interns are required to be cleared through the student teaching application process well in advance of the start of the Internship II experience as required by the state process. This procedure includes the state application, application fee, finger printing, and background reports from SLED and the FBI. This process also includes disclosure of any incidences that could affect ability to complete the student teaching experience.

#### Eligibility for Initial Certification

*State Guideline: Educator preparation units are responsible for recommending program completers for South Carolina certification. The recommendation from the unit indicates that the candidate has successfully completed all requirements of an approved program.*

Winthrop's MAT-ECED meets content expectations as defined by Specialized Program Associations or state guidelines. The BS in Early Childhood Education has been recognized program by NAEYC. Content coursework may be taken at either the undergraduate or graduate level to best facilitate the appropriate coursework. At admission to the university, disciplinary education experts review a candidate's past coursework to determine a personalized degree pathway that aligns with the requirements from a transcript analysis process as defined in CAEP guidelines.

Annual Reports (AACTE/CAEP and Title II submission)

*The EPP submits an EPP Annual Report to the appropriate entity/agency, as requested.*

The EPP is current on all Title II, CAEP Annual Reporting, CHE Reporting related to pass rates on certification exams, certification candidate uploads in *SCLead*, and ADEPT Plans.

*The EPP submits a Title II report to the US Department of Education annually.*

The EPP fully participates in the Title II process and is current on all related reporting.

Professional Development Courses (if applicable)

Not applicable

Experimental or Innovative Programs (if applicable)

Not applicable

Read to Succeed

*All candidates enrolled in pre-service teacher education programs, including MAT degree programs, must complete a sequence in literacy that includes a school-based practicum and ensures that candidates grasp the theory, research, and practices that support and guide the teaching of reading. Candidates in Early Childhood Education, Elementary Education, and Special Education programs should receive instruction in the six components of the reading process as part of Read to Succeed requirements. The six components of reading include:*

- *comprehension;*
- *oral language;*
- *phonological awareness;*
- *phonics;*
- *fluency; and*
- *vocabulary.*

*Each provider should review the program-specific Read to Succeed requirements as noted in S.C. Code Ann. § 59-155-180 for other programs.*

*The EPP provides evidence to verify that requirements of Read to Succeed are met for each approved program.*

*The EPP provides evidence that all implemented Read to Succeed coursework has been approved by the SCDE to meet SC Literacy Competency requirements.*

All pathways for certification are in full compliance with the Read to Succeed course requirements and the EPP has approved coursework on file with the appropriate offices at the State Department of Education. These courses and requirements for MAT-ECED include:

READ 605	Literacy Foundations
READ 570	Instructional Methods and Assessment I
READ 580	Instructional Methods and Assessment II
READ 645	Content Area Reading and Writing

### Parental Involvement

*Candidates in all certification areas must know, understand, and be able to apply parental involvement best practices. Candidates should be instructed how to work with parents of students in grades pre-K through grade 12, the education community, including parental program coordinators. As part of this training, candidates should know how to:*

- *use practices that are responsive to racial, ethnic, and socio-economic diversity, and are appropriate to various grade-level needs;*
- *establish and maintain a parent-friendly school setting;*
- *provide an awareness of community resources that strengthen families and assist students to succeed; and*
- *utilize knowledge of other topics appropriate for fostering partnerships between a parent and a teacher.*

Through the professionalism expectations, attention to diverse student/family needs, and examination of contextual factors at the classroom, school, and community levels, candidates in all programs have a solid foundation to support appropriate work with families and communities. During the year-long Internship, initial preparation candidates are required to be involved in parent-teacher meetings and participate in other forms of communication with families. Further, the candidates are engaged with various school personnel and partners that facilitate community connections. Ability to work and collaborate with these various stakeholders is assessed by the Internship evaluation. Developmental feedback has been provided through the various field and course assessments.

### National Accreditor and SPA Standards, and Assessments

The MAT-ECED will be reviewed during the next cycle of national or state reviews. The dates below indicate the current recognition for the corresponding undergraduate programs. Due to the alignment between all initial preparation programs at Winthrop, these programs intend to submit linked reports using common assessments for SPA and state disciplinary standards.

Early Childhood recognized by NAEYC until 08/01/2027

Context

*Descriptions of any state or institutional policies that may influence the application of standards.*

The South Carolina Department of Education Policy Guidelines for Educator Preparation are closely aligned with CAEP standards. However, the state does impose additional requirements for educator preparation units at the initial preparation level. All candidates must: (a) know, understand, and can apply the appropriate South Carolina P-12 academic standards, (b) possess the knowledge, skills, and dispositions to integrate the EEDA (Education and Economic Development Act) standards, and (c) possess the knowledge, skills, and dispositions to identify and prevent bullying, harassment, and intimidation in the schools. All preparation units must integrate the South Carolina ADEPT guidelines throughout candidate coursework and field/clinical experiences and provide evidence that all candidates meet the SC Teaching Standards 4.0. Because of this state requirement, Internship I and II midterm and final evaluations are structured to address both the SC Teaching Standards 4.0 and the disciplinary standards. Regarding the application of institutional policies to the implementation of the standards, the EPP uses a common assignment for assessment of P-12 learning, edTPA. edTPA is completed during Internship II. The assignment is a comprehensive performance-based, multifaceted assessment involving teaching and measuring P-12 learning through pre-post and on-going assessments. edTPA employs a set of common rubrics. Most professional organizations have review edTPA and provide common links to disciplinary standards.

*Descriptions of field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships.*

The MAT-ECED provides a well-integrated set of field experiences throughout EDCO and disciplinary specific education coursework. Core courses taken by all teacher education candidates provide approximately 230 hours of field experiences in P- 12 school settings prior to student teaching (Internship II), which is 640 hours, for a total of approximately 870 hours. The program includes a Year-Long Internship in the senior year (Internship I and II). The section below provides a description of the early field and internship experiences.

Core Course	Approximate Timing	Number of Field Hours	Scheduling	Nature	Evaluation
ECED 631: Home-School-Community Partnerships	First two semesters	15 hours	Scheduled in child development center	Work one-on-one or in small groups in learning opportunities	Field Reports Learner Support
EDCO 610: Effective Teaching Practices for Exceptional and Diverse Learners	Taken with EDCO 602	12 Hours	Scheduled individually*	Observe, co-teach full class lesson, and work one-on-one with student who has an IEP, 504 Plan, is identified as an EL, or receives gifted and talented services.	Early Clinical Rubric Case Study

Core Course	Approximate Timing	Number of Field Hours	Scheduling	Nature	Evaluation
Field Experience Course (embedded in EDCI 660/661/662)	One or two semesters before Internship I  Included in Ed Studies Minor	20-60 hours	Program specific scheduling in conjunction with Office of Field and Clinical Experiences, Program Director, Candidate, and/or Host	Apply competencies from Education Core with program-based knowledge, skills, and dispositions.  Candidate engages in explores in explorations of planning, instruction, environment, and professionalism.	Field Experience Rubric
EDCO 660: Effective Positive Classroom Management Strategies	With Field Experience	12 Hours	Scheduled in conjunction with the more extensive time required for Field Experience	Plan (using UDL Principals) and teach lesson in which a social skill is integrated within a content lesson.	Select questions on professionalism from Field Experience  Positive Behavioral Interventions and Support Plan  Field Placement Video Assessment
EDCO 602: Technology for the 21 <sup>st</sup> Century Classroom	With Internship I	12 Hours	Scheduled in conjunction with the more extensive time required for Internship I	Co-plan and teach a lesson in which technology is used by the K-12 student to develop content understanding appropriate for the age group assigned.	Field Experience Rubric with supplemental questions  Technology Integration Portfolio
EDCI 692: Internship I	Fall final year	2 to 2.5 days per week with full days before WU is in session and after finals.	Scheduled by program in coordination with mentor	Co-teaching and planning on a regular basis	Internship I Observation form to inform Internship I Rubric
EDCO 690: School Internship	Final Semester	Full-time student teaching experience	Full-time from January through final exams	Co-teaching and planning on a regular basis with some time where they are the primary instructor	Internship II Observation form to inform Internship II Rubric

\* Scheduled individually refers only to day and time for visits. The candidate is assigned a school, classroom, and host teacher that meet EPP expectations.



List of assessments

Type and Number of Assessment	Name of Assessment	Type or Form of Assessment	When the Assessment Is Administered
Assessment #1: Licensure assessment, or other content-based assessment	Praxis Subject Assessment for Early Childhood	Licensure Exam	Before EDCO 690
Assessment #2: Content knowledge in Early Childhood education	Play Observation Report	Project	ECED 636
Assessment #3: Candidate ability to plan appropriate teaching and learning experiences	Early Childhood Methods Lesson Plan Assignment	Project	EDCI 660/661/662
Assessment #4: Student teaching or internship	Internship II Final Evaluation	Teaching Evaluation	EDCO 690
Assessment #5: Candidate effect on student learning	edTPA	Teacher Performance Assessment	EDCO 690 and EDCI 693
Assessment #6: Additional assessment that addresses standards	Diverse Family Interview	Project	ECED 636

Relationship of assessments to standards

Due to the timing of this request and status of the early childhood program review options in the state, following standards alignment has been made with the NAEYC standards. Further adjustments will be made as more guidance on state processes are available.

	#1	#2	#3	#4	#5	#6
Standard 1: Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.	X	X	X	X	X	

	#1	#2	#3	#4	#5	#6
Standard 2: Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children’s families and communities. They know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning.	X					X
Standard 3: Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.	X	X	X	X	X	
Standard 4: Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child’s development and learning.	X		X	X	X	
Standard 5: Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.	X		X	X	X	
Standard 6: Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.				X	X	X

Planned evidence for meeting standards

### Assessment 1: Praxis Subject Assessment

The table that follows provides the required assessment and qualifying scores for each area of specialization. Candidates are required to meet the qualifying score before the start of Internship II.

	<b>Test Code</b>	<b>Qualifying Score</b>
Education of Young Children	5024	160

### Assessment 2: Play Observation Report

The Play Observation Report addresses NAEYC Standard 1: Promoting Child Development and Learning and NAEYC Standard 3: Observing, Documenting, and Assessing to Support Young children and Families. Candidates expand their knowledge and understanding of children’s characteristics and needs (NAEYC 1a: Knowing and understanding young children’s characteristics and needs) as they learn and develop, as well as multiple influences on childhood development and learning (NAEYC 1b: Knowing and understanding the multiple influences on early development and learning). Candidates learn about observation and documentation as an appropriate form of assessment (NAEYC 3b: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments) as they prepare an observation guide prior to their observations of children at play, observe children while taking in-depth anecdotal records on their observations, and as they then take this data and analyze and draw conclusions concerning child development and teacher influence. Through synthesis of this documentation, they write a report that demonstrates their understanding of young children’s characteristics and needs (NAEYC 1a) and multiple influences on development and learning (NAEYC 1b). Through analysis of their anecdotal records, candidates gain insight into the ways that appropriate assessment, such as observation and documentation, can support and document evidence of children’s learning (NAEYC 3b).

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Does Not Meet Expectations</b>
<b>Anecdotal Notes NAEYC 3b</b>	Anecdotal notes are obviously linked and provide the reader with vivid examples from the observations. Anecdotal notes reflect a high degree of research-based knowledge and competence in observation and documentation (NAEYC 3b).	Anecdotal notes are clearly written and provide adequate examples. Anecdotal notes reflect research-based knowledge and basic competence in observation and documentation (NAEYC 3b).	Anecdotal notes are vague or give irrelevant information or are not submitted. Anecdotal notes reflect limited knowledge and competence in observation and documentation (NAEYC 3b).
<b>Analysis of Observations NAEYC 1a</b>	<b>1a:</b> Analysis of observations: Reflect full understanding and knowledge of theoretical based perspectives on play types and play-based learning (NAEYC 1a).	Analysis of observations: Reflect research-based knowledge on children’s behaviors and play types (NAEYC 1a).	Analysis of observations: Reflect limited knowledge of children’s behaviors and play types, insufficiently grounded in theory. (NAEYC 1a).
<b>Analysis of Observations NAEYC 1b</b>	<b>1b:</b> Reflect an in-depth knowledge of play and the multiple influences on children’s learning and development (NAEYC 1b).	Reflect knowledge of how play promotes children’s learning and development (NAEYC 1b).	Reflect limited knowledge and a simplified view of how play promotes children’s learning and development. (NAEYC 1b).

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Does Not Meet Expectations</b>
<b>Analysis of Observations NAEYC 1c</b>	<b>1c:</b> Reflect an in-depth knowledge of adults' roles in facilitating children's play and learning (NAEYC 1c).	Reflect knowledge of adults' roles in facilitating children's play (NAEYC 1c).	Reflect limited or no knowledge of adults' roles in facilitating children's play (NAEYC 1c).
<b>Summary</b>	Summary evidences a strong and convincing rationale for the value of play.	Summary rationale for the value of play is provided.	Summary rationale for the value of play is vague and underdeveloped or is not included.
<b>Writing Conventions</b>	Writing displays proper use of organization and/or sentence structure. Grammar/spelling/punctuation was correct throughout the paper.	Writing displays minor problems in organization and/or sentence structure. Paper contains fewer than 2 errors in grammar/spelling/punctuation.	Writing needs much improvement in organization and/or sentence structure. Paper contains many grammar/spelling/punctuation errors.

### Assessment 3: Early Childhood Methods Lesson Plan Assignment

Teacher candidates use the standardized early childhood lesson plan template to plan for: students' developmental and learning needs (NAEYC 1); instructional plan and assessments (NAEYC 3); academic language (NAEYC 5); differentiation of instruction (NAEYC 1, 4); evidence-based practices for teaching specific content areas (NAEYC 1, 3, 4, 5); and references/resources. Teacher candidates are assessed on the quality of the lesson plan, using the Early Childhood Education Lesson Plan Rubric. The lesson plan is implemented in the field experience.

In each of the four content domains, teacher candidates use foundational knowledge of how children learn as they plan evidence-based, developmentally-appropriate learning experiences for students. The lesson plan assignment requires candidates to demonstrate their ability to plan standards-based instruction and assessments in the four specific content areas listed above. Teacher candidates are also required to plan differentiated instruction for students with diverse learning needs.

	<b>Developing</b>	<b>Competent</b>	<b>Accomplished</b>
<b>Planning for Instruction A (NAEYC 3)</b>	The candidate does not include: national standard(s) and state standard(s)	The candidate includes: aligned national standard(s) and state standard(s)	In addition to competent criteria, the candidate includes: targeted national standard(s) and state standard(s)
<b>Planning for Instruction B (NAEYC 1, 3)</b>	The candidate does not include: goals/objectives	The candidate includes: goals/objectives	In addition to competent criteria, the candidate includes: well-written standard-based goals/objectives measurable goals/objectives
<b>Planning for Instruction C (NAEYC 1, 3)</b>	The candidate does not include: instructional materials	The candidate includes: instructional materials (attached appropriate)	NA

	<b>Developing</b>	<b>Competent</b>	<b>Accomplished</b>
<b>Assessment A</b> (NAEYC 3)	The candidate does not include: description of the assessment	The candidate includes: description how assessment meets the needs of the whole class (UDL)	In addition to competent criteria, the candidate includes: description of how assessment meets the needs of individual learners
<b>Assessment B</b> (NAEYC 3)	The candidate does not include: assessments	The candidate includes: assessments measure the standard-based lesson objectives	In addition to competent criteria, the candidate includes: challenging assessments that require students to individually demonstrate understanding of the content
<b>Assessment C</b> (NAEYC 3)	The candidate does not include: copy(ies) of all assessments	The candidate includes: copy(ies) of all assessments	NA
<b>Assessment D</b> (NAEYC 3)	The candidate does not include: evaluation criteria, accurate in the table, include specific point values, clearly connected to learning objectives	The candidate includes: evaluation criteria accurate in the table, include specific point values, clearly connected to learning objectives	NA
<b>Academic Language</b> (NAEYC 5)	The candidate does not include: language function, syntax and/or discourse, accurate content vocabulary, student-friendly definitions, cited vocabulary sources	The candidate includes: language function, syntax and/or discourse, accurate content vocabulary, student-friendly definitions, cited vocabulary sources	In addition to competent criteria, the candidate includes: description of how opportunities for students to practice and use academic language (language function, vocabulary, and syntax/discourse)
<b>Content Knowledge and Instructional Strategies A</b> (NAEYC 1, 3, 4, 5)	The candidate does not include: knowledge of the content	The candidate includes: clearly articulated content knowledge	In addition to competent criteria, the candidate includes: meaningful connection of content to real-life situations and other content areas
<b>Content Knowledge and Instructional Strategies B</b> (NAEYC 1, 3, 4, 5)	The candidate does not include: learning activities that require collaboration	The candidate includes: learning activities that require collaboration	In addition to competent criteria, the candidate includes: learning activities that foster critical thinking and/or problem solving
<b>Content Knowledge and Instructional Strategies C</b> (NAEYC 1, 3, 4, 5)	The candidate does not include: evidence-based pedagogy	The candidate includes: evidence-based pedagogy	In addition to competent criteria, the candidate includes: discipline-specific pedagogy (inquiry) that requires hands-on, active learning
<b>Meeting the Diverse Needs of Learners A</b> (NAEYC 1, 4)	The candidate does not include: description of how the lesson is designed using UDL, supports tied to learning objectives	The candidate does not include: description of how the lesson is designed using UDL, supports tied to learning objectives	The candidate does not include: UDL embedded in instruction from the introduction of the lesson through the closure

	<b>Developing</b>	<b>Competent</b>	<b>Accomplished</b>
<b>Meeting the Diverse Needs of Learners B</b> (NAEYC 1, 4)	The candidate does not include: specific instructional strategies are included that meet the needs of individual learners, supports tied to learning objectives	The candidate does not include: specific instructional strategies are included that meet the needs of individual learners, supports tied to learning objectives	The candidate does not include: includes options that modify the difficulty, depth, or complexity of the content
<b>Written Communication</b>	The candidate does not demonstrate coherent written communication, with 4 or more errors in spelling, grammar, or language usage.	The candidate demonstrates effective written communication, with minimal errors (1-3) in spelling, grammar, or language usage.	The candidate demonstrates effective written communication, with no errors in spelling, grammar, or language usage.

Assessment 4: Internship II Final Evaluation

The *Internship Final Evaluation* is conducted in the course EDCO 690 (Internship: Assessment & Instruction), which is taken by candidates in the final semester, and consists of the directed teaching experience. EDCO 690 is taught by an elementary professional, who supervises the candidate in the directed teaching setting. The *Internship Final Evaluation* is completed by the instructor through a conference with the cooperating teacher (mentor) at the end of the semester, and is considered a comprehensive measure of performance.

**DOMAIN 1: PLANNING**

	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
TC creates standards-based lessons in accordance with the requirements of the discipline, including learning objectives that are measurable, rigorous, and align with the standards. <b>NAEYC Standard 5b: Using Content Knowledge</b>	Lesson plans or objectives do not meet expectations of the discipline in one of more of the following ways: Lesson plans or objectives do not align with unit goals or standards and/or learning experiences are out of alignment with objectives or do not ensure student engagement	Lesson plans are aligned with long-range goals and learning experiences are designed to achieve stated objectives, and ensure student engagement. Lesson plans meet expectations of the discipline. Learning objectives are measurable, appropriately challenging, and align with the standards.	Lesson plans are <b>consistently</b> aligned with long-range goals. Learning experiences are designed to achieve stated objectives and to <b>maximize</b> student engagement. Lesson plans meet expectations of the discipline. Learning objectives are measurable, rigorous, and align with the standards.

	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
TC designs, selects, or modifies multiple methods of assessments that are aligned with lesson objectives. <b>NAEYC Standard 3c: Observing, Documenting and Assessing</b>	Assessments do not align with lesson objectives, or no assessments are identified. Accommodations are not planned or are inappropriate.	Informal or formal lesson assessments are appropriate (for age and knowledge level), align with lesson objectives, and occur at various points during the lesson. Plans appropriate assessment accommodations to meet individual learner needs.	Informal and formal lesson assessments are appropriate (for age and knowledge level), align with lesson objectives <b>and cognitive task</b> , and occur at various points during the lesson. <b>Assessments include verbal and/or written directions, models, prompts, etc. that clearly define learner expectations.</b> Plans appropriate assessment accommodations to meet individual learner needs.
TC uses data from a variety of formative, diagnostic, and summative assessments to guide instructional planning. <b>NAEYC Standard 3c: Observing, Documenting, and Assessing</b>	TC does not gather or examine student performance data or does not use data appropriately in the planning process.	TC gathers and uses learner performance data from multiple assessments to modify or determine lesson objectives and instructional plans.	TC gathers and uses <b>a variety</b> of learner performance data from multiple assessments to modify or determine lesson objectives <b>and</b> to modify instructional plans.
TC plans for safe and appropriate learner use of digital tools for problem solving, conducting research, and creative expression.	TC plans lessons without including appropriate resources for learner use of digital tools to support problem solving or creative thought.	TC plans for safe and appropriate learner use of tools providing opportunities for problem solving, conducting research, and/or creative expression.	TC plans for safe and appropriate learner use of current and emerging digital tools providing <b>multiple</b> opportunities for problem solving, conducting research, <b>and</b> creative expression.
TC plans developmentally appropriate, rigorous, and differentiated instruction to address diverse learning needs. <b>NAEYC Standard 1b: Promoting Child Development and Learning</b>	Lesson plans are developmentally appropriate but do not include strategies for differentiation or meet requirements identified in IEPs and/or 504 plans.	Lesson plans are developmentally appropriate and include differentiation of teaching procedures/pacing to address specific, diverse learning needs. Plans meet requirements identified in IEPs and/or 504 plans, as applicable.	Lesson plans are developmentally appropriate, and include differentiation of <b>learning objectives</b> , teaching procedures/pacing, and/or <b>assessment methods</b> to address individual learning needs. Differentiation is based on <b>formal and informal assessment information</b> , IEPs, and/or 504 plans, as applicable.

**DOMAIN 2: INSTRUCTION**

	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
TC effectively communicates appropriately challenging expectations to learners. <b>NAEYC Standard 4a: Using Developmentally Effective Approaches</b>	TC does not communicate expectations for what learners will know and be able to by the end of the lesson (or lesson series) and/or does not explain the purpose and relevance of the lesson content.	TC communicates appropriately challenging expectations for what learners will know and be able to do by the end of the lesson (or lesson series), while explaining the purpose and relevance of the content.	TC <b>makes connections to prior knowledge</b> and communicates appropriately challenging expectations for what learners will know and be able to do by the end of the lesson (or lesson series), while explaining the purpose and relevance of the lesson content.
TC helps learners assume responsibility for their own learning.	TC takes full responsibility for setting learner goals, keeping learners on task, and evaluating their performance <i>without</i> facilitating the development of learner self-management strategies.	TC facilitates learner self-management (goal setting, task persistence, and self-reflection/evaluation).	TC facilitates learners' ability to <b>problem-solve when difficulties arise</b> , set goals, persist in independent task completion, and reflect on their learning.
TC differentiates instruction to meet the needs of diverse learners. <b>NAEYC Standard 1c: Promoting Child Development and Learning</b>	TC uses a "one size fits all" approach to delivering instruction and assessing student performance.	To meet the needs of diverse learners, TC uses a variety of specific strategies for presenting content and engaging learners.	To meet the needs of diverse learners, the TC <b>differentiates what students are learning (content), how students are learning (engagement), and/or how students demonstrate understanding (assessment).</b>
TC demonstrates thorough command of the content taught and appropriately addresses learner questions and misunderstandings related to the content. <b>NAEYC Standard 5b: Using Content Knowledge to Build Meaningful Curriculum</b>	TC's presentation of content has misinformation and lacks clarity, and/or TC is unable to effectively address learner questions or misunderstandings related to content.	TC's presentation of content is clear, precise, and accurate. The TC uses content knowledge to field questions, make connections, and address misconceptions.	TC's presentation of content is clear, precise, accurate, and relevant to learners. TC uses content knowledge to field questions, address misconceptions, <b>and provide relevant examples to clarify answers.</b>
TC implements instruction that encourages learners to reflect on prior content knowledge, and link new concepts to familiar concepts and experiences.	TC implements instruction in isolation with no reference or acknowledgment of prior learning. No attempt to teach for transfer of concepts or knowledge previously learned or related to current instruction.	TC uses prior learning to build on learner's content knowledge and to scaffold the learning experience. TC teaches for transfer by connecting familiar concepts to new instruction.	TC uses prior learning to scaffold the learning experiences, teaches for transfer by connecting familiar concepts to new instruction, <b>and challenges learners to apply prior learning or experiences to new instruction.</b>



	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
TC measures student mastery of learning during instruction by using a variety of formative assessment strategies with established performance criteria. <b>NAEYC Standard 3c: Observing, Documenting and Assessing</b>	TC does not establish performance criteria for formative assessment or does not assess during instruction.	TC uses multiple formative assessments (e.g., checks for understanding, quizzes, probing questions) with established performance criteria throughout instruction to assess mastery of learning. In addition, candidate provides opportunities for individual learners to self-check during the lesson.	TC uses a <b>variety</b> of formative assessments (e.g. checks for understanding, quizzes, probing questions) with established performance criteria throughout instruction to assess mastery of learning. <b>In addition, candidate provides opportunities for individual learners to self-check during the lesson.</b>
TC effectively uses summative assessment strategies to determine mastery of learning and communicates results to students.	TC relies on formative assessments alone to monitor and report student progress.	TC effectively uses summative assessment (culminating measurement) strategies to determine student mastery and communicates results to students.	TC effectively uses summative assessment (culminating measurement) strategies to determine student mastery and communicate results to students <b>including future steps for support or enrichment.</b>
TC implements effective questioning strategies (written and verbal) that align with lesson objectives and encourage higher order thinking.	TC generally utilizes only one question type and alignment with lesson objectives is inconsistent. Response opportunity is limited to specific learners or learner groups.	TC regularly uses more than one question type to solicit various levels of thinking. Questions align with lesson objectives. Wait time is provided with equal response opportunity for most learners.	TC uses a <b>balanced mix</b> of question types that solicit various levels of thinking and align with lesson objectives. Wait time is provided with equal response opportunity for <b>all</b> learners.
TC provides specific and timely instructional feedback to students pertaining to stated outcomes. <b>NAEYC Standard 3d: Observing, Documenting and Assessing</b>	TC provides general and motivational feedback unrelated to lesson objectives. For example, student is told that it was better without TC identifying why it was better.	TC provides specific, corrective and timely instructional feedback to students related to lesson objectives. Feedback is based on <b>either</b> class-wide or individual responses.	TC provides specific, corrective and timely instructional feedback to students related to lesson objectives. Feedback is based on <b>both</b> class wide <b>and</b> individual responses.
TC facilitates safe and appropriate <i>learner use</i> of digital tools for problem solving, conducting research, and creative expression.	Digital tools are not used to support student learning or are used in an inappropriate/unsafe manner.	TC facilitates safe and appropriate learner use of current and emerging digital tools, providing opportunities for problem solving, conducting research, <b>or</b> creative expression.	TC facilitates safe and appropriate learner use of digital tools providing opportunities for problem solving, conducting research, <b>and</b> creative expression.

	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
TC uses appropriate voice tone, inflection, pacing, and nonverbal communication to manage instruction/environment effectively. <b>NAEYC Standard 4a: Using Developmentally Effective Approaches</b>	TC consistently exhibits one or more of the following: (a) a monotone with no changes in inflection or tone, (b) flat presentation with no changes in pacing, (c) body language that does not encourage student engagement, (d) limited eye contact with students, and/or (e) limited movement (rooted in one place).	TC demonstrates effective teaching and communication skills by varying voice inflection and tone, changing the pacing/sequence of the presentation, and using body language that encourages student engagement.	TC demonstrates effective and <b>strategic</b> teaching and communication skills by varying voice inflection and tone, changing the pacing of the presentation, and using body language that encourages student engagement. <b>In addition, TC moves throughout the space to maintain eye contact with students.</b>
TC implements strategies that address the needs of learners from diverse cultural and linguistic backgrounds. <b>NAEYC Standard 1b: Promoting Child Development and Learning</b>	TC exhibits a “one size fits all” approach to content presentation and learning experiences, ignoring cultural and linguistic backgrounds.	TC uses strategies that address the needs of individual learners from diverse cultural backgrounds including strategies such as providing examples that are relevant to specific culture.	TC skillfully addresses cultural differences in <b>creative and varied ways</b> . If English learners are in the classroom, a variety of individual accommodations and modifications are made in <b>content, instruction, and assessment</b> .

**DOMAIN 3: ENVIRONMENT**

	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
TC creates and maintains a safe educational environment that is conducive to learning. <b>NAEYC Standard 1c: Child Development</b>	TC does not follow safety procedures, which results or could result in lack of learning and/or student harm.	TC follows safety procedures and makes adjustments to the physical environment to promote learning, avoid distractions, and ensure safe use of materials.	TC <b>develops and implements</b> safety procedures to promote learning, avoid distractions, and ensure safe use of materials.
TC maintains a caring, fair, and inclusive educational environment. <b>NAEYC Standard 6d: Becoming a Professional</b>	Responds with bias toward learners who differ by gender, ethnicity, exceptionality, sexual orientation, or socio-economic status. TC tolerates bullying and/or disrespectful peer interactions.	TC responds positively to learner difficulties, concerns, and questions without bias towards gender, ethnicity, exceptionality, sexual orientation, or socio-economic status. TC works to establish a bully-free environment.	TC responds positively to learner difficulties, concerns, and questions without bias towards gender, ethnicity, exceptionality, sexual orientation, or socio-economic status. The TC <b>implements proactive measures to hold students accountable for respecting peer diversity and maintaining a bully-free environment.</b>

	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
TC creates environments that promote positive social interaction and collaboration in the learning environment. <b>NAEYC Standard 4a: Using Developmentally Effective Approaches</b>	TC solely focuses on learners working independently of one another. Attempts to use cooperative learning are ineffective and lack structure.	TC structures instructional and non-instructional routines and activities (partner and group work, procedures, project-based learning, etc.) to support positive social interactions, productive teamwork, and collaborative learning.	TC structures instructional and non-instructional routines and activities to support positive social interactions, productive teamwork, and collaborative learning. <b>TC deliberately structures group composition, assigns specific roles, and promotes group autonomy.</b>
TC implements proactive classroom management strategies that promote positive behaviors and active engagement. <b>NAEYC Standard 4a: Using Developmentally Effective Approaches</b>	TC implements ineffective, reactive classroom management strategies resulting in persistent problem behavior.	TC develops and implements strategies for setting behavioral, social, and academic expectations for active engagement. TC positively reinforces learners who meet those expectations and positively redirects learner behavior as needed.	In addition to meeting acceptable expectations, the TC <b>is able to adjust classroom management strategies during instruction and/or address the needs of individual learners.</b>

**DOMAIN 4: PROFESSIONALISM**

	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
TC collaborates with caregivers and school professionals to enhance student learning.	TC does not collaborate with caregivers and professionals or does so inappropriately.	TC collaborates and communicates appropriately with caregivers and school professionals (i.e. colleagues, administrators, and other student-oriented professionals) to enhance student learning and development. TC is an effective co-teacher.	TC collaborates appropriately w with professionals <b>within and outside of the school community</b> to enhance student learning and development. TC is an effective co-teacher in both the <b>lead and/or supporting role.</b>
TC maintains professional relationships with school personnel and students. <b>NAEYC Standard 6c: Becoming a Professional</b>	TC exhibits unprofessional behaviors that damage relationships with school personnel (e.g. colleagues, administrators, mentor teachers, other school staff members, and university supervisor) or students.	TC conducts self in a professional manner when interacting with school personnel (e.g. colleagues, administrators, mentor teachers, other school staff members, and university supervisor) and students in and away from the school environment.	TC not only conducts self in a professional manner in and away from the school environment, <b>but takes initiative to establish relationships with school personnel</b> (e.g. colleagues, administrators, mentor teachers, other school staff members, and university supervisor) and students.

	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
TC is a participant in school initiatives and supports school-related organizations and activities.	TC does not regularly attend nor participate in departmental meetings, faculty meetings, strategic planning sessions, team meetings, and the like. TC does not actively support school-related organizations, such as PTA and school improvement council.	TC regularly attends and participates in departmental meetings, faculty meetings, strategic planning sessions, team meetings, and the like. TC actively supports school-related organizations, such as PTA and school improvement council.	TC <b>actively contributes</b> to departmental meetings, faculty meetings, strategic planning sessions, team meetings, and the like. TC actively supports school-related organizations, such as PTA and school improvement council. TC actively supports extracurricular activities that contribute to the overall learning and development of students (i.e. clubs, student council, athletics, and cultural/artistic events).
TC demonstrates effective verbal communication that is appropriate for the intended audiences and uses standard English. <b>NAEYC Standard 6c: Becoming a Professional</b>	TC's verbal communication is not appropriate for students and/or professionals and/or does not reflect standard English conventions.	TC's verbal communication is appropriate for students, caregivers, and professionals and reflects standard English conventions.	TC's verbal communication <b>integrates professional vocabulary</b> which is appropriate for students, caregivers, and professionals and reflects standard English conventions.
TC demonstrates effective external written communication that is appropriate for the intended audience and uses standard English. <b>NAEYC Standard 6c: Becoming a Professional</b>	TC's external written communication is not appropriate for students and/or professionals and/or does not reflect standard English conventions (i.e., errors in writing mechanics and/or sentence structure,).	TC's external written communication is appropriate for students, caregivers, and professionals and reflects standard English conventions (i.e., no errors in writing mechanics and sentence structure).	TC's external written communication <b>is clear and ongoing</b> , appropriate for varied audiences, <b>occurs through various platforms</b> (website, email, notes, newsletters, etc.) and reflects standard English conventions (i.e., no errors in writing mechanics and sentence structure) with <b>expert use of professional language.</b>
TC adheres to the university and school/district rules, <i>Standards of Conduct for South Carolina Educators</i> , and FERPA requirements and acts appropriately when faced with legal issues with children.* <b>NAEYC Standard 6c: Becoming a Professional</b>	TC violates one or more of the school/district rules, <i>Standards of Conduct for South Carolina Educators</i> , or FERPA requirements, and/or the TC's lack of actions on legal issues involves harm to the children served.	TC's conduct conforms to school/district rules as well as the <i>Standards of Conduct for South Carolina Educators</i> . The TC observes confidentiality of student information (FERPA). The TC acts appropriately when faced with legal issues facing the children he/she serves.	TC meets all requirements at the acceptable level and <b>demonstrates an advocacy position</b> when discussing or acting upon legal issues related to students.

	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
TC demonstrates professional responsibility (e.g. preparedness, responsibility, initiative, time management). <b>NAEYC Standard 6b: Becoming a Professional</b>	TC is not prepared to teach each day. Lesson plans may be missing or incomplete; materials may not be organized in advance; others (assistants or colleagues) may not be informed of their instructional roles for the lesson. Lack of preparedness and initiative negatively impacts student learning opportunities.	TC comes to the classroom prepared for each day. TC organizes materials, lesson plans, and activities prior to implementation. Plans are discussed with the mentor teacher in advance.	TC is <b>consistently prepared</b> to teach each day and <b>displays a high degree of organization, creativity, and initiative</b> . Plans are discussed with the mentor teacher in advance.
TC is receptive to and incorporates professional learning and constructive feedback from school and university professionals. <b>NAEYC Standard 6c: Becoming a Professional</b>	TC is argumentative, oppositional, or defensive when receiving constructive feedback or professional learning. TC makes no attempt to incorporate appropriate feedback from others (i.e., planning, instruction, assessment, management, communication, and/or dispositions).	TC is receptive to professional learning opportunities and constructive feedback. TC incorporates appropriate feedback from others (i.e., planning, instruction, assessment, management, communication, and/or dispositions).	TC <b>seeks professional learning opportunities and constructive feedback</b> . TC receives feedback in a mature manner and appropriately incorporates suggestions for change.
TC uses self-reflection to evaluate and improve professional practice. <b>NAEYC Standard 6d: Becoming a Professional</b>	TC's reflections include general statements not supported by specific examples and plans for change are not included.	TC's reflections include specific statements supported by evidence (assessment data, observation, student behavior, artifacts, etc.) to improve instruction and student learning.	TC's reflections include specific statements supported by evidence (assessment data, observation, student behavior, artifacts, etc.). Reflections include <b>detailed explanations of strategies</b> that will be used to improve instruction and student learning.

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

**DOMAIN 5: EARLY CHILDHOOD EDUCATION**

	<b>Below Expectations</b>	Section I.1 <b>Meets Expectations</b>	<b>Exceeds Expectations</b>
Language Arts: Integrates listening, speaking, reading, and writing across a developmental continuum. Uses an integrated approach to include content from other disciplines. <b>NAEYC Standard 5c: Using Content Knowledge to Build Meaningful Curriculum</b>	Instruction and plans do not reflect an understanding of Language Arts content. Standards are not adequately addressed. Connections between Language Arts and other disciplines are not made.	Instruction and plans reflect an understanding of Language Arts content and address the standards. TC is beginning to make connections between Language Arts and other disciplines in plans.	Instruction and plans reflect a strong knowledge of the Language Arts content. Standards are addressed within lessons. Connections between Language Arts and other disciplines are frequently made.
Science: Engages students in simple investigations, including making predictions, gathering and interpreting data, recognizing simple problems and drawing conclusions. Uses an integrated approach to include content from other disciplines. <b>NAEYC Standard 5c: Using Content Knowledge to Build Meaningful Curriculum</b>	Instruction and plans do not reflect an understanding of Science content. Standards are not addressed. Connections between Sciences and other disciplines are not made.	Instruction and plans reflect an understanding of Science content and address the standards. TC is beginning to make connections between science and other disciplines in lessons.	Instruction and plans reflect a strong knowledge of the Science content. Standards are addressed within lessons. Connections between Science and other disciplines are frequently made.
Mathematics: Engages students in experiences that include operations, algebra, geometry, measurement, data analysis, and probability. Uses an integrated approach to include content from other disciplines. <b>NAEYC Standard 5c: Using Content Knowledge to Build Meaningful Curriculum</b>	Instruction and plans do not reflect an understanding of Mathematics content. Standards are not adequately addressed. Connections between Mathematics and other disciplines are not made.	Instruction and plans reflect an understanding of Math content and address the standards. TC is beginning to make connections between Mathematics and other disciplines in lessons.	Instruction and plans reflect a strong knowledge of the Mathematics content. Standards are addressed within lessons. Connections between Mathematics and other disciplines are frequently made.

	<b>Below Expectations</b>	Section I.1 <b>Meets Expectations</b>	<b>Exceeds Expectations</b>
Social Studies: Provides experiences in geography, history, economics, and social relations/civics across a developmental continuum. Uses an integrated approach to include content from other disciplines. <b>NAEYC Standard 5c: Using Content Knowledge to Build Meaningful Curriculum</b>	Instruction and plans do not reflect an understanding of Social Studies content. Standards are not adequately addressed. Connections between Social Studies and other disciplines are not made.	Instruction and plans reflect an understanding of Social Studies content and address the standards. TC is beginning to make connections between Social Studies and other disciplines in lessons.	Instruction and plans reflect a strong knowledge of the Social Studies content. Standards are addressed within lessons. Connections between Social Studies and other disciplines are frequently made.

Assessment 5: edTPA

The edTPA (Teacher Performance Assessment) key assessment allows candidates to demonstrate competencies in a content area of focus. As such, the assignment is part of EDCI 693: Capstone in EDCI and EDCO 690: Internship: Assessment and Instruction, which occur in the final semester of the program. edTPA specifically requires candidates to use information to plan for instruction, implement and engage, and assess learning through multiple performance-based assessments. This key assessment demonstrates candidates’ effect on student learning. edTPA is scored nationally and candidates must have a qualifying score of 37 for certification.

Candidates must demonstrate, through the use of multiple artifacts, the following:

1. Planning Understanding (NAEYC 4);
2. Planning to Support Varied Student Learning Needs (NAEYC 1, 4);
3. Using Knowledge of Students to Inform Teaching and Learning (NAEYC 1, 4);
4. Identifying and Supporting Language Demands (NAEYC 5);
5. Planning Assessment to Monitor and Support Student Learning (NAEYC 3);
6. Learning Environment (NAEYC 1);
7. Engaging Students in Learning (NAEYC 1);
8. Deepening Student Learning (NAEYC 1);
9. Subject-Specific Pedagogy (NAEYC 4, 5);
10. Analyzing Teaching Effectiveness (NAEYC 6);
11. Analysis of Student Learning (NAEYC 3);
12. Providing Feedback to Guide Learning (NAEYC 3);
13. Student Use of Feedback (NAEYC 3);
14. Analyzing Students’ Language Use and Content Learning (NAEYC 5);
15. Using Assessment to Inform Instruction (NAEYC 3);

Assessment 6: Diverse Family Interview

A purpose of ECED 636 is to provide opportunities for candidate to develop deeper awareness of the role of families in the learning environment. Family support and education can be provided in many ways. The starting place must always be trusting relationships between educators and the families they serve. Family support and education must also be individualized to match the specific characteristics and priorities of the families being served.

The purpose of this assignment is to increase confidence in communicating with families and to acquire skills for being supportive of families. Each candidate will select a family to interview. The family must have at least one child between the ages of birth and eight years old. The family must also be from a different cultural background or family structure than that of the candidate (i.e.: lack of financial resources, ELL, children with special learning needs, single parents, teen parent, divorced parents).

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Does Not Meet Expectations</b>
<b>Introductory Paragraph (NAEYC 2a)</b>	Detailed information is provided about diverse family and community characteristics (i.e. socioeconomic conditions, family structures, relationships, stressors, supports, home language, cultural values, ethnicity, and community resources). Candidate's descriptions of the characteristics of the family and community show in-depth understanding (NAEYC 2a). Rationale for choosing the family is explained in detail.	General information is provided about diverse family and community characteristics (i.e. socioeconomic conditions, family structures, relationships, stressors, supports, home language, cultural values, ethnicity, and community resources). Candidate's descriptions of the characteristics of the family and community show an acceptable level of understanding (NAEYC 2a). Rationale for choosing the family is explained.	Candidate's knowledge of family and community characteristics is weak or non-existent. Candidate does not include a well written profile and shows limited or stereotyped knowledge of these characteristics (NAEYC 2a). Rationale for choosing the family is vague or not included.
<b>Interview Questions</b>	Interview questions are listed along with the interviewee's responses. Questions include those listed in the description of the assignment as well as other, relevant questions.	Most interview questions are listed along with interviewee's responses. No additional questions are included.	Many interview questions and responses are missing.
<b>Theoretical Connections to Course Readings and Discussions (NAEYC 2b)</b>	Using information gleaned from the interview, many theoretical connections are clearly described and demonstrate candidate's extensive knowledge of and respect for the families' languages, cultures, strengths, expectations, values, and childrearing practices (NAEYC 2b). Four or more different sources are used to articulate these connections.	Using information gleaned from the interview, a few theoretical connections are described and demonstrate candidate's general knowledge of and respect for the families' languages, cultures, strengths, expectations, values, and childrearing practices (NAEYC 2b). Three different sources are used to articulate these connections.	Minimal theoretical connections are made that demonstrate the candidate's knowledge of and respect for the families' languages, cultures, strengths, expectations, values, and childrearing practices (NAEYC 2b). Less than three different sources are used to articulate these connections.



	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Does Not Meet Expectations</b>
<b>Suggested Resources (NAEYC 6e)</b>	Informed advocacy is demonstrated by including a discussion of helping the family find <b>needed resources, such as mental health resources, health care, adult education, English language instruction, and economic assistance that may contribute directly or indirectly to their child's positive development and learning (NAEYC 6e)</b> . At least two resources are suggested with a clear rationale for why those resources were selected.	Informed advocacy is demonstrated by including a discussion of helping the family find <b>needed resources, such as mental health resources, health care, adult education, English language instruction, and economic assistance that may contribute directly or indirectly to their child's positive development and learning (NAEYC 6e)</b> . Two resources are suggested with a rationale for why those resources were selected.	Summary paragraph contains minimal reflections and evidence of informed advocacy. Less than two resources that address families' needs and/or goals are discussed and lack a rationale for why those resources were selected <b>(NAEYC 6e)</b> .
<b>Families as Curricular Informants (NAEYC 2c)</b>	References to families' funds of knowledge are accurate and clearly articulate the possible strengths of the family and area(s) of expertise that could inform curricular planning <b>(NAEYC 2c)</b> .	References to families' funds of knowledge are provided and generally articulate the possible strengths of the family and area(s) of expertise that could inform curricular planning <b>(NAEYC 2c)</b> .	References to families' funds of knowledge are not made. References to family's expertise or how they might inform curricular planning are void. <b>(NAEYC 2c)</b> .
<b>Summary Paragraph</b>	A thorough description of how this experience might influence candidate's future role in his/her work with families is included.	A general description of how this experience might influence candidate's future role in his/her work with families is included.	Paragraph includes little to no description of how this experience might influence candidate's future role in his/her work with families.
<b>Writing Conventions</b>	Writing displays proper use of organization and/or sentence structure. Paper may contain 1 spelling or grammatical error. References are cited using APA format.	Writing displays minor problems in organization and/or sentence structure. Paper contains 2-3 spelling or grammatical errors. References are cited using APA format.	Writing needs improvement in organization and/or sentence structure. Paper contains more than 3 spelling or grammatical errors. References are not cited using APA format.

Adapted from Hooks, L. (2009). *SEDE 424: Parent Interview Rubric (Critical Task)*. USC Upstate, Spartanburg, SC.

Planned use of assessment results to improve candidate and program performance

To facilitate regular review of data, including SPA assessment, the Early Childhood Education faculty engage in an annual reporting process geared towards continuous improvement. The annual process is supported by the Unit Assessment Coordinator, Department Chair, and Associate Dean. Reports are then review by peers at the university level.

Changes or additions to the program **(For program modifications only)**

Not Applicable