School of Education

Internship Handbook

2010-2011
Dynamic Educator

**Planner/Instructor**
- Standards
- Liberal Arts Content
- Assessment
- Pedagogical Content
- Curriculum

**Manager**
- Classroom Environment
- Time
- Materials
- Human Growth/Development

**Communicator**
- Oral
- Written

**Professional**
- Reflective Practitioner
- Informed
- Fosters Relationships
- Positive Dispositions

**Dispositions**

**Knowledge**

**Skills**

**Diversity**
University of South Carolina Aiken  
School of Education  
Conceptual Framework  

Vision Statement  
As a leading teacher education program in South Carolina, the USCA School of Education prepares highly qualified *Dynamic Educators* who have the knowledge, skills, and dispositions to create optimal learning environments to assist all individuals in reaching their potential.  

Mission Statement  
As an integral part of the University of South Carolina Aiken, the School of Education is committed to the University goals of active learning through excellence in teaching, faculty and candidate scholarship, and service. Candidates in the School of Education participate in a rigorous curriculum, which is anchored by a strong liberal arts and sciences component, comprised of courses in the humanities, fine arts, social sciences, mathematics, and natural sciences. These courses provide a foundation upon which the pedagogical content and pedagogy are built and dispositions such as responsible citizenship, respect for diversity, and cross-cultural understandings are developed. The School of Education faculty model instruction based on research, infused with technology, and aligned with national, state, and local standards. The School of Education collaborates with schools, school districts and community service organizations to provide numerous and varied field experiences that are structured to prepare candidates to work with all students.  

The teacher education faculty in the School of Education challenges candidates to acquire and develop the knowledge, skills, and dispositions necessary to become successful *Dynamic Educators* who can plan, instruct, manage, communicate, and grow professionally.  

**Expected Candidate Outcomes (Knowledge, Skills, Dispositions)**  

**The Dynamic Educator as Planner**  

1. The *Dynamic Educator* as planner understands national, state, and local standards.  
2. The *Dynamic Educator* as planner has a strong content knowledge in the Liberal Arts and Sciences.  
3. The *Dynamic Educator* as planner uses various forms of assessments to inform and plan instruction.  
4. The *Dynamic Educator* as planner has the pedagogical content knowledge to facilitate short and long term planning.  
5. The *Dynamic Educator* as planner is familiar with planning documentation (FBA, BIP, IEPs) necessary for working with students with special needs.
The Dynamic Educator as Instructor

1. The Dynamic Educator as instructor understands national, state, and local standards.
2. The Dynamic Educator as instructor has a strong content knowledge in the Liberal Arts and Sciences.
3. The Dynamic Educator as instructor uses various forms of assessments to inform instruction.
4. The Dynamic Educator as instructor has pedagogical content knowledge.
5. The Dynamic Educator as instructor understands various learning theories that enable them to facilitate the learning for all children.
6. The Dynamic Educator as instructor thinks critically and assesses the merits of various curricula and instructional approaches based on research.

The Dynamic Educator as Manager

1. The Dynamic Educator as manager has knowledge of human growth theories, psychological theories, management theories and management techniques to facilitate learning for all children.
2. The Dynamic Educator as manager applies techniques and theories to create safe learning environments, manage instructional time, and manage instructional materials.

The Dynamic Educator as Communicator

1. The Dynamic Educator as communicator has excellent oral communication skills.
2. The Dynamic Educator as communicator has excellent written communication skills.
3. The Dynamic Educator as communicator facilitates the learning of all children.
4. The Dynamic Educator as communicator effectively communicates with children, parents and colleagues.

The Dynamic Educator as Professional

1. The Dynamic Educator as a professional is a reflective practitioner.
2. The Dynamic Educator as a professional fosters relationships with school colleagues and community agencies, such as social services and mental health associations, to enhance the learning and well being of students.
3. The Dynamic Educator as a professional displays positive dispositions with respect to: attitude, cultural awareness, enthusiasm, personal appearance, professionalism, rapport, reliability, sensitivity.
4. The Dynamic Educator as a professional is committed to facilitating the learning of all children.
5. The Dynamic Educator as a professional stays informed on current trends and legislation and apply that understanding in practice.
6. The *Dynamic Educator* as a professional seeks opportunities to grow professionally.

Although Diversity and Technology are integrated throughout the program, the following are the expectations of candidates in the fields of Diversity and Technology.

**The Role of Diversity**

Candidates in the School of Education are expected to facilitate the learning of all students. Therefore candidates in the School of Education are expected to:

1. understand other cultures and their impact on student learning.
2. understand and use various teaching strategies to accommodate diverse populations of students.
3. be respectful, compassionate, considerate, friendly, just, and free of bias when working with students from diverse backgrounds.

**The Role of Technology**

Candidates will demonstrate acquisition of technology knowledge, skills and dispositions as defined by national and state standards. Candidates will:

1. demonstrate a sound understanding of technology operations and concepts.
2. plan and design effective learning environments and experiences supported by technology.
3. implement curriculum plans that include methods and strategies for applying technology to maximize student learning.
4. apply technology to facilitate a variety of effective assessment and evaluation strategies.
5. use technology to enhance teacher productivity and professional practice.
6. understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply that understanding in practice.
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INTERNSHIP

PURPOSE
The internship is the culminating event in the preparation of teachers. The internship experience should provide the candidate with an opportunity to develop an understanding of the teacher’s role in instruction. This work experience is the essential ingredient, which permits the intern to successfully transfer theory to practice in an actual classroom setting under the guidance and supervision of an approved classroom teacher and a university supervisor.

The cooperating teacher works closely with the university supervisor in the gradual and incremental assumption of teaching responsibilities by the intern. Following the internship experience, it is expected that the intern will be able to effectively manage classroom responsibilities, demonstrate a broad understanding of the total educational process, possess an awareness of school policies and expectations, and be prepared to assume the professional responsibilities of teaching.

CODE OF ETHICS
As a potential teacher, the intern’s interactions with pupils, parents, faculty, staff and administration should reflect a high degree of professionalism. The following code of ethics serves as a guideline for interns.

The intern will:
➢ keep confidential all information concerning pupils in the class or school;
➢ maintain the dignity necessary to gain the respect of pupils;
➢ show enthusiasm concerning the learning experiences being developed with pupils;
➢ be sympathetic and courteous toward all pupils, parents, university and school personnel;
➢ consider himself/herself a member of the community in which he/she is teaching and act accordingly;
➢ use disciplinary measures that conform to the instructions of the cooperating teacher and which are applicable to public school policy and South Carolina State laws;
➢ be interested in and ready to assist with the improvement of the class;
➢ realize that each pupil is an individual and will take into consideration individual abilities, interests, and capacities for learning;
➢ be completely impartial in dealing with pupils and
constantly strive to be fair while judging pupils’ actions;
➢ refrain from imposing religious or political views upon pupils and exhibit a broad minded, tolerant attitude toward all groups and individuals;
➢ be enthusiastic and eager to offer ideas concerning curriculum, methods, and management;
➢ make the teaching environment an attractive and orderly place.

The South Carolina Department of Education Division of Teacher Quality also provides the following Standards of Conduct for South Carolina Educators:

“Just Cause”
South Carolina Code Ann. § 59-25-160 (1990) lists reasons that the State Board of Education may consider in determining “just cause” to suspend or revoke a teaching certificate:
• incompetence,
• willful neglect of duty,
• willful violation of the rules and regulations of the State Board of Education,
• unprofessional conduct,
• drunkenness,
• cruelty,
• crime against the law of this state or the USA,
• immorality,
• any conduct involving moral turpitude,
• dishonesty,
• evident unfitness for the position for which the individual is employed, and
• sale of/or possession of narcotics.

In addition, a teacher’s certificate can be suspended or revoked for failure to pay child support (S.C. Code Ann. § 20-7-945 (Supp. 1998)) or for breaching a teaching contract (S.C. Code Ann. § 59-25-530 (1990)).

Sanctions that the State Board of Education can impose upon an educator:
• public reprimand;
• suspension (up to three years), which may be accompanied by certain conditions such as drug and alcohol testing, psychiatric counseling, specialized coursework, or other appropriate conditions;
• revocation where the teacher can reapply for a certificate in three years; and
• permanent revocation.

The process for suspension or revocation of a teaching certificate:
1. State Board of Education Regulation 43-58.1 requires the school districts to report the name of any certified educator who is dismissed, resigns or is otherwise separated from employment with the district based on allegations of misconduct. Once the Department of Education has been notified of conduct that could constitute just cause for sanctions against a teacher’s certificate, the Department
will send the teacher a letter by registered mail indicating that a hearing will be held. The teacher has fifteen days from the receipt of this letter to make a written request to appear at the hearing and to indicate whether the teacher wishes the hearing to be public or private. If the teacher fails to do so within this time frame, he or she will waive the right to appear at the hearing and the State Board may make a determination based on evidence presented by the Department.

2. If the educator requests a hearing, he or she will have a due process hearing before the Board or a hearing officer.

3. After a final decision is made, an order is signed by the Board chair, and a copy is sent to all interested parties.

4. Notice of suspension or revocation of a teacher’s certificate is sent to all districts in South Carolina and to the National Association of State Directors of Teacher Education and Certification (NASCTEC) Clearinghouse. Notices of public reprimand are sent only to the school districts.

Of note: The majority of teachers in South Carolina who have their certificates suspended or revoked do so because of inappropriate relationships or actions toward a student. South Carolina teachers have lost their teaching certificates for
- pursing a personal, inappropriate relationship with a student;
- touching a student in a way that is deemed inappropriate;
- engaging in a physical altercation with a student;
- supplying alcohol or drugs to a student;
- using a school computer to view or download pornography;
- sending or receiving prurient e-mails, including child pornography;
- violating test security;
- violating state or federal laws involving drugs or alcohol or other illegal behavior;
- embezzling public funds;
- committing breach of trust; and
- breaching a teaching contract.

PLACEMENTS

Assignments for internships are based on the principle that the intern is placed in a situation which will provide for optimal professional growth. All placements are coordinated through the Office of Field Experiences. USCA has contractual agreements for internships and practicum placements with selected South Carolina School Districts. Under no circumstances are candidates to make individual placement arrangements with schools or teachers. Within these districts, at the time of the applications, candidates have an opportunity to list their geographical preferences; however, final assignments are negotiated between the Office of Field Experiences and the School Districts. Secondary students are limited to placement in Aiken and Edgefield School Districts only.
All internship placements comply with the State Department criteria for selecting cooperating schools and teachers; therefore, all assignments are subject to the approval of the school district office, the cooperating school, cooperating teacher, the Office of Field Experiences, and the School of Education in conjunction with university faculty. Once placements have been made, adjustments in an intern's assignment will require prior approval by the appropriate school district official and the Director of Field Experiences.

State law mandates that all interns are assigned to schools for a semester consisting of at least 60 school days. **However, the USCA School of Education requires interns to be in the schools the entire semester (until the last senior seminar date).**

1. Interns majoring in Early Childhood Education are placed in primary (Pre-K through 3rd grade) settings.
2. Interns majoring in Elementary Education are placed in 2nd through 6th grade classroom settings.
3. Interns majoring in Secondary Education are placed in 9th through 12th grade classroom settings.
4. Interns majoring in Middle Level Education are placed in 6th through 8th grade settings.
5. Interns majoring in Special Education are placed in Kindergarten through 12th grade settings.
6. Interns majoring in Music Education are placed in Kindergarten through 12th grade settings, and in many cases will split their time between two settings (elementary/middle, elementary/high school, or middle/high school).

**EXPECTATIONS AND RESPONSIBILITIES**

**Attendance**
Interns are required to complete a full semester of student teaching. Interns are expected to be at their school placement except when attending Senior Seminar and when attending one full day of a professional conference. Interns follow the same attendance policy and school calendar as the public school faculty. In case of absence, the intern must notify the cooperating teacher and the university supervisor. Absences are inexcusable except in the case of illness, death in the family, or other serious circumstances. Additional time will have to be spent in the internship placement if absences extend beyond the 60-day minimum teaching requirements. The university supervisor reserves the right to require additional time for all absences. Interns observe the same holiday and vacation schedule as the cooperating teachers. **Internships conclude the last official day of university classes for the semester. Failure to comply with the above attendance requirements may result in a failing grade.**

**Conflict of Interest**
Requests for an internship in schools where relatives are employed or children attend school will not be allowed.
Employment / Extra-Curricular
Due to the demands of internships, it is recommended that interns limit their extra-curricular activities, including employment, during their semester internship.

Enrolling for Other Courses Concurrently with Internship
See USCA Undergraduate and Graduate Programs Bulletin

Grading Policy
The grading guidelines adopted by respective programs in the School of Education provide faculty and interns with the criteria for assigning grades in internships. The grading criteria are presented in the course syllabus given to each intern at the beginning of each semester. Recommendation for Certification will not be made for any intern who receives a grade of lower than a C and/or fails to meet the ADEPT standards. In order to meet the ADEPT standards, interns may only miss one key element from each domain, and must get an acceptable or target on the written and oral communications skills element.

Interns as Substitute Teachers
State mandated guidelines for Teacher Education Programs forbid the use of interns as substitute teachers.

Legal Responsibilities
The cooperating teacher is legally responsible for the pupils at all times during the school day. Based upon South Carolina law, the intern has no legal status in the school. Since interns are not covered by professional liability insurance through USCA or the school district, it is recommended that membership in one of the professional education organizations for teachers be obtained to secure liability insurance at candidate rates.

Participation in Internship Under Special Conditions
Interns allowed to participate in an internship under special conditions will be required to sign a contract letter stating knowledge of conditions and penalty for failure to meet conditions. Penalties may include removal from internships.

Students with Disabilities
Interns with a physical, psychological, and/or learning disability which might affect their performance during internship, should immediately contact the Office of Disability Services AND the Director of Field Experiences. The Disability Services Office will determine appropriate accommodations based on medical documentation. The Disability Services office is located in room 126A of the Business & Education building and the phone number is (803) 641-3609.

Professional Behavior
Professional behavior is expected of each intern at all times. This includes but is not limited to:

➢ being prompt and dependable in reporting to assigned schools (including signing daily school sign in/sign out sheets);
➢ being familiar with school district policies which apply to teachers;
➢ setting an example for pupils in personal habits, conduct, and dress coinciding with school policies;
➢ serving as a model for pupils with respect to speech, grammar, handwriting, and spelling;
➢ maintaining a courteous, cooperative, and professional relationship with parents, faculty, staff, and USCA personnel;
➢ being open-minded regarding constructive suggestions;
➢ being thorough and careful in preparing all teaching assignments;
➢ maintaining appropriate classroom order;
➢ demonstrating initiative in fulfilling the leadership responsibilities of teaching;
➢ participating in all curricular and extracurricular activities required of cooperating teachers (including parent-teacher conferences).

An infraction of any of the above may result in significant loss of credit toward the final grade.

**Professional Leave Policy for Interns**
Interns may have a maximum of two days of professional leave to attend educational meetings. These two days are not included in the minimum sixty days of the required internship. The intern’s university supervisor and cooperating teacher must approve attendance in advance, and documentation of attendance will be required.

**Reassignment During Internships**
When advisable, an internship assignment may be changed with the approval of the Director of Field Experiences. Prior to such a change, there must be consultation with a concurrence by the university supervisor, school district, and the cooperating teacher.

**Repetition of Internship for Credit**
Candidates who have already received credit for an internship may repeat the course for credit no more than one time. When the course is repeated, both grades will be entered on the candidate’s permanent academic record and will be included in the GPA, but course credit toward graduation and/or certification will be given only once. This policy is consistent with the university grading policies regarding repetition of courses for credit.

**Responsibilities Before / After School**
Interns are expected to attend PTO meetings and other professional meetings. This includes participating fully with the cooperating teacher in extra-class and school-wide activities, such as bus duty, cafeteria duty, and parent/teacher conferences. Failure to comply with any of the above may result in significant loss of credit from the final grade.
The internship experience is expected to progress gradually as interns assume increasing responsibilities for the pupils and the instruction. How quickly the intern assumes total teaching responsibility depends upon the particular assignment, the cooperating teacher, the university supervisor, and the intern’s initiative, enthusiasm, ability, and the length of time of the placement. The goal is a reversal of roles during which the intern becomes the teacher and the cooperating teacher becomes an observer or functions as a teacher aide.

During the first few days the intern should plan to:
- spend some time learning the general rules and policies of the school and reasons for these regulations (become familiar with school procedures concerning safety regulations, fire and security drills, hall or playground supervision, cafeteria schedules and other routines of the school). (and express appreciation to the cooperating teacher for providing opportunities to gain experience;)
- learn the routines of the class, find out where supplies are stored, how attendance is kept, the general housekeeping rules, and the availability of audio-visual and other equipment (the intern should also become acquainted with any special facilities available such as library, counseling, and medical services);
- become acquainted with the pupils so that names can be learned and observe individual strengths and weaknesses;
- begin to become familiar with pupil records, remembering that they are confidential materials provided for professional use.
- If assigned two Cooperating Teachers, intern should collaborate with both teachers to designate which will be the lead cooperating teacher.

During the first two weeks:
- The beginning experiences of the intern should include observing the cooperating teacher, checking papers, helping individual pupils, and learning general classroom procedures. The intern should become familiar with the textbooks and teacher’s manuals, how they are organized, and how the cooperating teacher uses them before the intern actually begins teaching. The intern may begin teaching by working with small groups or individuals. Also, the intern may cooperate in teaching particular lessons for which the cooperating teacher has major responsibility. These lessons should be planned carefully and evaluated after teaching. The intern may also be asked to prepare a unit, learning center, or project. This is also a good time to begin special duties such as hall, lunch, or bus duty, or any other related school responsibilities.
- Teachers vary in their teaching methods, techniques, and behavior. A considerable amount of time should be used during experiences to study the classroom teacher at work. Interns should ask the cooperating teacher why specific actions were done in a certain way and why certain kinds of questions or activities were used. Studying the teacher
should provide a basis for discussion about the rationale and strategies for specific teaching behaviors.

During weeks 3-5:
- The intern should continue to add one or two more subjects or groups to prepare for and teach each week. If this seems to be too much, the cooperating teacher should assume more responsibility until the intern is comfortable with the teaching load. Adding a few non-teaching duties each week helps make the assumption of full classroom responsibility easier.

During mid-to-latter part of the placement:
- The intern is expected to do as much full-time teaching as skill will permit. The cooperating teacher will help judge the readiness to teach and will gradually increase responsibilities according to the competency shown. During the latter part of the placement, the intern **must assume full responsibility of the classroom for no less than two weeks (ten days).** Interns are, however, expected to teach more than the required minimum number of days of full-time teaching.

During the last week of the placement:
- The cooperating teacher should gradually assume responsibility for the class during the last week of the placement to give the intern an opportunity to observe in other classes or in other schools. **These observations are not required, but encouraged.** By this time the intern will be able to evaluate observations and relate them to personal experience. Observations should be scheduled through appropriate channels within the school system.

**Seminars and Course Requirements**
Interns are required to attend seminars or orientations scheduled by the university and meet the specific course requirements as outlined in the course syllabus. Interns who are absent from the orientation due to illness or other extenuating circumstances must contact the Director of Field Experiences to schedule a make-up session.

**Temporary Physical and Sensory Handicaps**
Interns must inform the Director of Field Experiences of special health conditions (e.g., pregnancy, injury) that should be considered prior to placement for an internship. This provides the Director an opportunity to secure appropriate school placements.

**Withdrawal from Internships**
If an intern needs to withdraw from the internship for medical reasons or other acceptable causes, the university supervisor will notify the Director of Field Experiences. The Director will initiate procedures for canceling the school assignment with school district officials. **Withdrawal policies as stated in the USCA Undergraduate and Graduate Programs Bulletin will apply.**
If the university supervisor requests that an intern be removed from the school, written documentation of the reasons for the removal will be immediately forwarded to the Director of Field Experiences by the university supervisor. The intern may present in writing a statement relating to the recommendation of the university supervisor. This statement should be forwarded to the Director of Field Experiences within ten calendar days following the intern’s removal from the school. The Professional Education Committee will be convened to consider the appropriate action. The Professional Education Committee will make a decision to reassign the intern or elect to withdraw the privilege of intern teaching. If the intern is not permitted to continue teaching, the committee will make a recommendation to the university supervisor regarding a resolution of the grade. The intern may appeal the decision of the Professional Education Committee to the School of Education Dean. A further appeal is available through the university grievance procedures as outlined in the USCA Undergraduate and Graduate Programs Bulletin. With regard to tuition refunds, withdrawal policies as stated in the USCA Undergraduate and Graduate Programs Bulletin will apply.

If the cooperating principal or cooperating teacher requests that an intern be removed from the school, the intern will be temporarily removed from the internship and a hearing by the Professional Education Committee will be immediately convened to consider the appropriate action. Written documentation of the reasons for the removal will be forwarded to the Director of Field Experiences by the university supervisor and presented to the Professional Education Committee. The intern may present in writing a statement relating to the recommendation of the cooperating principal. The Professional Education Committee will, based on the available information, make a decision to reassign the intern or elect to withdraw the internship privilege. If the intern is not permitted to continue in an internship, the committee will make a recommendation to the university supervisor regarding a resolution of the grade. The intern may appeal the decision of the Professional Education Committee to the Dean, School of Education. A further appeal is available through the university grievance procedures as outlined in the USCA Undergraduate and Graduate Programs Bulletin.

**SOUTH CAROLINA TEACHER LICENSURE REQUIREMENTS**

While there is a general core of professional education courses required for each initial license, specific requirements vary depending on the grade level and subjects licensed to be taught. Specific program requirements are in a state of transition due to changes in licensure being implemented by the South Carolina State Department of Education. While the School of Education will make every attempt to keep candidates informed of any changes, it is the responsibility of the candidates to check with their advisors as each semester’s schedule is planned.

The courses required for any specific license are listed on Program Advisement Sheets, which are available from the School of Education or your assigned advisor.
Programs for Licensure
The following licenses are offered for candidates beginning preparation programs:
Early Childhood Education (grades PK-3)
Elementary Education (grades 2-6)
Middle Level Education- (grades 5-8)
  Science/Math
  Science/English
  Science/Social Studies
  Math/English
  Math/Social Studies
  English/Social Studies
Secondary Education- (grades 9-12)
  Biology
  Chemistry
  Comprehensive Science
  Comprehensive Social Studies
  English
  Mathematics
Special Education (grades PK-12)
Music Education (grades K-12)

Certification
Teacher certification is granted by the SC Department of Education upon recommendation by the Dean of the School of Education. State law now requires that by February 1 of the academic year prior to internship, candidates complete and submit an application for certification and electronic fingerprints. The intern is responsible for completing the online certification application, having fingerprints scanned on assigned date, and paying certification and fingerprint fees. The intern should also submit copies of fingerprint receipt and certification application receipt to the School of Education in Room 210 of the Business and Education Building prior to February 1 of the academic year prior to internship. Internships cannot begin until the application and fingerprints have been cleared by the SC Department of Education. No intern may be considered to have completed an Approved Program until he/she has been validated as having achieved passing scores on the State Board specified examinations. Interns may not be recommended for state licensure until USCA has received official verification that these examinations have been passed. Please note that the processing of the certification forms requires 6-8 weeks after the date of graduation. Recommendation for Certification will not be made for any intern who receives a grade of lower than a C and/or fails to meet the ADEPT standards. In order to meet the ADEPT standards, interns may only miss one key element from each domain, and must get an acceptable or target on the written and oral communications skills element.

Teaching Area Examinations
In addition to the completion of specified scholastic requirements, an individual applying for teacher licensure must present the minimum required score on the appropriate examination(s) as established by the SC Board of Education. All Education Majors must take the examinations described on the following pages:
### USCA Education Majors' Required Testing Praxis Series

Required for students recommended for SC certification as of 01/31/07

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<td>AND</td>
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### PRAXIS II: Subject Area Exams – Passing scores must be received by the School of Education Office by July 20th to be able to intern in the fall, and by December 15th in order to be able to intern in the spring. Praxis II is a requirement for Admission to the Internship.

*All Middle Level Majors must take two Praxis II exams based on their areas of concentration.*

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**PLEASE TURN PAGE OVER FOR ADDITIONAL TESTING INFORMATION!!**
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</table>

PLT must be taken at beginning of Internship (September or January). Passing scores must be received by the School of Education by December 1 for December graduates and May 1 for May graduates. Failure to pass the PLT will delay graduation.

NOTE: PUT THE ID CODES FOR BOTH USCA AND THE SC DEPT OF ED. IN ORDER FOR SCORES TO BE SENT. THE ID CODES ARE: **USCA ID#=5840**     **SC DEPT OF ED. ID#=8108**

**Closest Testing Centers:**
1. Prometric Testing Center  339 West Avenue, North Augusta, SC  29841    Phone: (803) 279-7247
2. Paine College  1235 Fifteenth Street  Augusta, GA  30901
3. Augusta State  2500 Walton Way  Augusta, GA  30904
4. USC Columbia  345 Russell House, 1400 Greene St.  Columbia, SC  29208    Phone: (803) 777-2782

PLEASE TURN PAGE OVER FOR ADDITIONAL TESTING INFORMATION!!
Criminal History Checks (Revisions to BILL NO. S.154)

All persons enrolled in a teacher education program in South Carolina must be advised by the college or university that his or her prior criminal record could prevent certification as a teacher in this state in accordance with State Board of Education guidelines.

Prior to beginning full-time clinical teaching experience in this state, a teacher education candidate must undergo a state criminal records check by the South Carolina Law Enforcement Division and a national criminal records check supported by fingerprints by the Federal Bureau of Investigation. The cost associated with the FBI background checks is the responsibility of the applicant. Any information reported relative to prior arrests or convictions will be reviewed by the State Department of Education, and the State Board of Education when warranted, in accordance with Board guidelines. Teacher education candidates with prior arrests or convictions of a serious nature that could affect their fitness to teach in the public schools of South Carolina may be denied the opportunity to complete the clinical teaching experience and be disqualified for initial teacher certification. Those individuals who are denied this opportunity as a result of prior arrests or convictions may, after one year, request reconsideration, under guidelines established by the State Board of Education.

Graduates of teacher education programs applying for initial teacher certification must have completed the FBI fingerprint process within eighteen months of formally applying for initial teacher certification or the fingerprint process must be repeated.

The requirements of this Act became effective on January 1, 2004, and will be applicable to those candidates seeking to complete the clinical teaching experience in the fall 2004 and thereafter.
The role of the Director of Field Experiences is:
- to help establish policies and procedures for all observation/participation programs of the School of Education in conjunction with University faculty and with school administrators in the cooperating school districts;
- to coordinate all contacts, operations, activities, and records which pertain to observation/participation experiences with University personnel and school districts;
- serve as Chair of the School of Education Professional Education Committee;

The Office of Field Experiences systematically carries out its responsibilities before, during, and after the internship semester. Each semester the Office of Field Experiences:

Prior to Internship:
- publish admissions requirements and application deadlines for internships as approved by the School of Education;
- counsel internship candidates about the application, placement process, and problems in conjunction with Education faculty;
- inform applicants of their acceptance into the internship program or about deficiencies which must be remedied prior to enrollment as an intern as determined by the Professional Education Committee;
➢ communicate with the school district office administrator responsible for coordinating placements for interns;
➢ inform Education faculty concerning substitutions of cooperating schools/teachers or denial of internship placement requests by the cooperating school district. Final approval of internship placements is subject to the concurrence of the district office administrator, the cooperating schools/teachers, and the Office of Field Experiences, in conjunction with faculty;
➢ send official confirmation and directions to the intern for reporting to the cooperating school, including information about seminars and other requirements;
➢ confirm placements with reporting dates and provides handbooks to district office administrators and to the cooperating schools.

During Internship:
➢ notify district office administrators of necessary cancellations of internship assignments;
➢ send official confirmation of intern placements and the names of those interns who have not yet satisfied prerequisites to Education faculty;
➢ distribute all handbooks, observation forms, and evaluation instruments required for interns to university supervisors, cooperating schools and interns;
➢ ensure orientation sessions on the approved evaluation procedures are held;
➢ assist university supervisors in providing orientation sessions for cooperating school personnel, as requested;
➢ submit requests for payment of stipends to cooperating teachers;
➢ submit to the Graduate School and the Aiken Graduate Regional Studies Office a list of cooperating teachers and school administrators eligible for USC tuition reduction benefits;
➢ monitor the operation of the internship program and, in cases where university supervisor is unable to resolve problems, initiates conferences with the cooperating school personnel, the university supervisor, and the intern. When advisable, an intern’s assignment may be changed with the approval of the Director or Field Experiences. Adjustments are subject to the concurrences of the Director of Field Experiences, district level and cooperating school personnel, the university supervisor, and the intern;
➢ organize and/or conduct ADEPT training workshops for cooperating teachers.

UNIVERSITY SUPERVISOR

The university supervisor is the representative of the university who assumes responsibility for the off-campus supervision of an intern.

University Supervisors must be:
➢ regular faculty members of the School of Education, or
➢ regular faculty members of other USCA academic departments who are assigned internship supervision as
part of their academic teaching load, or
➢ qualified individuals employed on a temporary basis by the university for the purpose of internship supervision.

The university supervisor serves as the liaison between the university, the cooperating teacher, and the intern. He/she is directly responsible for the supervision and evaluation activities required by the internship program. The university supervisor is expected to maintain continual contact with the Office of Field Experiences and to implement all aspects of internship requirements.

When the school district administrators and the Office of Field Experiences have confirmed placements, the university supervisor should:

➢ become knowledgeable about the faculty, pupils, school policies, curriculum, and school plant facilities of the cooperating schools;
➢ participate in orientation meetings for interns to:
  1. review any internship materials distributed by the Office of Field Experiences;
  2. discuss the general expectations the supervisor has for interns and the supervisor's schedule for school visitations;
  3. outline the procedures for completing reports, lesson plans, and other information required by the supervisor;
  4. discuss the role of the cooperating teacher;
  5. discuss the means by which interns will be evaluated and graded;
  6. discuss professional ethics and conduct while serving as an intern;
  7. discuss the course syllabus.
➢ conduct individual orientation sessions for any cooperating teacher who was unable to attend the institution’s orientation program.

In accordance with State Requirements, there shall be at least 4 classroom observations per intern, plus 1 midterm conference, and 1 final conference. The appropriate observation forms should be completed after each observation, reviewed with the intern in a conference, and submitted to the Office of Field Experiences at the end of each semester.

The four ADEPT observations required for each intern should be conducted after the first four weeks of internship.

It is expected that the university supervisor will observe appropriate protocol regarding public school visits.
➢ During the first visit, some time should be spent with the school principal, the cooperating teacher, and the intern. The first meeting with the school principal should be used for:
1. personal acquaintance and professional sharing of information about individual interns and cooperating teachers;
2. clarification of participants’ roles in the internship program. The first conference with the cooperating teacher might:
   a) discuss roles and responsibilities of the cooperating teacher;
   b) discuss goals agreed upon by the cooperating teacher and the intern;
   c) discuss a schedule for intern’s observation, participation, and teaching;
   d) outline specific instructional procedures, planning and management techniques, and other methods the university supervisor would like the intern to observe or experience;
   e) share methods and procedures for subsequent visits and for intern reports to the university supervisor;
   f) discuss the cooperating teacher’s role in evaluating and grading the intern;
   g) discuss information presented in the institutional orientation program.
3. discussion of the procedures for contacting the Office of Field Experiences and/or the university supervisor if problems arise.
   ➢ The first visit should be made within ten school days.
   ➢ A midterm conference is scheduled at an appropriate time.
   ➢ A final three-way conference with the cooperating teacher(s), the intern, and the university supervisor should be held. This conference should involve a final evaluation of the intern and recommendations to facilitate transition of the intern into first year teaching. It should also provide the university supervisor additional information for assigning the grade for the internship.

Any changes in the status of an intern must be reported to the Office of Field Experiences. Complete documentation is required in situations that involve recommendations for reassignment to another school and/or cooperating teacher, withdrawal from the internship teaching, potential failure, or other extenuating circumstances.

The university supervisor assists with the on-campus seminars and activities designed to examine and supplement such areas as curriculum, teaching techniques, equipment, and instructional materials at the level of the interns’ teaching.

Evaluation of the intern is a mutual undertaking between the cooperating teacher and the university supervisor; however, responsibility for assigning the final grade for intern teaching rests with the university supervisor. This final grade should be a consensus of the cooperating teacher and the university supervisor. The cooperating teacher should provide continuous monitoring and evaluation of the intern’s performance.
The university supervisor is responsible for completing the “Final Intern Evaluation” form disseminated by the Office of Field Experiences. The university supervisor is responsible for assigning the final grade and making a recommendation for certification.

The university supervisor will be provided a packet for each intern to collect the following:

- Form A - Attendance Confirmation Report
- Form B - Intern Final Grade Report/Verification
- Form C - Intern Final Evaluation
- Form D - Intern Midterm Evaluation
- Form E – Cooperating Teacher Observation Form (a min of 4)
- Form F – University Supervisor Observation Form (a min of 4)
- Form G – Informal Progress Report Form (min of 2 by Cooperating Teacher)
- Form H – Cooperating Teacher Evaluation(s) by University Supervisor
- Form I - Cooperating Teacher Evaluation(s) by Intern
- Form J - University Supervisor Evaluation(s) by Cooperating Teacher
- Form K - USCA Teacher Education Program Evaluation(s) by Cooperating Teacher
- Form L - Long Range Plan Checklist
- Form M - Clinical/Internship Experiences Dispositions Evaluations (a min of 2)
- Form N – Teacher Work Sample/Rubrics

The university supervisor will submit to the School of Education Form A – Attendance Confirmation Report 24 hours prior to the final senior seminar meeting date. The remaining required materials (Forms B-N) are to be submitted to the Office of Field Experiences on the last day of Senior Seminar of each semester.

As a representative of the university, informal contacts should be made with administrators and staff members in cooperating schools. The university supervisor should be on call if any difficulty involving the interns occurs. The university supervisor should help interns resolve problems of relationships with school personnel. The university supervisor should also be ready to aid administrators and cooperating teachers with additional service and suggestions when requested.

University supervisors are entitled to mileage reimbursement for use of their automobiles while supervising interns at the rate specified by the State of South Carolina.
THE COOPERATING SCHOOL DISTRICT

The cooperating school district is comprised of five components: the district superintendent, district office administrator, the cooperating school, the cooperating principal, and the cooperating teacher. Each component carries its own specific responsibilities in the internship.

District Superintendent

Superintendents have a twofold responsibility:

➢ To support the internship program in their school districts by providing necessary leadership in the development and adoption of policies related to internships.
➢ To act as or appoint a liaison between the cooperating schools and the USCA teacher education program.

District Office Administrator

The district office administrator who has been assigned responsibility for working with the university has a specific role to play in the university’s teacher education program. The district office administrator:

➢ exercises leadership by encouraging building principals and teachers to participate in the internship program;
➢ provides support to the teacher education program in the schools and in the community;
➢ assists the university Director of Field Experiences with the mutual selection of cooperating schools and qualified teachers;
➢ as requested, participates in meetings at USCA to clarify policies and review objectives of the internship program, as well as to discuss desired personal and professional
qualifications of cooperating teachers;
➢ forwards intern placement requests and other pertinent information received from the Office of Field Experiences to the appropriate school administrators;
➢ relays questions and concerns regarding an interns teaching to the Director of Field Experiences;
➢ serves as the clearinghouse for all confirmed intern assignments received from cooperating school administrators and sends written approval of such to the Office of Field Experiences;
➢ consults with the university Director of Field Experiences regarding adjustments needed in intern assignments before or after the semester begins and about any problems which are brought forward by school administrators;
➢ participates in evaluating appropriate aspects of the internship program at USCA;
➢ participates in revision of the field experiences contractual agreement.

COOPERATING SCHOOLS

The cooperating school is vital to the implementation of a successful internship program. The selection of a cooperating school is the joint responsibility of the university faculty and the school district administration. The following criteria are to be used as guidelines for selecting schools:

A. The school will have a principal who provides positive instructional leadership;
B. The school will have an instructional staff who understand and is interested in the internship program and is willing to participate in it;
C. The school will have a well-qualified faculty who employ effective teaching techniques;
D. The school will be sensitive to multicultural concerns in its curriculum and programs, and it should reflect cultural diversity in the faculty and intern populations;
E. The school will be innovative and progressive in its policies;
F. The school will have adequate physical facilities and up-to-date instructional equipment and materials;
G. The school will have a curriculum that includes optimum educational experiences for both pupils and interns;
H. The school will have a well-organized in-service program to facilitate professional growth of the instructional staff.

School Principal

After accepting responsibility for having an intern in the school, the principal (or another administrator appointed by the principal) will:
A. exercise leadership in establishing a desirable climate in the school and community for the internship program;
B. recommend to the district office administrator the most qualified teachers to serve as cooperating teachers;
C. provide orientation activities which will help the intern feel they are a valuable part of the school. Such activities might include:
   1. a tour of school facilities;
2. an interpretation of the school’s philosophy and curriculum;
3. an introduction to instructional and non-instructional personnel;
4. an overview of special services provided for the pupils and teachers;
D. may conduct an optional ADEPT observation for each intern assigned to the school;
E. give continuous assistance to the interns in developing appropriate professional relationships with the faculty, staff, pupils, and community;
F. show interest in helping the intern solve problems that may arise during the semester;
G. transmit to the cooperating teacher appropriate information received from the Office of Field Experiences;
H. participate, if requested, in conferences with the university supervisor, cooperating teacher, and intern;
I. comply with the state and the university’s policy on prohibiting the use of interns as substitute teachers;
J. contact the Office of Field Experiences or the university supervisor if questions arise or special problems need to be reported;
K. furnish, if requested, an evaluative opinion regarding the intern’s qualifications;
L. provide a desk and needed texts, including teachers’ guides;
M. ensure that a paid substitute is in the classroom if a cooperating teacher is absent.

Benefits for the School Principal

Six hours of graduate tuition credit from the University of South Carolina Graduate School will be awarded to each cooperating principal following the completion of the semester’s service. To take advantage of the tuition credit, it is necessary to notify the USC Graduate Office prior to registration. There is an administrative fee of $5.00 per graduate hour ($15 per 3-hour course) plus any special campus fees. The privilege remains valid for two years and may only be used at the USC Aiken campus for graduate courses. **There is a $50 (per 3-hour credit) administrative fee to take graduate courses at the USC Columbia campus.

Note: This privilege may be reassigned to another building administrator (assistant principal, counselor, etc., not another teacher) who worked with the intern during the semester. Such a request must be made in writing indicating the role of the person who is working with the intern, signed by the principal and directed to the USCA Office of Field Experiences. This request must also include the full name, social security number and professional responsibilities of the assignee. All reassignment requests must be made at the beginning of the semester in which the intern is assigned to their school.

THE COOPERATING TEACHER

The most important single influence upon the intern is the cooperating teacher. Consequently, a quality intern program utilizes
those persons who have demonstrated success in teaching children and youth and who are successful in helping teacher education interns develop as teachers. The university has specific criteria by which cooperating teachers are selected. Although the process for selection of cooperating teachers may vary from one school district to another, the criteria are applied in a uniform manner.

The principal recommends to the district office and the Office of Field Experiences, the names of teachers who may become cooperating teachers. The district office and Office of Field Experiences have final approval in the selection of cooperating teachers. To be selected as a cooperating teacher, the individual must:

- hold a valid professional certification in their area of supervision;
- successfully taught full-time for at least three years, two of which must be at the grade level or subject area for which supervision is assigned;
- received training in the state approved evaluative program (ADEPT);
- have participated in the School of Education’s orientation program for cooperating teachers;
- have been recommended annually based on the aforementioned criteria by the superintendent or his designee for service as a cooperating teacher;
- agree to work with the designated university supervisor in planning the experience of the intern;
- be capable of using of a variety of effective teaching procedures and appropriate resource materials.
- use research-based practices.

Benefits for Cooperating Teacher

Each cooperating teacher will receive a stipend of $100.00 and six hours of graduate tuition credit from the University of South Carolina Graduate School upon the completion of the Cooperating Teacher Verification form for supervising an intern for a full semester (minimum of 60 days). Cooperating teachers who split supervising responsibilities of an intern will each receive one half of the stipend ($50.00) and three hours of tuition credit. The stipend and tuition credit will be awarded to each cooperating teacher following the completion of the semester’s service. To take advantage of the tuition credit, it is necessary for the cooperating teacher to notify the USC Graduate Office prior to registration. There is an administrative fee of $5.00 per graduate hour ($15 per 3-hour course) plus any special campus fees. The privilege remains valid for two years and may only be used at the USC Aiken campus for graduate courses. **There is a $50 (per 3-hour credit) administrative fee to take graduate courses at the USC Columbia campus.

Responsibilities of the Cooperating Teacher

The cooperating teacher produces a learning climate for interns that facilitates professional growth, permits interns to put theory into practice in a supportive learning environment, and helps interns rectify incongruence between stated intentions and classroom
realities. Under the supervision of the cooperating teacher, the realities of the teaching process should come into focus. The cooperating teacher is legally responsible for the pupils at all times. Because of this legal responsibility the cooperating teacher must be in or near the classroom at all times.

The responsibilities of cooperating teachers are:

The first few days of the internship are crucial if the internship experience is to be positive. The school and the cooperating teacher should create an atmosphere in which the intern has a feeling of belonging. Preparation activities of the cooperating teacher should include:

➢ familiarizing himself/herself with the background of the intern through any materials sent by the university;
➢ preparing the class for the arrival of the intern, including the pupils’ part in preparation and the advantages of having a “second teacher”;
➢ introducing the intern as a colleague and treating him/her as such;
➢ informing the parents that an intern will be participating in the school’s instructional program and enumerating the benefits, such as:
   a) providing teacher assistance;
   b) reducing pupil-teacher ratio;
   c) bringing new ideas and offering innovative approaches to the classes;
➢ identifying possible units of work for which the intern can assume responsibility, the kinds of planning activities the intern can develop from the beginning of the internship, and when the intern will assume responsibility for various facets of the school program;
➢ acquainting the intern with the school calendar, master schedule, daily schedule, and physical facilities;
➢ informing the intern about school policies, emergency procedures, and rules for staff and interns;
➢ acquainting the intern with curriculum guides, instructional materials, supplies, and equipment available;
➢ providing the intern with personal space to work and keep materials;
➢ discussing with the intern the extent of his/her authority;
➢ giving the intern a copy of long range plans for the year;
➢ informing the intern of all responsibilities expected including extracurricular duties and faculty meetings.

The beginning experiences of an intern should be designed to prepare the intern to enter the classroom without misgivings about methodology or content and should include not only the broader aspects of teaching but also administrative procedures. The cooperating teacher accepts responsibility for daily guidance of the intern and should:

➢ encourage and consider suggestions and ideas of the intern and include the intern in discussions and planning;
➢ provide the intern with background information concerning pupil learning needs;
➢ encourage the intern to maintain high standards of professional and personal ethics;
➢ prepare the intern to make meaningful observations and to analyze and evaluate the observations;
➢ schedule planning periods with the intern, including evaluative discussions of whether plans are appropriate for the pupils and the particular lesson;
➢ increase the intern’s responsibilities from observation, to “bit-teaching”, to cooperative teaching, and to full-time teaching, for a minimum of two weeks (10 days);
➢ plan a sequenced program of varied responsibilities that will enable the intern to become involved gradually in all aspects of the classroom and school;
➢ avoid giving the intern only menial tasks;
➢ provide learning experiences at different grade levels and/or subject matter areas, remedial laboratories, and resource rooms, to broaden the intern understanding of the total school program;
➢ help the intern to develop positive and constructive approaches to classroom management;
➢ treat the intern as a professional understanding that he/she is continuing to learn;
➢ provide a model of appropriate teaching techniques and high professionalism;
➢ provide frequent encouragement, constructive criticism and recognition of success;
➢ assist the intern in recognizing and overcoming undesirable traits;
➢ remain alert for problem areas and give assistance in a manner that will not cause loss of status with pupils;
➢ assist the intern in performing routine duties and record keeping tasks efficiently;
➢ keep a record of dates in which observed, taught part-time, taught full-time, and the dates cooperating teachers evaluated lessons.

Interns have received considerable practice in designing plans but have had little opportunity to see the results of planning. During their internship, planning must deal with the reality of actual classroom teaching situations. The cooperating teacher should provide continuous guidance that stresses the relationship between theory and practice. The following guidelines are recommended for cooperating teachers in planning with the intern:
➢ clarify the procedures for long-range planning, unit or block planning, and daily planning;
➢ provide the intern with opportunities to study the cooperating teacher’s long range, unit and daily planning as well as texts/materials available for units under consideration;
➢ guide the intern in planning and attaining cooperatively established objectives;
➢ require the intern to make thorough plans for teaching;
➢ orient the intern to the accepted pattern of planning in the classroom;
➢ review daily teaching plans made by the intern, ask appropriate questions, make helpful suggestions, and provide opportunities for the intern to evaluate continuously his/her own planning procedures. Although there is no
single lesson plan format that must be followed, a good
lesson plan should include, at least, the following areas:

a) objectives - These should be clearly stated; have
observable outcomes; and include the South
Carolina curriculum standards they covered;
b) materials - A list of the specific materials needed
in the lesson should be included;
c) procedures - The body of the lesson contains the
motivation and the specific sequence of activities
that will be employed in the lesson. The amount
of detail required by the cooperating teacher will
be determined by the individual needs and
strengths of the intern and by the school’s
requirements;
d) evaluation – An assessment(s) which measures
whether or not the students’ learned the content
outlined in the objectives.

➢ provide evaluative sessions in which the intern’s plans are
critiqued, with consideration given to strengths as well as
deficiencies in planning; an assessment of the intern’s
progress which tests whether or not the objectives of the
lesson have been met is needed. In addition, how does the
intern assess himself/herself in relation to the
accomplishment of the objective(s)? How perceptive is the
intern in this assessment?
➢ encourage the intern to develop his/her own teaching style;
➢ encourage the intern to display initiative, to be creative, and
to develop as an effective teacher;

The conference with the intern provides another opportunity for the
intern to be reflective and grow professionally. Conferencing allows
the intern to reflect on the teaching-learning situation through
discourse with the cooperating teacher. Through these discussions,
the intern can focus upon an analysis of his/her teaching and
improve competencies. The value of conferences during the
internship program depends upon the manner in which they are
used. Although topics of concern may be suggested by the intern or
by the cooperating teacher, the manner in which they both
cooperatively strive to improve the teaching-learning experience(s)
determines its effectiveness. Conferences may be formal or
informal.

The informal conference provides opportunities to:
➢ develop a cooperative, productive sharing of ideas between
the cooperating teacher and the intern;
➢ aid the cooperating teacher in understanding the intern’s
concerns;
➢ help the intern maintain a high level of performance.
Through frequent informal discussions both the cooperating
teacher and the intern will develop skill in exploring new or
different ideas. Informal conferences will be brief, may take
place in the hall, at lunch, or before or after school.

Formal conferences should be scheduled throughout the internship
experience, with the frequency specified by the university
supervisor. Some characteristics of this type of conference are:
➢ purpose - to discuss a topic of concern basic to growth and development of the intern;
➢ preparation - cooperating teacher and intern will have questions, outlines, or other necessary materials related to the topic;
➢ procedure - a mutual participation and pooling of ideas concerning the topic;
➢ result - an accepted plan or solution resulting from mutual respect and professional expectations. Suggested possible topics to be discussed:
   * School policies, both stated and unstated
   * Preparation for observation by cooperating teacher
   * Evaluation of observation by cooperating teacher
   * Preparation for participation in teaching
   * Lesson plans of the intern
   * Unit plans of the intern
   * Obtaining a teaching position

Full-time or sustained teaching begins when the intern is capable of working independently with a reasonable amount of guidance and assistance from the cooperating teacher. The cooperating teacher should continue to guide the intern through the development and implementation of teaching plans. Characteristics which indicates the intern is ready to begin full time teaching are:
➢ evidence of a willingness to begin;
➢ ability to work with pupils, to interest them, and to keep them on task;
➢ ability to plan effectively, to carry out plans, and to handle responsibility;
➢ energy for sustained effort;
➢ maturity and emotional stability;
➢ ability to handle interpersonal relations with parents and school personnel;
➢ good working relationship with the cooperating teacher;
➢ by the third week, in all cases, some full responsibility should be given the intern for teaching academic content.

Because of limited experiences, most interns have a great concern about their role in this area. The cooperating teacher should consider this factor in assessing the readiness of the intern to assume an increasing amount of classroom authority. Some suggestions for the cooperating teacher helping the intern gain security in this area are:
➢ accept the intern as a professional member of the staff. Discuss plans, doubts, pupil concerns, and past experiences with the intern. Maintain a professional attitude with the intern in the classroom;
➢ help the intern become quickly aware of the policies, classroom management procedures, and routines in the school and classroom. Discuss the reasons for the policy, procedures and routine;
➢ discuss measures which may help the intern build the type of teacher pupil relationship which prevents management problems;
➢ co-teach from the beginning. Plan for the intern to teach portions of lessons and supervise particular activities;
➢ leave the room for short periods of time so that pupils realize the intern is in charge. Due to legal responsibilities, the cooperating teacher should remain within close proximity.

Evaluation of the intern is a mutual undertaking between the cooperating teacher and the university supervisor; however, responsibility for assigning the final grade for intern teaching rests with the university supervisor. This final grade should be a consensus of the cooperating teacher and the university supervisor. The cooperating teacher should provide continuous monitoring and evaluation of the intern’s performance.

The cooperating teacher should complete and sign their portion of the “Final Intern Evaluation” form distributed by the Office of Field Experiences. The final evaluation includes a space for the university supervisor to recommend or not recommend the intern for State certification. The intern, cooperating teacher and university supervisor must each sign the final evaluation. The university supervisor will submit the “Final Intern Evaluation” form at the end of the semester.

The cooperating teacher is responsible for aiding the School of Education document the intern’s teaching experience and helps the School of Education determine whether the intern should be recommended for certification. To document the intern’s experience and progress, the cooperating teacher is asked to:

➢ **Verify the daily attendance of the intern.** The intern has an attendance confirmation report form (Appendix 2 Form A) that requires the intern to record the date of attendance, daily time of arrival, and daily time of departure from school. In order for the daily attendance to count toward the intern’s 60 days of teaching, the intern must attend school for a full instructional day.

➢ **A full instructional day** is defined as the time a principal requires all teachers to report to the school in the morning, until the time the principal allows all teachers to leave. The intern must therefore arrive at school on or before the starting time required of teachers and leave at or later than the departure time allowed for all teachers. Any times that deviate from this will disallow that day from counting towards the minimum 60 required days for internship.

➢ **Exceptions to this are teacher workdays, in-service, half-day school sessions, or other special days in which all teachers at the school have a different school day schedule.** Times differing from the normal school day should be specifically noted on the verification. The **cooperating teacher should initial the attendance confirmation report form daily.**

➢ **Conduct four formal ADEPT observations.** The cooperating teacher will make four formal ADEPT observations of the intern using the Cooperating Teacher Observation form (Appendix 2 Form E). These observations help the School of Education determine if the intern has the ability to teach and impact student learning. The formal observations should begin after the fourth week
of internship.

➢ **Conduct a minimum of two informal progress report.** The cooperating teacher will make two informal progress reports using the Informal Progress Report form (Appendix 2 Form G). The purpose of the informal progress report is to provide the intern feedback on their performance based on the ADEPT professional standards. The feedback should be based on a summary of their work at that time and not based on any one formal observation. The progress report form is to be completed a minimum of two times during the semester, once before the mid-term evaluation and once before the final evaluation (somewhere around week 4 and week 11). Additional progress reports can be completed on an as need basis. Once completed, the progress report is to be discussed with the intern. The intern is to review the information, and place this form in the Internship Notebook.

➢ **Evaluate the intern’s dispositions.** Between weeks 6 and 8, the cooperating teacher should complete the Clinical/Internship Experiences Dispositions Evaluation form (Appendix 2 Form M) and review with intern. At the end of the semester, the cooperating teacher is asked to complete another Clinical/Internship Experiences Dispositions Evaluation form (Appendix 2 Form M). This form is used to assess the dispositions and professional behaviors that an intern possesses.

➢ **Evaluate the University Supervisor.** The interaction between the cooperating teacher and the university supervisor is very important. The cooperating teacher is asked to evaluate the university supervisor’s ability to work with both the intern and cooperating teacher. The University Supervisor Evaluation by Cooperating Teacher form (Appendix 2 Form J) should be completed at the end of the semester and mailed back to the School of Education in the self-addressed stamped envelope.

➢ **Evaluate USCA’s teacher preparation program.** Based on this internship experience, the cooperating teacher is asked to evaluate the effectiveness of the teacher education program. The cooperating teacher is asked to complete the USCA Teacher Education Program Evaluation(s) by Cooperating Teacher form (Appendix 2 Form K) at the end of the internship.

➢ **Verify qualifications.** The cooperating teacher is requested to complete the Required Information and Verification Cooperating Teacher form (See 2 Appendix 4) at the beginning of the internship. This form is required to help verify qualifications, as well as provide information needed to provide the cooperating teacher their honorarium for participating in the internship.
Contact Information

jeffp@usca.edu
smyth@usca.edu
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jl@usca.edu
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garys@usca.edu
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vernellit@usca.edu
bridgetc@usca.edu
kayh@usca.edu
debm@usca.edu
annd@usca.edu

SCHOOL OF EDUCATION FACULTY:

School Dean:
Jeffrey M. Priest (Zoology/Wildlife Ecology), Ph.D., Southern Illinois University, 1986

Professors:
Thomas J. C. Smyth (Reading, Secondary Education), Ph.D., University of South Carolina, 1983, *Endowed Professorship of Instructional Technology*

Associate Professors
Tim Lintner (Social Sciences and Comparative Education), Ph.D., University of California, 1998
Jay Lisk (Physical Education), Ph.D., Texas A & M University, 1980
Sally McClellan (Elementary Education), Ph.D., University of South Carolina, 1992
Gary Senn (Science Education), Ph.D., Florida Institute of Technology, 1992
Windy Schweder (Special Education), Ph.D., University of South Carolina, 2004
Audrey Skrupskelis (Elementary/Early Childhood Education), Ph.D., University of South Carolina, 1993

Assistant Professors
Bridget Coleman Elementary Education), Ph.D., University of South Carolina, 2004
Kay Hanson (Special Education), Ph.D., University of Southern California - Los Angeles
Deborah MacPhee (Language & Literacy), Ph.D., University of South Carolina, 2008

Senior Instructor
Ann Holley (Reading Education), M.Ed., University of South Carolina, 1975

Instructors
Gloria Allen (Secondary Mathematics), M.Ed., University of South Carolina, 1982
Gwen Johnson (Mathematics Education), M.A., University of South Carolina, 1983

Coordinator-Elementary Education Program at USC Salkehatchie
Other Important Contact Information:

School of Education Office-
Box 28
471 University Parkway
Aiken, SC  29801

Sonya Bishop - Statistical Analyst

Aiken County District Office

SC Department of Education

Office of Teacher Quality

CERRA
(Center for Educator Recruitment, Retention, & Advancement)

ADEPT

Office of Curriculum and Standards

ETS
(Educational Testing Service)

Phone Number, Email or Web address:

803-641-3483
www.usca.edu/education
educationmajors@usca.edu

803-641-3663
sonyab@usca.edu

803-641-2428
www.aiken.k12.sc.us/

http://ed.sc.gov/

http://www.scteachers.org/

www.cerra.org

www.scteachers.org/adept/index.cfm

http://ed.sc.gov/agency/offices/cso/

1-800-772-9476
www.ets.org
**Glossary:**

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<th><strong>Term</strong></th>
<th><strong>Definition</strong></th>
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<td>Internship</td>
<td>Period of time that a candidate spends in a school situation progressing from observation to successfully assuming complete responsibility for the cooperating teacher’s work load. The State of South Carolina requires “...that the length of the internship must not be fewer than sixty (60) full school days within an academic semester”. The University of South Carolina at Aiken (USCA) has determined that the internship experience will culminate on the last official day of University classes as stated in the semester calendar. This timeline exceeds the state department requirements.</td>
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<td>University Supervisor</td>
<td>University representative responsible for supervising an intern.</td>
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<td>Cooperating Teacher</td>
<td>Qualified public school teacher recommended by a school district and approved by USCA, and who has agreed to supervise an intern.</td>
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<tr>
<td>Intern</td>
<td>Candidate who has satisfied the academic prerequisites established by the School of Education, in conformity with state regulations, to participate in a internship. The candidate must have made proper application for an internship through the USCA Office of Field Experiences and been approved by the School of Education Professional Education Committee for placement in a cooperating school.</td>
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<tr>
<td>Cooperating School</td>
<td>Public school located within a South Carolina school district with which USCA has a contractual agreement regarding the assignment of interns.</td>
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<tr>
<td>Cooperating Principal</td>
<td>Principal of a school where interns have been assigned.</td>
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<tr>
<td>Cooperating District</td>
<td>School district with which USCA has a contractual relationship for the placement of interns.</td>
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<tr>
<td>ADEPT</td>
<td>State-approved assessment procedure, “Assisting the Development and Evaluation of Professional Teaching”, required for all interns, as part of the teaching certification process.</td>
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<tr>
<td>Professional Education Committee</td>
<td>Committee empowered by the School of Education faculty to act upon matters relating to the assignment and coordination of the internship component within the education program.</td>
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<tr>
<td>Office of Field Experiences</td>
<td>Office designated by the Dean of the USCA School of Education with responsibility for the coordination of all internship placements and related activities.</td>
</tr>
<tr>
<td>Director of Field Experiences</td>
<td>Member of the Education Faculty who has been assigned responsibility for the coordination and authorization of internship assignments.</td>
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<tr>
<td>Teacher Work Sample</td>
<td>The TWS contains seven teaching processes identified by research and best practice as fundamental to improving student learning. Each Teaching Process is followed by a TWS Standard, the Task, a Prompt, and a Rubric that defines various levels of performance on the standard. The Standards and Rubrics will be used to evaluate your TWS.</td>
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APPENDIX 1

UNIVERSITY SUPERVISOR’S
SUBMISSION CHECKLIST
and
COOPERATING TEACHER
REQUIREMENT CHECKLIST
UNIVERSITY SUPERVISOR’S SUBMISSION CHECKLIST

University Supervisor: ___________________  Semester:  Fall 20____ or Spring 20____

Intern: ______________________________

SPECIAL INSTRUCTIONS:

➢ The Office of Field Experiences Forms are to be placed in the attached envelope/binder section in the listed order and turned in to the School of Education Office on the day prior to the last day of Senior Seminar of each semester.

➢ The forms will be verified at that time, enabling us to immediately notify you of any additional information/corrections needed. Remember interns are not released from their assigned school until verification of the 60 days is met.

➢ These forms are vital to the process of certification recommendation and must be filled out in their entirety with signatures and initials where indicated.

➢ Please check the appropriate boxes verifying the documents are included.

Office of Field Experiences Forms

- Form A - Attendance Confirmation Report
- Form B - Intern Final Grade Report/Verification
- Form C - Intern Final Evaluation
- Form D - Intern Midterm Evaluation
- Form E – Cooperating Teacher Observation Form (a minimum of 4)
- Form F – University Supervisor Observation Form (a minimum of 4)
- Form G – Informal Progress Report Form (minimum 2 by Cooperating Teacher)
- Form H – Cooperating Teacher Evaluation(s) by University Supervisor
- Form I - Cooperating Teacher Evaluation(s) by Intern
- Form J. - University Supervisor Evaluation(s) by Cooperating Teacher
- Form K - USCA Teacher Education Program Evaluation(s) by Cooperating Teacher
- Form L - Long Range Plan Checklist
- Form M - Clinical/Internship Experiences Dispositions Evaluation (minimum of 2)
- Form N – Teacher Work Sample/Rubrics
Cooperating Teacher Requirement Checklist

☐ Complete and submit (to the School of Education Office) by end of first week of internship, the Required Information and Verification form (Appendix 4). **SOE must have this to issue honorarium payment.**

☐ By the end of the first week, review with the intern the school policies, class rules, grading policies, safety issues, etc. (see Appendix 6 in Internship Handbook).

☐ By the end of the first week, help intern with long-range plan by sharing your long-range plan with the intern.

☐ During the first or second week, begin dialog relating to the development of the intern’s Teacher Work Sample. Assist intern in locating sources of information needed for this assignment (placement/testing data, student interest, standards, surveys, etc.).

☐ Verify the daily attendance of the intern by initialing the intern’s Attendance Confirmation Form (Appendix 2, Form A). This should be done on a daily basis using blue ink preferably.

☐ By the end of week 4 you should complete an Informal Progress Report form (Appendix 2, Form G) and review it with the intern. By the end of week 9 you should complete a second Informal Progress Report form (Appendix 2, Form G) and review it with the intern.

☐ Complete 4 Formal ADEPT Observations (Appendix 2, Form E) and review each complete form with the intern. Beginning with week 5, you should be making at least one formal observation every week or every other week so that you complete 4 formal observations of the intern by the end of the semester. After each formal observation you need to review the observation with your intern.

☐ Between weeks 6 and 8 you should complete an Internship Experiences Dispositions Evaluation form (Appendix 2, Form M) and review it with the intern.

☐ At the end of the semester, you should complete another Clinical/Internship Disposition Form (Appendix 2, Form M) for your intern. This provides the School of Education Feedback on the dispositions of the candidate.

☐ By the end of the semester, complete the University Supervisor Evaluation by Cooperating Teacher form (Appendix 2, Form J) and return it to the School of Education in the self-addressed stamped envelope.

☐ By the end of the semester, complete the USCA Teacher Education Program Evaluation (Appendix 2, Form K).
APPENDIX 2

REQUIRED FORMS A-N
Form A

Official Days: 
Dean Initials/Date: / 

USCA School of Education
Attendance Confirmation Report

Semester: Fall_________ Spring_________

School Name: 
Grade/Subject: 

Teacher Start Time: 
Teacher Departure Time: 

Part I. Classroom Time Only

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<tr>
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Cooperating Teacher Verification Signature

University Supervisor Initials
Part II. Classroom Absences

Date: __________  Reason: ________________________________

Date: __________  Reason: ________________________________

Date: __________  Reason: ________________________________

Date: __________  Reason: ________________________________

Date: __________  Reason: ________________________________

Date: __________  Reason: ________________________________

Part III. Conference(s)

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Part IV. Senior Seminar Date Attendance

Date: ________________________

Date: ________________________

Date: ________________________

Date: ________________________

Date: ________________________

Date: ________________________

Date: ________________________

Part V. Attendance Verification:

University Supervisor Verification Signature: ________________________

Date: ________________________

* Minimum of 60 days of classroom attendance is required for the South Carolina Department of Education

** USCA requires interns to be in the schools until the last day of senior seminar.
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<tr>
<td></td>
<td>10.D</td>
<td></td>
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<tr>
<td></td>
<td>10.E</td>
<td></td>
<td></td>
<td></td>
<td>Out of 5</td>
</tr>
<tr>
<td>SOE 1</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>SOE 2</td>
<td></td>
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<tr>
<td>Totals</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>(Total Target + Total Acceptable) x 100 =</td>
<td>36</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Course Requirements Evaluation</td>
<td>Possible Points</td>
<td>Total Points (Column C)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------</td>
<td>----------------</td>
<td>-------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contextual Factors (TWS 1)</td>
<td>0 – 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Long Range Plan (Semester Goals and Management Plan)</td>
<td>0 – 5</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>All Learning Goals for 2-weeks of full-time teaching (TWS 2)</td>
<td>0 – 5</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Assessment Plan (TWS 3)</td>
<td>0 - 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Design for Instruction (TWS 4)</td>
<td></td>
<td>0 – 20</td>
<td></td>
<td></td>
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<tr>
<td>Lesson Plans</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Activity-based Experiences</td>
<td></td>
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<tr>
<td>Appropriate Use of Technology</td>
<td></td>
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</tr>
<tr>
<td>Instructional Decision-Making (TWS 5)</td>
<td></td>
<td>0-5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analysis of Student Learning (TWS 6) / Develop and Administer Assessments throughout Internship and Provide Appropriate Evaluations of Assessments</td>
<td>0-10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflection and Self-Evaluation (TWS 7)</td>
<td>0-5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diversity Artifact</td>
<td>0-5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent/Teacher Conference</td>
<td>0-5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effective Interpersonal Communication Skills</td>
<td>0-5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 University Supervisor Observations (including Mid-Term &amp; Final Observations)</td>
<td>0-25</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL FOR COLUMN C</strong></td>
<td><strong>0-100</strong></td>
<td><strong>0-100</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I. Cooprating Teacher’s Recommendation: _______ Recommended ______ Recommend w/Reservations ______ Not Recommended

II. Cooprating Teacher and University Supervisor Time Verification:

Initials verify the above named student has met the State mandated requirements of 60 full days of Internship. ______ Coop. Teacher ______ Univ. Supervisor

III. Please verify the following:

- Candidate has rated a Target or Acceptable on 10 of 11 Key Elements in Domain 1 [Yes] [No]
- Candidate has rated a Target or Acceptable on 11 of 12 Key Elements in Domain 2 [Yes] [No]
- Candidate has rated a Target or Acceptable on 5 of 6 Key Elements in Domain 3 [Yes] [No]
- Candidate has rated a Target or Acceptable on 4 of 5 Key Elements in Domain 4 [Yes] [No]
- Candidate has rated a Target or Acceptable on the SOE Oral Communications [Yes] [No]
- Candidate has rated a Target or Acceptable on the SOE Written Communications [Yes] [No]
- Candidate assumed full responsibility for no less than two weeks [Yes] [No]

IV. University Supervisor/Cooperating Teacher Overall Evaluation Judgment:

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column C</th>
<th>Total Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>40% of</td>
<td>60% of</td>
<td></td>
</tr>
</tbody>
</table>

[Recommended] [Recommended with Reservation] [Not Recommended]

**FINAL LETTER GRADE** *

*Interns must have at least 30 of 34 APS (missing only 1 element in each domain) rated competent and a C or higher in the internship in order to be recommended for initial teacher certification.
Evaluation and Grading Scale

<table>
<thead>
<tr>
<th>Final Evaluation</th>
<th>Final Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADEPT Performance Standards  40%</td>
<td>A  95 - 100</td>
</tr>
<tr>
<td>Internship Course Assignments:</td>
<td>B+  90 - 94</td>
</tr>
<tr>
<td>Required Activities</td>
<td>B   85 - 89</td>
</tr>
<tr>
<td>60%</td>
<td>C+  80 - 84</td>
</tr>
<tr>
<td></td>
<td>C   75 - 79</td>
</tr>
<tr>
<td></td>
<td>D     70 – 74</td>
</tr>
<tr>
<td></td>
<td>F 69 and below</td>
</tr>
</tbody>
</table>

The final course grade is based on demonstration of competency in the 4 ADEPT Domains and written and verbal communication along with the successful fulfillment of the course assignments.

One point is given for each ADEPT Performance Standard Key Element that has been identified as competent and one point is given for both verbal and written communication. A total of 36 points are possible in Column A. The total points given should be divided by 36 (the total possible points). This number should then be multiplied by 100. Then, 40% of this number is the final total given for Column A (total number for Column A can not exceed 40 points). Therefore, forty percent of the final grade is based on the ADEPT Performance Standards and written and verbal communication.

Sixty percent (60%) of the final grade is based on the total points earned from the Internship Course Assignments: Required Activities. The points given in Column C should be totaled, and 60% of this number is the final total for Column C.

In order to be recommended for initial teacher certification, interns must have a grade of C or higher in internship, an Acceptable or Target on at least 30 of the 34 Key Elements, and an Acceptable or Target in written and verbal communication skills. A candidate can only miss one Key Element per Domain. It is possible to earn Targets or Acceptables in all Key Elements, yet still not be recommended for certification because 60% of the grade is from the internship course assignments.

Example:

*Intern earns competent on 9 out of 10 PDs and earns competent on verbal and written communication (2 points) = 11 earned points*

*Score = 33/36 = .92*

*.92 x 100 = 92
.40 (40%) x 92 =36.8 points
36.8 points is the total for Column A*

*Intern receives 70 points on the Internship Course Requirements*

*Score = 70*

*.60 (60%) x 70 = 42 points
42 points is the total for Column C*

*Total Points = 36.8 + 42 = 78.8 = C. Intern would be recommended for certification with reservations.*

*Interns would not receive credit for the internship nor be recommended for certification with a grade of a D or F.*

The University Supervisor is responsible for assigning the final grade for the Internship. To receive a final grade all assignments must be completed to the satisfaction of the University Supervisor.
Intern Name: 
University Supervisor: 
School Name: 
Cooperating Teacher: 
Observation Date: 
Observation Number: 
Grade Level: 
Subject(s) Taught/Observed: 

**ADEPT Professional Standards Evaluation**

**Intern Final Observation Form (Form C)**

<table>
<thead>
<tr>
<th>Unacceptable (U)</th>
<th>Acceptable (A)</th>
<th>Target (T)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

**Planning Comments:**

- **APS 1.A** The intern obtains student information, analyzes this information to determine the learning needs of all students, and uses this information to guide instructional planning.
- **APS 1.B** The intern establishes appropriate standards-based long-range learning and developmental goals for all students.
- **APS 1.C** The intern identifies and sequences instructional units in a manner that facilitates the accomplishment of the long-range goals.
- **APS 1.D** The intern develops appropriate processes for evaluating and recording students’ progress and achievement.
- **APS 1.E** The intern plans appropriate procedures for managing the classroom.
- **APS 2.A** The intern develops unit objectives that facilitate student achievement of appropriate academic standards and long-range learning and developmental goals.
- **APS 2.B** The intern develops instructional plans that include content, strategies, materials, and resources that are appropriate for the particular students.
- **APS 2.C** The intern routinely uses student performance data to guide short-range planning of instruction.
- **APS 3.A** The intern develops/selects and administers a variety of appropriate assessments.
- **APS 3.B** At appropriate intervals, the intern gathers and accurately analyzes student performance data and uses this information to guide instructional planning.
- **APS 3.C** The intern uses assessment data to assign grades (or other indicators) that accurately reflect student progress and achievement.
| APS 4.A The intern establishes, communicates, and maintains high expectations for student achievement. | Comments: | Instruction |
| APS 4.B The intern establishes, communicates, and maintains high expectations for student participation. |  |  |
| APS 4.C The intern helps students assume responsibility for their own participation and learning. |  |  |
| APS 5.A The intern uses appropriate instructional strategies. |  |  |
| APS 5.B The intern uses a variety of instructional strategies. |  |  |
| APS 5.C The intern uses instructional strategies effectively. |  |  |
| APS 6.A The intern demonstrates a thorough command of the discipline that he or she teaches. |  |  |
| APS 6.B The intern provides appropriate content. |  |  |
| APS 6.C The intern structures the content to promote meaningful learning. |  |  |
| APS 7.A The intern continually monitors student learning during instruction by using a variety of informal and formal assessment strategies. |  |  |
| APS 7.B The intern enhances student learning by using information from informal and formal assessments to guide instruction. |  |  |
| APS 7.C The intern enhances student learning by providing appropriate instructional feedback to all students. |  |  |
| APS 8.A | The intern creates and maintains the physical environment of his or her classroom as a safe place that is conducive to learning. |
| APS 8.B | The intern creates and maintains a positive affective climate in his or her classroom. |
| APS 8.C | The intern creates and maintains a culture of learning in his or her classroom. |
| APS 9.A | The intern manages student behavior appropriately. |
| APS 9.C | The intern manages essential non-instructional routines in an efficient manner. |
| APS 10.A | The intern is an advocate for the students. |
| APS 10.B | The intern works to achieve organizational goals in order to make the entire school a positive and productive learning environment for the students. |
| APS 10.C | The intern is an effective communicator. |
| APS 10.D | The intern exhibits professional demeanor and behavior. |
| APS 10.E | The intern is an active learner. |

**Classroom Environment**

**Professionalism**

**Communication**

**Comments:**

**Target (162-180) Acceptable (90-161) Unacceptable (0-89) Total Score:**

**Supervisor Signature**

**Date**

**Intern Signature**

**Date**
<table>
<thead>
<tr>
<th>Unacceptable (U)</th>
<th>Acceptable (A)</th>
<th>Target (T)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

**ADEPT Professional Standards Evaluation**

**Intern Midterm Evaluation (Form D)**

<table>
<thead>
<tr>
<th>APS 1.A</th>
<th>Planning Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The intern obtains student information, analyzes this information to determine the learning needs of all students, and uses this information to guide instructional planning.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>APS 1.B</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The intern establishes appropriate standards-based long-range learning and developmental goals for all students.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>APS 1.C</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The intern identifies and sequences instructional units in a manner that facilitates the accomplishment of the long-range goals.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>APS 1.D</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The intern develops appropriate processes for evaluating and recording students’ progress and achievement.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>APS 1.E</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The intern plans appropriate procedures for managing the classroom.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>APS 2.A</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The intern develops unit objectives that facilitate student achievement of appropriate academic standards and long-range learning and developmental goals.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>APS 2.B</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The intern develops instructional plans that include content, strategies, materials, and resources that are appropriate for the particular students.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>APS 2.C</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>The intern routinely uses student performance data to guide short-range planning of instruction.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>APS 3.A</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The intern develops/selects and administers a variety of appropriate assessments.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>APS 3.B</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>At appropriate intervals, the intern gathers and accurately analyzes student performance data and uses this information to guide instructional planning.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>APS 3.C</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The intern uses assessment data to assign grades (or other indicators) that accurately reflect student progress and achievement.</td>
<td></td>
</tr>
<tr>
<td>APS 4.A The intern establishes, communicates, and maintains high expectations for student achievement.</td>
<td>Comments:</td>
</tr>
<tr>
<td>APS 4.B The intern establishes, communicates, and maintains high expectations for student participation.</td>
<td></td>
</tr>
<tr>
<td>APS 4.C The intern helps students assume responsibility for their own participation and learning.</td>
<td></td>
</tr>
<tr>
<td>APS 5.A The intern uses appropriate instructional strategies.</td>
<td></td>
</tr>
<tr>
<td>APS 5.B The intern uses a variety of instructional strategies.</td>
<td></td>
</tr>
<tr>
<td>APS 5.C The intern uses instructional strategies effectively.</td>
<td></td>
</tr>
<tr>
<td>APS 6.A The intern demonstrates a thorough command of the discipline that he or she teaches.</td>
<td></td>
</tr>
<tr>
<td>APS 6.B The intern provides appropriate content.</td>
<td></td>
</tr>
<tr>
<td>APS 6.C The intern structures the content to promote meaningful learning.</td>
<td></td>
</tr>
<tr>
<td>APS 7.A The intern continually monitors student learning during instruction by using a variety of informal and formal assessment strategies.</td>
<td></td>
</tr>
<tr>
<td>APS 7.B The intern enhances student learning by using information from informal and formal assessments to guide instruction.</td>
<td></td>
</tr>
<tr>
<td>APS 7.C The intern enhances student learning by providing appropriate instructional feedback to all students.</td>
<td></td>
</tr>
<tr>
<td>APS 8.A</td>
<td>The intern creates and maintains the physical environment of his or her classroom as a safe place that is conducive to learning.</td>
</tr>
<tr>
<td>---------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>APS 8.B</td>
<td>The intern creates and maintains a positive affective climate in his or her classroom.</td>
</tr>
<tr>
<td>APS 8.C</td>
<td>The intern creates and maintains a culture of learning in his or her classroom.</td>
</tr>
<tr>
<td>APS 9.A</td>
<td>The intern manages student behavior appropriately.</td>
</tr>
<tr>
<td>APS 9.C</td>
<td>The intern manages essential non-instructional routines in an efficient manner.</td>
</tr>
<tr>
<td>APS 10.A</td>
<td>The intern is an advocate for the students.</td>
</tr>
<tr>
<td>APS 10.B</td>
<td>The intern works to achieve organizational goals in order to make the entire school a positive and productive learning environment for the students.</td>
</tr>
<tr>
<td>APS 10.C</td>
<td>The intern is an effective communicator.</td>
</tr>
<tr>
<td>APS 10.D</td>
<td>The intern exhibits professional demeanor and behavior.</td>
</tr>
<tr>
<td>APS 10.E</td>
<td>The intern is an active learner.</td>
</tr>
<tr>
<td>SOE Verbal Communication</td>
<td></td>
</tr>
<tr>
<td>SOE Written Communication</td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
</tr>
</tbody>
</table>

Target (162-180) Acceptable (90-161) Unacceptable (0-89) Total Score: ____________

Supervisor Signature ____________ Date ____________ Intern Signature ____________ Date ____________
### Intern Form E – Cooperating Teacher Observation Form

<table>
<thead>
<tr>
<th>Intern Name:</th>
<th>University Supervisor:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Name:</td>
<td>Cooperating Teacher:</td>
</tr>
<tr>
<td>Observation Date:</td>
<td>Observation Number:</td>
</tr>
<tr>
<td>Grade Level:</td>
<td>Subject(s) Taught/Observable:</td>
</tr>
</tbody>
</table>

#### ADEPT Professional Standards Evaluation

Cooperating Teacher Observation Form (Form E)

<table>
<thead>
<tr>
<th>Unacceptable (U)</th>
<th>Acceptable (A)</th>
<th>Target (T)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

**APS 2.A** The intern develops unit objectives that facilitate student achievement of appropriate academic standards and long-range learning and developmental goals.

**APS 2.B** The intern develops instructional plans that include content, strategies, materials, and resources that are appropriate for the particular students.

**APS 2.C** The intern routinely uses student performance data to guide short-range planning of instruction.

**APS 3.A** The intern develops/selects and administers a variety of appropriate assessments.

**APS 3.B** At appropriate intervals, the intern gathers and accurately analyzes student performance data and uses this information to guide instructional planning.

**APS 3.C** The intern uses assessment data to assign grades (or other indicators) that accurately reflect student progress and achievement.

Planning Comments:
| APS 4.A The intern establishes, communicates, and maintains high expectations for student achievement. | Comments: |
|APS 4.B The intern establishes, communicates, and maintains high expectations for student participation. | |
|APS 4.C The intern helps students assume responsibility for their own participation and learning. | |
|APS 5.A The intern uses appropriate instructional strategies. | |
|APS 5.B The intern uses a variety of instructional strategies. | |
|APS 5.C The intern uses instructional strategies effectively. | |
|APS 6.A The intern demonstrates a thorough command of the discipline that he or she teaches. | |
|APS 6.B The intern provides appropriate content. | |
|APS 6.C The intern structures the content to promote meaningful learning. | |
|APS 7.A The intern continually monitors student learning during instruction by using a variety of informal and formal assessment strategies. | |
|APS 7.B The intern enhances student learning by using information from informal and formal assessments to guide instruction. | |
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### Classroom Environment

| APS 8.A | The intern creates and maintains the physical environment of his or her classroom as a safe place that is conducive to learning. |
| APS 8.B | The intern creates and maintains a positive affective climate in his or her classroom. |
| APS 8.C | The intern creates and maintains a culture of learning in his or her classroom. |
| APS 9.A | The intern manages student behavior appropriately. |
| APS 9.C | The intern manages essential non-instructional routines in an efficient manner. |

**Comments:**

### Professionalism

| APS 10.A | The intern is an advocate for the students. |
| APS 10.B | The intern works to achieve organizational goals in order to make the entire school a positive and productive learning environment for the students. |
| APS 10.C | The intern is an effective communicator. |
| APS 10.D | The intern exhibits professional demeanor and behavior. |
| APS 10.E | The intern is an active learner. |

**Comments:**

### Communication

- **SOE Verbal Communication**

- **SOE Written Communication**

**Comments:**

---

**Target (140-155) Acceptable (78-139) Unacceptable (0-77) Total Score:**

---

**Cooperating Teacher Signature**
**Date**

**Intern Signature**
**Date**
<p>| APS 2.A The intern develops unit objectives that facilitate student achievement of appropriate academic standards and long-range learning and developmental goals. | 1 | 2 | 3 | 4 | 5 | Planning | Comments: |
| APS 2.B The intern develops instructional plans that include content, strategies, materials, and resources that are appropriate for the particular students. |  |  |  |  |  |  |  |
| APS 2.C The intern routinely uses student performance data to guide short-range planning of instruction. |  |  |  |  |  |  |  |
| APS 3.A The intern develops/selects and administers a variety of appropriate assessments. |  |  |  |  |  |  |  |
| APS 3.B At appropriate intervals, the intern gathers and accurately analyzes student performance data and uses this information to guide instructional planning. |  |  |  |  |  |  |  |
| APS 3.C The intern uses assessment data to assign grades (or other indicators) that accurately reflect student progress and achievement. |  |  |  |  |  |  |  |</p>
<table>
<thead>
<tr>
<th>APS 4.A The intern establishes, communicates, and maintains high expectations for student achievement.</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>APS 4.B The intern establishes, communicates, and maintains high expectations for student participation.</td>
<td>Instruction</td>
</tr>
<tr>
<td>APS 4.C The intern helps students assume responsibility for their own participation and learning.</td>
<td></td>
</tr>
<tr>
<td>APS 5.A The intern uses appropriate instructional strategies.</td>
<td></td>
</tr>
<tr>
<td>APS 5.B The intern uses a variety of instructional strategies.</td>
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</tr>
<tr>
<td>APS 7.C The intern enhances student learning by providing appropriate instructional feedback to all students.</td>
<td></td>
</tr>
<tr>
<td>APS 8.A</td>
<td>The intern creates and maintains the physical environment of his or her classroom as a safe place that is conducive to learning.</td>
</tr>
<tr>
<td>-----------------</td>
<td></td>
</tr>
<tr>
<td>APS 8.B</td>
<td>The intern creates and maintains a positive affective climate in his or her classroom.</td>
</tr>
<tr>
<td>APS 8.C</td>
<td>The intern creates and maintains a culture of learning in his or her classroom.</td>
</tr>
<tr>
<td>APS 9.A</td>
<td>The intern manages student behavior appropriately.</td>
</tr>
<tr>
<td>APS 9.C</td>
<td>The intern manages essential non-instructional routines in an efficient manner.</td>
</tr>
</tbody>
</table>

**Classroom Environment Comments:**

| APS 10.A | The intern is an advocate for the students. |
|-----------------|
| APS 10.B | The intern works to achieve organizational goals in order to make the entire school a positive and productive learning environment for the students. |
| APS 10.C | The intern is an effective communicator. |
| APS 10.D | The intern exhibits professional demeanor and behavior. |
| APS 10.E | The intern is an active learner. |

**Professionalism Comments:**

<table>
<thead>
<tr>
<th>SOE Verbal Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOE Written Communication</td>
</tr>
</tbody>
</table>

**Communication Comments:**

**Target (140-155) Acceptable (78-139) Unacceptable (0-77) Total Score:**

**Supervisor Signature**

**Intern Signature**
The purpose of the informal progress report form is to provide the intern feedback on their performance based on the ADEPT professional dimensions. The feedback should be based on a summary of their work at that time and not based on any one formal observation. The progress report form is to be completed a minimum of two times during the semester, once before the mid-term evaluation and once before the final evaluation (somewhere around week 4 and week 11). Additional progress reports can be completed on an as needed basis.

Planning

Comments:
| APS 4.A The intern establishes, communicates, and maintains high expectations for student achievement. | Comments: |
|———-|———-|
| APS 4.B The intern establishes, communicates, and maintains high expectations for student participation. | |
| APS 4.C The intern helps students assume responsibility for their own participation and learning. | |
| APS 5.A The intern uses appropriate instructional strategies. | |
| APS 5.B The intern uses a variety of instructional strategies. | |
| APS 5.C The intern uses instructional strategies effectively. | |
| APS 6.A The intern demonstrates a thorough command of the discipline that he or she teaches. | |
| APS 6.B The intern provides appropriate content. | |
| APS 6.C The intern structures the content to promote meaningful learning. | |
| APS 7.A The intern continually monitors student learning during instruction by using a variety of informal and formal assessment strategies. | |
| APS 7.B The intern enhances student learning by using information from informal and formal assessments to guide instruction. | |
| APS 7.C The intern enhances student learning by providing appropriate instructional feedback to all students. | |
| APS 8.A | The intern creates and maintains the physical environment of his or her classroom as a safe place that is conducive to learning. | Classroom Environment | Comments: |
| APS 8.B | The intern creates and maintains a positive affective climate in his or her classroom. |
| APS 8.C | The intern creates and maintains a culture of learning in his or her classroom. |
| APS 9.A | The intern manages student behavior appropriately. |
| APS 9.C | The intern manages essential non-instructional routines in an efficient manner. |

| APS 10.A | The intern is an advocate for the students. | Professionalism | Comments: |
| APS 10.B | The intern works to achieve organizational goals in order to make the entire school a positive and productive learning environment for the students. |
| APS 10.C | The intern is an effective communicator. |
| APS 10.D | The intern exhibits professional demeanor and behavior. |
| APS 10.E | The intern is an active learner. |

| Comments: |

| SOE Verbal Communication |
| SOE Written Communication |

| Comments: |

Target (162-180) Acceptable (90-161) Unacceptable (0-89) Total Score: ___________________ ___________________ __________
**USCA School of Education**

**Form H**

**COOPERATING TEACHER EVALUATION By University Supervisor**

<table>
<thead>
<tr>
<th>Cooperating Teacher</th>
<th>School</th>
<th>Intern</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Supervisor</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Directions:** Using the rating scale below, circle your responses to each statement.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Very Satisfied</td>
</tr>
<tr>
<td>4</td>
<td>Satisfied</td>
</tr>
<tr>
<td>3</td>
<td>Neutral</td>
</tr>
<tr>
<td>2</td>
<td>Dissatisfied</td>
</tr>
<tr>
<td>1</td>
<td>Very Dissatisfied</td>
</tr>
<tr>
<td>NA</td>
<td>Not Applicable</td>
</tr>
</tbody>
</table>

THE COOPERATING TEACHER:

1. Participated in training and orientation activities connected with teaching intern program.  
   ![Rating](5 4 3 2 1 NA)

2. Worked with the designated university supervisor in planning the experiences of the intern.  
   ![Rating](5 4 3 2 1 NA)

3. Worked to develop a positive relationship with the intern.  
   ![Rating](5 4 3 2 1 NA)

4. Worked to develop a positive relationship with the university supervisor.  
   ![Rating](5 4 3 2 1 NA)

5. Appeared from comments and behavior to have requested and/or looked favorably upon working with an intern.  
   ![Rating](5 4 3 2 1 NA)

6. Provided appropriate support to the intern in planning and implementing instruction.  
   ![Rating](5 4 3 2 1 NA)

7. Was available for conferences with the university supervisor.  
   ![Rating](5 4 3 2 1 NA)

8. Demonstrated attitudes and practices reflecting current theory and best classroom teaching practice.  
   ![Rating](5 4 3 2 1 NA)

9. Cooperated with the university supervisor.  
   ![Rating](5 4 3 2 1 NA)

Do you recommend this cooperating teacher for future participation in the intern program at USC Aiken? (circle one)

- Recommended
- Recommended with reservations*
- Not recommended*

*Please provide explanation:

Signature of University Supervisor __________________________________________

---

**Intern Form H**

**Revised 07/01/07**
**USCA School of Education**

**Form I**

**COOPERATING TEACHER EVALUATION by Intern**

<table>
<thead>
<tr>
<th>Name of Intern</th>
<th>Cooperating Teacher</th>
<th>University Supervisor</th>
<th>School</th>
<th>Semester</th>
</tr>
</thead>
</table>

**Directions:** Using the rating scale below, circle your responses to each statement.

<table>
<thead>
<tr>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>Neutral</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
</tbody>
</table>

1. Established on open and free atmosphere between the two of us.  
2. Treated me as an associate.  
3. Encouraged the students to respect my position.  
4. Encouraged me to develop my own style(s) of teaching.  
5. Allowed me to have an opportunity to solve problems in class without interference.  
6. Made an effort to avoid embarrassing me in front of the class.  
7. Was willing to help me when I needed assistance.  
8. Accepted and could live comfortably with the usual mistakes of a beginning teacher.  
9. Expressed an interest in me as a person.  
10. Helped me feel comfortable in the classroom setting.  
11. Made teaching enjoyable.  
12. Was sensitive to individual differences.  
13. Respected all students.  
14. Was competent in subject matter.  
15. Maintained classroom discipline.  
16. Was courteous to parents.  
17. Demonstrated a sense of humor.  
18. Informed me of appropriate school policies.  
19. Helpful in providing teaching materials.  
20. Provided desk, textbooks, and other needed supplies.
<table>
<thead>
<tr>
<th></th>
<th>Question</th>
<th>Rating</th>
<th>Rating</th>
<th>Rating</th>
<th>Rating</th>
<th>Rating</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>Allowed for a gradual induction into teaching responsibilities.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>22</td>
<td>Evaluated daily lesson plans.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>23</td>
<td>Was a confidence builder.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>24</td>
<td>Provided regular conference time.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>25</td>
<td>Provided immediate feedback on instruction.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>26</td>
<td>Pointed out weaknesses in performance in a negative way.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>27</td>
<td>Pointed out weaknesses in performance in a positive way.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>28</td>
<td>Used a variety of teaching techniques and materials.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>29</td>
<td>Conferred regularly with my university supervisor.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>30</td>
<td>Introduced me to other school personnel.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
<tr>
<td>31</td>
<td>Fair in evaluation my performance.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NA</td>
</tr>
</tbody>
</table>

Would you recommend this teacher as a cooperating teacher?

Would you recommend this school as an internship site?

Comments:
USCA School of Education  
Form J  
UNIVERSITY SUPERVISOR EVALUATION  
By Cooperator Teacher

<table>
<thead>
<tr>
<th>University Supervisor</th>
<th>Semester</th>
<th>Date</th>
</tr>
</thead>
</table>

**Directions:** Using the rating scale below, circle your responses to each statement. Once completed, return to the Director of Field Experiences in the return envelope.

<table>
<thead>
<tr>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Satisfied</td>
<td>Satisfied</td>
<td>Neutral</td>
<td>Dissatisfied</td>
<td>Very Dissatisfied</td>
<td>Not Applicable</td>
</tr>
</tbody>
</table>

**THE UNIVERSITY SUPERVISOR:**

1. Held individual conferences with intern on a regular basis.  
   5  4  3  2  1  NA

2. Observed actual classroom teaching performance of the intern.  
   5  4  3  2  1  NA

3. Was available for conferences with cooperating teacher as needed.  
   5  4  3  2  1  NA

4. Regularly provided feedback regarding student’s progress to the intern.  
   5  4  3  2  1  NA

5. Regularly provided feedback regarding student’s progress to the cooperating teacher.  
   5  4  3  2  1  NA

6. Was tactful, constructive and honest in providing criticism of plans and presentations to the intern.  
   5  4  3  2  1  NA

7. Was tactful, constructive and honest in providing criticism of plans and presentations to the cooperating teacher.  
   5  4  3  2  1  NA

8. Sought the cooperating teacher’s advice and suggestions.  
   5  4  3  2  1  NA

9. Provided clear expectations of the responsibilities of the cooperating teacher.  
   5  4  3  2  1  NA

10. Based supervision on mutual respect, cooperation, understanding, and the attainment of success by intern.  
    5  4  3  2  1  NA

**Note:** This information will be shared with USCA faculty.
COOPERATING TEACHER’S EVALUATION
USCA EDUCATION PROGRAM
Form K

For State assessment purposes we must have a “yes/no” response.

1. Comments relating to academic (content knowledge):

   Academically, was the intern adequately prepared for the internship?
   
   □ Yes
   □ No
   Rationale:

2. Comments relating to pedagogy (instructional skills):

   Instructionally, did the intern demonstrate effectiveness and competence?
   
   □ Yes
   □ No
   Rationale:

3. Comments relating to disposition (professional behavior):

   Professionally, did the intern display appropriate professional behavior?
   
   □ Yes
   □ No
   Rationale:

4. Comments relating to maturity and personal responsibility:

   Did the intern demonstrate that he/she was mature enough to fulfill the personal responsibilities of being a professional educator?
   
   □ Yes
   □ No
   Rationale:
General comments:

5. Are there specific points or areas that the School of Education might consider that would better prepare the intern for his/her internship?

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

6. Are there any suggestions that the School of Education should consider that would be helpful to you as a Cooperating Teacher?

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

Thanks!

Please complete the following:

Name of Intern

Grade/Subject Taught

Name of Cooperating Teacher

School

Name of University Supervisor

Semester
Long-Range Plan (APS 1)
Adapted from Lexington School District 2
Form L
Due by the end of the third (3rd) week after the first (1st) day of placement in the assigned school.

Intern Name: ____________________________

School Assignment: _____________________________________

Grade/Subject: _________________________________________

Cooperating Teacher: ____________________________________

University Supervisor: _________________________________

Semester: ____________________________________________
Purpose of Long-Range Planning

“Long-Range Planning” is formulated for the purpose of providing the intern with a “road map” for the semester/year of their internship. Just as with any journey, the intern needs to use some sort of personalized guide to help him or her through the time of their internship placement. Without such a guide, the intern may find that pacing and daily planning become haphazard or unfocused. With the long-range plan in mind, the intern can understand how everything fits together, and gauge the short-term planning accordingly. As with any good plan, adjustments will inevitably have to be made. All good teachers evaluate and adjust their plans in an on-going fashion, in order to better meet the needs of their students.

The intern is encouraged to use the existing Long-Range Plan of their Cooperating Teacher to develop this plan. Interns should be aware that the specific format of the Long-Range Plan may be different for each district, but the process is basically the same. Candidates are required to use the following template in completing their Long-Range Plan for their Internship.

This plan must cover the time span in which you are placed in the teaching internship.

For your assistance, refer to the South Carolina ADEPT Competent Performance Description for Long-Range Planning.

*Note: You may find that you would like to give some items more space than is provided, and others may require less space. As you fill in the boxes, they will expand as needed. Make any adjustments you need to make in space or design.
I. Contextual Factors (Key Element 1.A)

*The teacher uses information about the learning-teaching context and student individual differences to set learning goals and plan instruction and assessment.*

**Task**
Discuss relevant factors and how they may affect the teaching-learning process. Include any supports and challenges that affect instruction and student learning.

**Prompt**
In your discussion, include:

- **Community, district and school factors.** Address geographic location, community and school population, socio-economic profile and race/ethnicity. You might also address such things as stability of community, political climate, community support for education, and other environmental factors.
- **Classroom factors.** Address physical features, availability of technology equipment and resources and the extent of parental involvement. You might also discuss other relevant factors such as classroom rules and routines, grouping patterns, scheduling and classroom arrangement.
- **Student characteristics.** Address student characteristics you must consider as you design instruction and assess learning. Include factors such as age, gender, race/ethnicity, special needs, achievement/developmental levels, culture, language, interests, learning styles/modalities or students’ skill levels. In your narrative, make sure you address student’s skills and prior learning that may influence the development of your learning goals, instruction and assessment.
- **Instructional implications.** Address how contextual characteristics of the community, classroom and students have implications for instructional planning and assessment. Include specific instructional implications for at least two characteristics and any other factors that will influence how you plan and implement your unit.
II. Learning Goals (Key Element 1.B)

The teacher sets significant, challenging, varied and appropriate learning goals.

Task
Provide and justify the learning goals for the semester.

Prompt
• List the learning goals (not the activities) that will guide the planning, delivery and assessment of your instruction. These goals should define what you expect students to know and be able to do at the end of the semester. The goals should be significant (reflect the big ideas or structure of the discipline) challenging, varied, and appropriate. Number or code each learning goal so you can reference it later.
• Show how the goals are aligned with local, state, or national standards. (identify the source of the standards).
• Describe the types and levels of your learning goals.
• Discuss why your learning goals are appropriate in terms of development; pre-requisite knowledge, skills; and other student needs.
III. Topics/Units (Key Element 1.C)

List the units or topics that you will be teaching throughout the semester. These units should be listed in the **order in which they will be taught**. Indicate the number of weeks (or days) that you anticipate spending on each unit. Do not list units as “Unit 1, Unit 2” unless you also list the topic of the units. (If the number of weeks for a unit is excessive, please break it down into subtopics and list the weeks for each. In this way, you will be able to better evaluate your progress at any given time.) If you feel it would be beneficial, list major skills or learning for each topic. (For spelling, list all units and give the skill being emphasized for each.) Use attachments as needed. **Complete separately for each subject you teach.**

<table>
<thead>
<tr>
<th>1</th>
<th>Topic/Unit General</th>
<th>Skills/Subtopics SC Objectives/Skills</th>
<th>*Standards Correlation</th>
<th>Weeks/Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
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</tbody>
</table>

*Indicate which standards curriculum you are using and pinpoint the objective. (e.g., SC Mathematics Curriculum Standards; Gr2, Algebra, III.A.2)

Two Week Unit Description: _
IV. Materials and Resources (Key Element 1.C)

Please describe the procedure for ordering or obtaining materials and resources for your class(es). Include the allotment/sources of money that have been made available to you.

List your materials (including basic supplies) and resources that you need for implementing your goals for your students. Organize materials in an appropriate manner, such as already available, materials ordered, materials needed, materials you will provide, and/or materials students will supply.

<table>
<thead>
<tr>
<th>Materials Available</th>
<th>Materials Needed</th>
<th>Student Supplied Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
V. Assessment (Key Element 1.D)

Please describe your total plan for assessing, evaluating, recording, and monitoring student progress and achievement. This will include how you derive at grades for assignments (all types), how you derive at grades for report cards (weights and categories of assignments), strategies you have implemented for keeping up with student progress, informal assessment strategies, formal assessments (tests, projects, etc.), and how you keep records.

**Informal assessment strategies:** (Include list of the strategies and description of criteria for use in evaluation process.)

**Monitoring student progress:** (If you use various strategies for keeping track of student progress, list and describe them. For example, keeping folders/portfolios, weekly reports to parents, etc.)

**Formal assessment strategies:** (Include list of the assessment strategies and criteria for use in the evaluation process.)

**Recording grades:** (Which grades are actually recorded? Describe set-up of gradebook, computer program, check-lists, etc.)
**Grading/Criteria for assigning grades for report cards:** (List categories of assignments, weights, and grading scale.)

<table>
<thead>
<tr>
<th>Category</th>
<th>Weight</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category 1</td>
<td>20%</td>
<td>A, B, C, D, F</td>
</tr>
<tr>
<td>Category 2</td>
<td>30%</td>
<td>A, B, C, D, F</td>
</tr>
<tr>
<td>Category 3</td>
<td>40%</td>
<td>A, B, C, D, F</td>
</tr>
<tr>
<td>Category 4</td>
<td>10%</td>
<td>A, B, C, D, F</td>
</tr>
</tbody>
</table>

**VII. Classroom Management (Key Element 1.E)**

Describe your expectations for student behavior during instruction and during non-instructional routines. Write your description as though you were explaining these expectations to your students and their parents. In addition, describe what you think to be the most important considerations in managing the classroom to maximize instructional time, and why you believe them to be important.

**Classroom rules: (list)**

- Classroom rules and expectations are presented on the first day.
- Classroom rules and expectations are reviewed regularly throughout the year.
- Classroom rules and expectations are sent home in a parent letter. (Attach a copy.)
- Classroom rules and expectations are posted in the room.
- Students keep rules and expectations in notebooks (especially “floater” teachers).

**Consequences:** (list in consecutive order)
Procedures for managing non-instructional events: (ex: restroom, pencil sharpening, lining up, etc.  List and explain each procedure.)

VIII. Plan for Communicating with Parents
Describe your plan for communicating with parents throughout the year on a regular basis. This should reflect close communication in a variety of ways. Attach examples if possible, such as beginning of the year letter, newsletter, “happy gram”, etc.

IX. Plan for Evaluating/Adjusting Long-Range Plans
Describe your plans for periodically evaluating and adjusting your long-range plans. Explain what circumstances might necessitate change.
# USC Aiken School of Education
## Long Range Plan Checklist

<table>
<thead>
<tr>
<th>University Supervisor</th>
<th>School</th>
<th>Grades/Subjects</th>
</tr>
</thead>
</table>

**Directions:** As the Intern completes the requirements for APS-1, Long-Range Planning, each item should be checked by the Cooperating Teacher and the appropriate sections of the checklist dated and initialed. When all requirements have been met, the University Supervisor will review the materials and initial and date the checklist.

### Requirements for Long-Range Plans:

1. Description of students including information about their ability and developmental levels, backgrounds, needs, and interests.

2. Long range learning and developmental goals for students during the internship that are challenging, consistent with curriculum guidelines, and reflective of student characteristics.

3. Description of units which will be covered during the interns period, including identification and scheduling of the intern’s two week unit.

4. Description of primary and other materials and resources needed for the planned units and information about where these resources may be obtained.

5. References to sources of information or guidelines used in developing the LRP such as school/district curriculum guides, cooperating teacher’s LRP, Curriculum Frameworks and other standards developed by teacher organizations.

6. Overall plan for assessing, evaluating, and recording students’ progress and achievement including overall criteria, grading systems, and system for recording grades.

7. Rules and procedures for managing student behavior, which are age-appropriate stated in positive terms, focused upon behaviors and were consistent with relevant guidelines and regulations.

8. Procedures for handling routine non-instructional tasks and activities, which were age-appropriate and efficient.

9. Plans for routine communication with parents and guardians, which will keep them informed of and involved in the children’s educational experiences.

10. A post-internship summary of adjustments made in the LRP and reasons for making such adjustments.

11. Comments on weaknesses and strengths:

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Supervisor’s Initials/Date

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Internship Form L  Revised 07/10/07
Clinical/Internship Experiences Dispositions Evaluation (Form M)
To Be Completed by Cooperating Teacher/University Supervisor

Candidate/Intern: __________________________________ Course: ____________________________
School & Grade Level: ____________________________ Semester: _____________

Please evaluate the candidate on the following characteristics and check whether the candidate is at the Target, Acceptable, or Unacceptable level. Please provide evidence of your evaluations.

**Attitude**

Emotional maturity, Initiative, Responsiveness to professional feedback (receptivity and responsiveness)

- Target – handles frustration appropriately, demonstrates independence and initiative, demonstrates receptivity to constructive feedback, listens and responds thoughtfully to feedback
- Acceptable – frustration sometimes interferes with classroom performance, operates independently with direction, occasionally accepts ideas and suggestions, demonstrates minimal responsiveness
- Unacceptable – vents frustration inappropriately, needs step-by-step instruction, rejects/ignores ideas and suggestions, excessively negative or inappropriately responds to other students, blames others for problems

Evidence: __________________________________________________________________________
_________________________________________________________________________________

**Diversity**

Values multiple aspects of diversity: respects children and adults of various cultural backgrounds, ethnicities, religions, sexual orientations, social classes, abilities and political beliefs

- Target - Treats all students, teachers, and parents with respect; Acknowledges and celebrates various cultures, races, and religions by openly discussing, reading stories, and displaying pictures that represent different cultures, races, genders, and/or religions throughout the clinical experience.
- Acceptable - Demonstrates respect for cultural, racial, and religious differences by openly discussing, reading, and displaying materials that represent the different cultures, races, genders, and/or religions periodically; Shows no partiality toward certain groups of students
- Unacceptable - Demonstrates no respect for cultural, racial, gender and/or religious differences; Demonstrates partiality toward certain groups

Evidence: __________________________________________________________________________
_________________________________________________________________________________

**Enthusiasm**

Demonstrates a positive interest and commitment to student learning and teaching

- Target - Always positive; Helps students outside of class time; Searches for innovative methods; Shares ideas; Participates in school activities outside of class time
- Acceptable - Positive most of the time; Displays interest in students, content, and teaching
- Unacceptable - Negative attitude; Displays little interest in students, content, and teaching

Evidence: __________________________________________________________________________
_________________________________________________________________________________
**Personal Appearance**
Demonstrates attire that is in alignment with the suggested SOE dress code

- **Target** – Always dresses professionally at school and at extracurricular events; Exhibits care in personal hygiene
- **Acceptable** – Generally dresses professionally and observes dress codes; Exhibits care in personal hygiene
- **Unacceptable** - Dresses unprofessionally; Does not observe dress code; Displays no care in personal hygiene

Evidence: 

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**Professionalism**
Demonstrates adherence to the standards of ethical conduct including academic honesty and confidentiality

- **Target** - Observes confidentiality; Demonstrates honesty, integrity, and willingness to accept responsibilities beyond the classroom (e.g., athletics, school committees, clubs); Enthusiastic about the teaching profession; Serves as a model of behavior expected of an educator;
- **Acceptable** - Observes confidentiality; Demonstrates honesty and integrity
- **Unacceptable** - Gossips; Does not keep information confidential; Dishonest

Evidence: 

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**Punctuality**
Meets all time expectations

- **Target** – Arrives early and stays late as necessary
- **Acceptable** – Arrives and leaves at assigned times
- **Unacceptable** – Arrives late to school or class or leaves early

Evidence: 

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**Rapport**
Demonstrates an ability to effectively communicate and interact with others

- **Target** - Interacts positively with students, faculty, staff, and parents; Initiates contributions to class, school activities or parent conferences which are well received
- **Acceptable** - Interacts positively with students, parents, faculty, and staff
- **Unacceptable** - Does not interact well with students, parents, faculty, and/or staff

Evidence: 

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Revised 5/19/10
**Reliability**

Recognizes and fulfills all professional expectations

☐ Target - Completes all tasks within prescribed times
☐ Acceptable – Completes tasks within prescribed times
☐ Unacceptable - Tasks are not completed within a prescribed time

Evidence:
________________________________________________________


**Sensitivity**

Demonstrates empathy and understanding for others

☐ Target - Exhibits care and concern for students’ abilities and needs; Spends additional time (after school, after class) with students who need help; Seeks information and advice from parents and staff to improve students’ education
☐ Acceptable - Exhibits care and concern for students’ abilities and needs
☐ Unacceptable – Displays a lack of concern for students’ abilities and/or needs

Evidence:
________________________________________________________


Teacher Comments:

*Please describe your concern(s) so that it may be addressed. Your suggestions to assist the candidate are welcomed.

________________________________________________________

Signature of Cooperating Teacher/University Supervisor  Date  School

Revised 5/19/10
Teacher Work Sample (TWS) (Form N)

The Vision
Successful teacher candidates support learning by designing a Teacher Work Sample that employs a range of strategies and builds on each student’s strengths, needs, and prior experiences. Through this performance assessment, teacher candidates provide credible evidence of their ability to facilitate learning by meeting the following TWS standards:

• The teacher uses information about the learning-teaching context and student individual differences to set learning goals and plan instruction and assessment.
• The teacher sets significant, challenging, varied, and appropriate learning goals.
• The teacher uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during, and after instruction.
• The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts.
• The teacher uses regular and systematic evaluations of student learning to make instructional decisions.
• The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.
• The teacher reflects on his or her instruction and student learning in order to improve teaching practice.

Your Assignment
The TWS contains seven teaching processes identified by research and best practice as fundamental to improving student learning. Each Teaching Process is followed by a TWS Standard, a Task, a Prompt, and a Rubric that defines various levels of performance on the standard. The Standards and Rubrics will be used to evaluate your TWS. The Prompts (or directions) help you document the extent to which you have met each the standard. The underlined words in the Rubric and Prompts are defined in the Glossary.

You are required to teach a comprehensive unit. Before you teach the unit, you will describe contextual factors, identify learning goals based on your state or district content standards, create an assessment plan designed to measure student performance before (pre-assessment), during (formative assessment) and after (post-assessment), and plan for your instruction. After you teach the unit, you will analyze student learning and then reflect upon and evaluate your teaching as related to student learning.

Format

• Ownership. Complete a cover page that includes (a) your name, (b) date submitted, (c) grade level taught, (d) subject taught, (d) your university, (e) course number and title.
• Table of Contents. Provide a Table of Contents that lists the sections and attachments in your TWS document with page numbers.
• Charts, graphs and attachments. Charts, graphs and assessment instruments are required as part of the TWS document. You may also want to provide other attachments, such as student work. However, you should be very selective and make sure your attachments provide clear, concise evidence of your performance related to TWS standards and your students’ learning progress.
• Narrative length. A suggested page length for your narrative is given at the end of each component section. You have some flexibility of length across components, but the total length of your written narrative (excluding charts, graphs, attachments and references) should not exceed twenty (20) word-processed pages, double-spaced in 12-point font, with 1-inch margins.
• References and Credits (not included in total page length). If you referred to another person’s ideas or material in your narrative, you should cite these in a separate section at the end of your narrative under References and Credits. You may use any standard form for references; however, the American Psychological Association (APA) style is a recommended format (explained in the manual entitled “Publication Manual of the American Psychological Association”).
• Anonymity. In order to insure the anonymity of students in your class, do not include any student names or identification in any part of your TWS.
Teacher Work Sample
Contextual Factors
(Form N - 1)

TWS Standard
The teacher uses information about the learning-teaching context and student individual differences to set learning goals and plan instruction and assessment.

Task
Discuss relevant factors and how they may affect the teaching-learning process. Include any supports and challenges that affect instruction and student learning.

Prompt
In your discussion, include:

• **Community, district and school factors.** Address geographic location, community and school population, socio-economic profile and race/ethnicity. You might also address such things as stability of community, political climate, community support for education, and other environmental factors.

• **Classroom factors.** Address physical features, availability of technology equipment and resources and the extent of parental involvement. You might also discuss other relevant factors such as classroom rules and routines, grouping patterns, scheduling and classroom arrangement.

• **Student characteristics.** Address student characteristics you must consider as you design instruction and assess learning. Include factors such as age, gender, race/ethnicity, special needs, achievement/developmental levels, culture, language, interests, learning styles/modalities or students’ skill levels. In your narrative, make sure you address student’s skills and prior learning that may influence the development of your learning goals, instruction and assessment.

• **Instructional implications.** Address how contextual characteristics of the community, classroom and students have implications for instructional planning and assessment. Include specific instructional implications for at least two characteristics and any other factors that will influence how you plan and implement your unit.

**Suggested Page Length: 1-2**
Teacher Work Sample
Contextual Factors Rubric
(Form N - 1)

Semester: ______________
Intern: _________________________
University Supervisor: _______________________

The teacher uses information about the learning/teaching context and student individual differences to set learning goals, plan instruction and assess learning.

<table>
<thead>
<tr>
<th>Rating</th>
<th>1 - 2 Unacceptable</th>
<th>3 - 4 Acceptable</th>
<th>5 Target</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of Community, School and Classroom Factors</td>
<td>Teacher displays minimal, irrelevant, or biased knowledge of the characteristics of the community, school, and classroom.</td>
<td>Teacher displays some knowledge of the characteristics of the community, school, and classroom that may affect learning.</td>
<td>Teacher displays a comprehensive understanding of the characteristics of the community, school, and classroom that may affect learning.</td>
<td></td>
</tr>
<tr>
<td>Knowledge of Characteristics of Students</td>
<td>Teacher displays minimal, stereotypical, or irrelevant knowledge of student differences (e.g. development, interests, culture, abilities/disabilities).</td>
<td>Teacher displays general knowledge of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning.</td>
<td>Teacher displays general &amp; specific understanding of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning.</td>
<td></td>
</tr>
<tr>
<td>Knowledge of Students’ Varied Approaches to Learning</td>
<td>Teacher displays minimal, stereotypical, or irrelevant knowledge about the different ways students learn (e.g., learning styles, learning modalities).</td>
<td>Teacher displays general knowledge about the different ways students learn (e.g., learning styles, learning modalities).</td>
<td>Teacher displays general &amp; specific understanding of the different ways students learn (e.g., learning styles, learning modalities) that may affect learning.</td>
<td></td>
</tr>
<tr>
<td>Knowledge of Students’ Skills And Prior Learning</td>
<td>Teacher displays little or irrelevant knowledge of students’ skills and prior learning.</td>
<td>Teacher displays general knowledge of students’ skills and prior learning that may affect learning.</td>
<td>Teacher displays general &amp; specific understanding of students’ skills and prior learning that may affect learning.</td>
<td></td>
</tr>
<tr>
<td>Implications for Instructional Planning and Assessment</td>
<td>Teacher does not provide implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics OR provides inappropriate implications.</td>
<td>Teacher provides general implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.</td>
<td>Teacher provides specific implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.</td>
<td></td>
</tr>
</tbody>
</table>

Comments:

Total

TWS 1 – Contextual Factors Rubric
Revised 5/31/10

77
Teacher Work Sample
Learning Objectives
(Form N - 2)

TWS Standard
The teacher sets significant, challenging, varied and appropriate learning objectives.

Task
Provide and justify the learning objectives for the unit.

Prompt
• List the learning objectives (not the activities) that will guide the planning, delivery and assessment of your unit. These objectives should define what you expect students to know and be able to do at the end of the unit. The objectives should be significant (reflect the big ideas or structure of the discipline) challenging, varied and appropriate.
  Number or code each learning objective so you can reference it later.

• Show how the objectives are aligned with local, state, or national standards. (identify the source of the standards).

• Describe the types and levels of your learning objectives.

• Discuss why your learning objectives are appropriate in terms of development; pre-requisite knowledge, skills; and other student needs.

**Note: South Carolina Curriculum Standards are written as goals. Indicators are written as objectives.

Suggested Page Length: 1-2
Teacher Work Sample
Learning Objectives Rubric
(Form N - 2)

Semester: ______________
Intern: _________________________
University Supervisor: ______________

*The teacher sets significant, challenging, varied and appropriate learning objectives.*

<table>
<thead>
<tr>
<th>Rating</th>
<th>1 - 2 Unacceptable</th>
<th>3 - 4 Acceptable</th>
<th>5 Target</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Significance, Challenge and Variety</strong></td>
<td>Objectives reflect only one type or level of learning.</td>
<td>Objectives reflect several types or levels of learning but lack significance or challenge.</td>
<td>Objectives reflect several types or levels of learning and are significant and challenging.</td>
<td></td>
</tr>
<tr>
<td><strong>Clarity</strong></td>
<td>Objectives are not stated clearly and are activities rather than learning outcomes.</td>
<td>Some of the objectives are clearly stated as learning outcomes.</td>
<td>Most of the objectives are clearly stated as learning outcomes.</td>
<td></td>
</tr>
<tr>
<td><strong>Appropriateness For Students</strong></td>
<td>Objectives are not appropriate for the development; pre-requisite knowledge, skills, experiences; or other student needs.</td>
<td>Some objectives are appropriate for the development; pre-requisite knowledge, skills, experiences; and other student needs</td>
<td>Most objectives are appropriate for the development; pre-requisite knowledge, skills, experiences; and other student needs.</td>
<td></td>
</tr>
<tr>
<td><strong>Alignment with National, State or Local Standards</strong></td>
<td>Objectives are not aligned with national, state or local standards.</td>
<td>Some objectives are aligned with national, state or local standards.</td>
<td>Most of the objectives are explicitly aligned with national, state or local standards.</td>
<td></td>
</tr>
</tbody>
</table>

Comments:       

Total 79
Teacher Work Sample
Assessment Plan
(Form N - 3)

TWS Standard
The teacher uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during and after instruction.

Task
Design an assessment plan to monitor student progress toward learning goal(s). Use multiple assessment modes and approaches aligned with learning goals to assess student learning before, during, and after instruction. These assessments should authentically measure student learning and may include performance based tasks, paper-and-pencil tasks, or personal communication. Describe why your assessments are appropriate for measuring learning.

Prompt
* Provide an overview of the assessment plan. For each learning goal include: assessments used to judge student performance, format of each assessment, and adaptations of the assessments for the individual needs of students based on pre-assessment and contextual factors. The purpose of this overview is to depict the alignment between learning goals and assessments and to show adaptations to meet the individual needs of students or contextual factors. You may use a visual organizer such as a table, outline or other means to make your plan clear.

* Describe the pre- and post-assessments that are aligned with your learning goals. Clearly explain how you will evaluate or score pre- and post-assessments, including criteria you will use to determine if the students’ performance meets the learning goals. Include copies of assessments, prompts, and/or student directions and criteria for judging student performance (e.g., scoring rubrics, observation checklist, rating scales, item weights, test blueprint, answer key).

* Discuss your plan for formative assessment that will help you determine student progress during the unit. Describe the assessments you plan to use to check on student progress and comment on the importance of collecting that particular evidence. Although formative assessment may change as you are teaching the unit, your task here is to predict at what points in your teaching it will be important to assess students’ progress toward learning goals.

Suggested Page Length: 2 + pre- and post-assessment instruments, scoring rubrics/key, and assessment plan table

Example of Assessment Plan Table: Kindergarten

<table>
<thead>
<tr>
<th>Learning Goals</th>
<th>Assessments</th>
<th>Format of Assessment</th>
<th>Adaptations</th>
</tr>
</thead>
</table>
| **Learning Goal 1**  
*Example: The student will link wild animals with their habitats.* | Pre-Assessment  
Formative Assessment  
Post-Assessment | Checklist: game with animal masks & centers representing habitats (tree, lake, burrow, cave) animal puppets and habitats (e.g., bird and nest) anecdotal records RE Q & A picture journals Checklist: game with animal masks & centers representing habitats | Repeat and modify instructions, as needed. Demonstrate and assist with cutting, gluing, etc. Provide model of a mask and model how to move to habitat centers. Keep all activities high-interest and brief. Provide concrete models and assistance with fine motor tasks, as needed. Provide multiple explanations and model performances. Process writing (i.e., dictations) when needed. Provide verbal cues and plenty of wait time for Q & A. |
**Teacher Work Sample**  
**Assessment Plan**  
(Form N - 3)

Semester: ______________

Intern: _________________________

University Supervisor: ______________

*The teacher uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during and after instruction.*

<table>
<thead>
<tr>
<th>Rating →</th>
<th>1 - 2 Unacceptable</th>
<th>3 - 4 Acceptable</th>
<th>5 Target</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Alignment with Learning Goals and Instruction</strong></td>
<td>Content and methods of assessment lack congruence with learning goals or lack cognitive complexity.</td>
<td>Some of the learning goals are assessed through the assessment plan, but many are not congruent with learning goals in content and cognitive complexity.</td>
<td>Each of the learning goals is assessed through the assessment plan; assessments are congruent with the learning goals in content and cognitive complexity.</td>
<td></td>
</tr>
<tr>
<td><strong>Clarity of Criteria and Standards for Performance</strong></td>
<td>The assessments contain no clear criteria for measuring student performance relative to the learning goals.</td>
<td>Assessment criteria have been developed, but they are not clear or are not explicitly linked to the learning goals.</td>
<td>Assessment criteria are clear and are explicitly linked to the learning goals.</td>
<td></td>
</tr>
<tr>
<td><strong>Multiple Modes and Approaches</strong></td>
<td>The assessment plan includes only one assessment mode and does not assess students before, during, and after instruction.</td>
<td>The assessment plan includes multiple modes but all are either pencil/paper based (i.e. they are not performance assessments) and/or do not require the integration of knowledge, skills and reasoning ability.</td>
<td>The assessment plan includes multiple assessment modes (including performance assessments, lab reports, research projects, etc.) and assesses student performance throughout the instructional sequence.</td>
<td></td>
</tr>
<tr>
<td><strong>Technical Soundness</strong></td>
<td>Assessments are not valid; scoring procedures are absent or inaccurate; items or prompts are poorly written; directions and procedures are confusing to students.</td>
<td>Assessments appear to have some validity. Some scoring procedures are explained; some items or prompts are clearly written; some directions and procedures are clear to students.</td>
<td>Assessments appear to be valid; scoring procedures are explained; most items or prompts are clearly written; directions and procedures are clear to students.</td>
<td></td>
</tr>
<tr>
<td><strong>Adaptations Based on the Individual Needs of Students</strong></td>
<td>Teacher does not adapt assessments to meet the individual needs of students or these assessments are inappropriate.</td>
<td>Teacher makes adaptations to assessments that are appropriate to meet the individual needs of some students.</td>
<td>Teacher makes adaptations to assessments that are appropriate to meet the individual needs of most students.</td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

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TWS 3 - Assessment Rubric  
Revised 05/31/10
Teacher Work Sample
Design for Instruction
(Form N - 4)

TWS Standard
The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts.

Task
Describe how you will design your unit instruction related to unit goals, students’ characteristics and needs, and the specific learning context.

Prompt

• **Results of pre-assessment.** After administering the pre-assessment, analyze student performance relative to the learning goals. Depict the results of the pre-assessment in a format that allows you to find patterns of student performance relative to each earning goal. You may use a table, graph, or chart. Describe the pattern you find that will guide your instruction or modification of the learning goals.

• **Unit overview.** Provide an overview of your unit. Use a visual organizer such as a block plan or outline to make your unit plan clear. Include the topic or activity you are planning for each day/period. Also indicate the goal or goals (coded from your Learning Goals section) that you are addressing in each activity. Make sure that every goal is addressed by at least one activity and that every activity relates to at least one goal.

• **Activities.** Describe at least three unit activities that reflect a variety of instructional strategies/techniques and explain why you are planning those specific activities. In your explanation for each activity, include:
  - how the content relates to your instructional goal(s),
  - how the activity stems from your pre-assessment information and contextual factors,
  - what materials/technology you will need to implement the activity, and
  - how you plan to assess student learning during and/or following the activity

• **Technology.** Describe how you will use technology in your planning and/or instruction. If you do not plan to use any form of technology, provide your clear rationale for its omission.

  **Suggested Page Length:** 3 + visual organizer
## Teacher Work Sample
### Design for Instruction Rubric
(Form N - 4)

Semester: ______________

Intern: _________________________

University Supervisor: _______________________

The teacher designs instruction for specific learning goals student characteristics and needs, and learning contexts.

<table>
<thead>
<tr>
<th>Rating</th>
<th>1 - 2 Unacceptable</th>
<th>3 - 4 Acceptable</th>
<th>5 Target</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Alignment with Learning Goals</strong></td>
<td>Few lessons are explicitly linked to learning goals. Few learning activities, assignments and resources are aligned with learning goals. Not all learning goals are covered in the design.</td>
<td>Most lessons are explicitly linked to learning goals. Most learning activities, assignments and resources are aligned with learning goals. Most learning goals are covered in the design.</td>
<td>All lessons are explicitly linked to learning goals. All learning activities, assignments and resources are aligned with learning goals. All learning goals are covered in the design.</td>
<td></td>
</tr>
<tr>
<td><strong>Accurate Representation of Content</strong></td>
<td>Teacher’s use of content appears to contain numerous inaccuracies. Content seems to be viewed more as isolated skills and facts rather than as part of a larger conceptual structure.</td>
<td>Teacher’s use of content appears to be mostly accurate. Shows some awareness of the big ideas or structure of the discipline.</td>
<td>Teacher’s use of content appears to be accurate. Focus of the content is congruent with the big ideas or structure of the discipline.</td>
<td></td>
</tr>
<tr>
<td><strong>Lesson and Unit Structure</strong></td>
<td>The lessons within the unit are not logically organized organization (e.g., sequenced).</td>
<td>The lessons within the unit have some logical organization and appear to be somewhat useful in moving students toward achieving the learning goals.</td>
<td>All lessons within the unit are logically organized and appear to be useful in moving students toward achieving the learning goals.</td>
<td></td>
</tr>
<tr>
<td><strong>Use of a Variety of Instruction, Activities, Assignments and Resources</strong></td>
<td>Little variety of instruction, activities, assignments, and resources. Heavy reliance on textbook or single resource (e.g., work sheets).</td>
<td>Some variety in instruction, activities, assignments, or resources but with limited contribution to learning.</td>
<td>Significant variety across instruction, activities, assignments, and/or resources. This variety makes a clear contribution to learning.</td>
<td></td>
</tr>
<tr>
<td><strong>Use of Contextual Information &amp; Data to Select Appropriate &amp; Relevant Activities, Assignments &amp; Resources</strong></td>
<td>Instruction has not been designed with reference to contextual factors and pre-assessment data. Activities and assignments do not appear productive and appropriate for each student</td>
<td>Some instruction has been designed with reference to contextual factors and pre-assessment data. Some activities and assignments appear productive and appropriate for each student.</td>
<td>Most instruction has been designed with reference to contextual factors and pre-assessment data. Most activities and assignments appear productive and appropriate for each student.</td>
<td></td>
</tr>
<tr>
<td><strong>Use of Technology</strong></td>
<td>Technology is inappropriately used OR teacher does not use technology, and no (or inappropriate) rationale is provided.</td>
<td>Teacher uses technology but it does not make a significant contribution to teaching and learning OR teacher provides limited rationale for not using technology.</td>
<td>Teacher integrates appropriate technology that makes a significant contribution to teaching and learning OR provides a strong rationale for not using technology.</td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

Total 83
Teacher Work Sample
Instructional Decision-Making
(Form N - 5)

TWS Standard
The teacher uses on-going analysis of student learning to make instructional decisions.

Task
Provide two examples of instructional decision-making based on students’ learning or responses.

Prompt
• Think of a time during your unit when a student’s learning or response caused you to modify your original design for instruction. (The resulting modification may affect other students as well.) Cite specific evidence to support your answers to the following:
  - Describe the student’s learning or response that caused you to rethink your plans. The student's learning or response may come from a planned formative assessment or another source (not the pre-assessment).
  - Describe what you did next and explain why you thought this would improve student progress toward the learning goal.

• Now think of one more time during your unit when another student’s learning or response caused you to modify a different portion of your original design for instruction. (The resulting modification may affect other students as well.) Cite specific evidence to support your answers to the following:
  - Describe the student’s learning or response that caused you to rethink your plans. The student’s learning or response may come from a planned formative assessment or another source (not the pre-assessment).
  - Describe what you did next and explain why you thought this would improve student progress toward the learning goal.

Suggested Page Length: 3-4
Teacher Work Sample
Instructional Decision-Making
(Form N - 5)

Semester: ______________
Intern: _________________________
University Supervisor: _______________________

The teacher uses on-going analysis of student learning to make instructional decisions.

<table>
<thead>
<tr>
<th>Rating →</th>
<th>1 - 2 Unacceptable</th>
<th>3 - 4 Acceptable</th>
<th>5 Target</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sound Professional Practice</td>
<td>Many instructional decisions are inappropriate and not pedagogically sound.</td>
<td>Instructional decisions are mostly appropriate, but some decisions are not pedagogically sound.</td>
<td>Most instructional decisions are pedagogically sound (i.e., they are likely to lead to student learning).</td>
<td></td>
</tr>
<tr>
<td>Modifications Based on Analysis of Student Learning</td>
<td>Teacher treats class as “one plan fits all” with no modifications.</td>
<td>Some modifications of the instructional plan are made to address individual student needs, but these are not based on the analysis of student learning, best practice, or contextual factors.</td>
<td>Appropriate modifications of the instructional plan are made to address individual student needs. These modifications are informed by the analysis of student learning/performance, best practice, or contextual factors. Include explanation of why the modifications would improve student progress.</td>
<td></td>
</tr>
<tr>
<td>Congruence Between Modifications and Learning Goals</td>
<td>Modifications in instruction lack congruence with learning goals.</td>
<td>Modifications in instruction are somewhat congruent with learning goals.</td>
<td>Modifications in instruction are congruent with learning goals.</td>
<td></td>
</tr>
</tbody>
</table>

Comments: ____________________________

Total

TWS 5 – Instructional Decision-Making Rubric
Revised 5/31/10
TWS Standard
The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.

Task
Analyze your assessment data, including pre/post assessments and formative assessments to determine students’ progress related to the unit learning goals. Use visual representations and narrative to communicate the performance of the whole class, subgroups, and two individual students. Conclusions drawn from this analysis should be provided in the “Reflection and Self-Evaluation” section.

Prompt
In this section, you will analyze data to explain progress and achievement toward learning goals demonstrated by your whole class, subgroups of students, and individual students.

• Whole class. To analyze the progress of your whole class, create a table that shows pre- and post-assessment data on every student on every learning goal. Then, create a graphic summary that shows the extent to which your students made progress (from pre- to post-) toward the learning criterion that you identified for each learning goal (identified in your Assessment Plan section). Summarize what the graph tells you about your students' learning in this unit (i.e., the number of students met the criterion).

• Subgroups. Select a group characteristic (e.g., gender, performance level, socio-economic status, language proficiency) to analyze in terms of one learning goal. Provide a rationale for your selection of this characteristic to form subgroups (e.g., girls vs. boys; high- vs. middle- vs. low-performers). Create a graphic representation that compares pre- and post-assessment results for the subgroups on this learning goal. Summarize what these data show about student learning.

• Individuals. Select two students that demonstrated different levels of performance. Explain why it is important to understand the learning of these particular students. Use pre-, formative, and post-assessment data with examples of the students’ work to draw conclusions about the extent to which these students attained the two learning goals. Graphic representations are not necessary for this subsection. Note: You will provide possible reasons for why your students learned (or did not learn) in the next section, “Reflection and Self-Evaluation.”

Suggested Page Length: 4 + charts and student work examples
Teacher Work Sample  
Analysis of Student Learning Rubric  
(Form N - 6) 

Semester: ______________

Intern: _________________________

University Supervisor: _________________________

*The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.*

<table>
<thead>
<tr>
<th>Rating</th>
<th>1 - 2 Unacceptable</th>
<th>3 - 4 Acceptable</th>
<th>5 Target</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarity and Accuracy of Presentation</strong></td>
<td>Presentation is not clear and accurate; it does not accurately reflect the data.</td>
<td>Presentation is understandable and contains few errors.</td>
<td>Presentation is easy to understand and contains no errors of representation.</td>
<td></td>
</tr>
<tr>
<td><strong>Alignment with Learning Goals</strong></td>
<td>Analysis of student learning is not aligned with learning goals.</td>
<td>Analysis of student learning is partially aligned with learning goals and/or fails to provide a comprehensive profile of student learning relative to the goals for the whole class.</td>
<td>Analysis is fully aligned with learning goals and provides a comprehensive profile of student learning for the whole class.</td>
<td></td>
</tr>
<tr>
<td><strong>Interpretation of Data</strong></td>
<td>Interpretation is inaccurate, and conclusions are missing or unsupported by data.</td>
<td>Interpretation is technically accurate, but conclusions are missing or not fully supported by data.</td>
<td>Interpretation is meaningful, and appropriate conclusions are drawn from the data.</td>
<td></td>
</tr>
<tr>
<td><strong>Evidence of Impact on Student Learning</strong></td>
<td>Analysis of student learning fails to include evidence of impact on student learning in terms of numbers of students who achieved and made progress toward learning goals.</td>
<td>Analysis of student learning includes incomplete evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward learning goals.</td>
<td>Analysis of student learning includes evidence of the impact on student learning in terms of number of students who achieved and made progress toward each learning goal.</td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

Total: 87
Teacher Work Sample
Reflection & Self-Evaluation Rubric
(Form N - 7)

TWS Standard
The teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.

Task
Reflect on your performance as a teacher and link your performance to student learning results. Evaluate your performance and identify future actions for improved practice and professional growth.

Prompt
• Select the learning goal where your students were most successful. Provide two or more possible reasons for this success. Consider your goals, instruction, and assessment along with student characteristics and other contextual factors under your control.

• Select the learning goal where your students were least successful. Provide two or more possible reasons for this lack of success. Consider your goals, instruction, and assessment along with student characteristics and other contextual factors under your control. Discuss what you could do differently or better in the future to improve your students’ performance.

• Reflection on possibilities for professional development. Describe at least two professional learning goals that emerged from your insights and experiences with the TWS. Identify two specific steps you will take to improve your performance in the critical area(s) you identified.

Suggested Page Length: 2
**Teacher Work Sample**  
**Reflection & Self-Evaluation Rubric**  
(Form N - 7)

Semester: ______________

Intern: _________________________

University Supervisor: _______________________

*The teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.*

<table>
<thead>
<tr>
<th>Rating</th>
<th>1 - 2 Unacceptable</th>
<th>3 - 4 Acceptable</th>
<th>5 Target</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interpretation of Student Learning</strong></td>
<td>No evidence or reasons provided to support conclusions drawn in “Analysis of Student Learning” section.</td>
<td>Provides evidence but no (or simplistic, superficial) reasons or hypotheses to support conclusions drawn in “Analysis of Student Learning” section.</td>
<td>Uses evidence to support conclusions drawn in “Analysis of Student Learning” section. Explores multiple hypotheses for why some students did not meet learning goals.</td>
<td></td>
</tr>
<tr>
<td><strong>Insights on Effective Instruction and Assessment</strong></td>
<td>Provides no rationale for why some activities or assessments were more successful than others.</td>
<td>Identifies successful and unsuccessful activities or assessments and superficially explores reasons for their success or lack thereof (no use of theory or research).</td>
<td>Identifies successful and unsuccessful activities and assessments and provides plausible reasons (based on theory or research) for their success or lack thereof.</td>
<td></td>
</tr>
<tr>
<td><strong>Alignment Among Goals, Instruction and Assessment</strong></td>
<td>Does not connect learning goals, instruction, and assessment results in the discussion of student learning and effective instruction and/or the connections are irrelevant or inaccurate.</td>
<td>Connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction, but misunderstandings or conceptual gaps are present.</td>
<td>Logically connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction.</td>
<td></td>
</tr>
<tr>
<td><strong>Implications for Future Teaching</strong></td>
<td>Provides no ideas or inappropriate ideas for redesigning learning goals, instruction, and assessment.</td>
<td>Provides ideas for redesigning learning goals, instruction, and assessment but offers no rationale for why these changes would improve student learning.</td>
<td>Provides ideas for redesigning learning goals, instruction, and assessment and explains why these modifications would improve student learning.</td>
<td></td>
</tr>
<tr>
<td><strong>Implications for Professional Development</strong></td>
<td>Provides no professional learning goals or goals that are not related to the insights and experiences described in this section.</td>
<td>Presents professional learning goals that are not strongly related to the insights and experiences described in this section and/or provides a vague plan for meeting the goals.</td>
<td>Presents a small number of professional learning goals that clearly emerge from the insights and experiences described in this section. Describes specific steps to meet these goals.</td>
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</tbody>
</table>

Comments: _________________________

<table>
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<tr>
<th>Total</th>
</tr>
</thead>
</table>
APPENDIX 3

Teaching Intern Information Sheet
Teaching Intern Information Sheet

Teaching Intern:
Name: ________________________________

Home Phone: ___________________________ Cell Phone: ___________________________

Best time to call: ____________________________

Email Address: (home) ___________________________

(school) ____________________________

Cooperating Teacher:
Name: ________________________________

Grade Level/Subject: ___________________________ Room Number: ____________

Assistant Name: ____________________________

Home Phone: ____________________________

Best time to call (Please note if you prefer calls at home or at school) ____________

______________________________

Email Address: (home) ____________________________

(school) ____________________________

School:
Name: ________________________________

School Phone: ____________________________

School Hours (teachers): ____________________________

School Hours (students): ____________________________

Principal: ____________________________

Assistant Principal: ____________________________

Secretary: ____________________________

School Website: ____________________________
APPENDIX 4

REQUIRED INFORMATION & VERIFICATION

COOPERATING TEACHER
REQUIRED INFORMATION and VERIFICATION
COOPERATING TEACHER

Semester: Fall 20____ Spring 20 _____

Due to audit requirements this form must be completed and received in the Office of Field Experiences* before your honorarium can be processed. All requested information must be completed. Due date for this information is no later than one week following the beginning of the semester.

TITLE: Dr.  Mr.  Mrs.  Ms.  (circle one)

SEX:    RACE:  (Check the appropriate box)

☑ Male  ☐ Female  ☐ American Indian/Alaskan Native  ☐ Hispanic
☐ Asian/Pacific Islanders  ☐ Other  ☐ Black/Non Hispanic  ☐ White/Non Hispanic

Name________________________________________________ SS#_______-_______-_______

Mailing Address_______________________________________
City/State/Zip___________________________________
Phone_______________________
Email_______________________

School________________________________________________
Phone______________________

Education:  ____________________________________________  ________________________

University                                     Degree

___________________________________________  ___________________ _____

University                                     Degree

Certification Area(s) (check all that apply)

☐ Early Childhood   ☐ Elementary   ☐ Middle School   ☐ Secondary   ☐ Special Education

☐ PK-4   ☐ 1-8   ☐ 5-8   ☐ 7-12   ☐ 1-12
☐ PK-3   ☐ 2-6

Area of Concentration:  Area of Concentration:

It is required that all cooperating teachers have successfully taught full-time for at least three years, two of which must be at the grade level or subject area for which supervision is assigned.

Years taught at current grade level: ______________
ADEPT Trained? Yes _____ No ______ If yes, by whom __________________________ Date ________

First time Cooperating Teacher for USCA? Yes _____ No ______

*Form may be mailed to USCA School of Education, 471 University Parkway, Aiken, SC  29801 or FAX to (803) 641-3698.
APPENDIX 5

ADEPT Observation Form
Rating Criteria Explanation
Explanation of Rating Scale used on the Intern Observation Form

In 2003, the School of Education changed its rating scale for observations of teaching. The purpose of this change was to provide a clearer description of each of the ratings so that observers can look for key behaviors associated with each of the professional dimensions of ADEPT. Hopefully these observation forms will allow for a more consistent rating between all observers.

One concern that observers and interns express is that if an intern isn’t at the target level then they aren’t an “A” student. The ratings of Unacceptable, Acceptable, and Target are performance assessments and don’t necessarily correspond to F, C, and A grades. The level at which we expect our interns to be by the end of their student teaching is at the acceptable level.

To help clarify further below is how an observer should view each of the ratings:

**Target:** The target description was written to describe those behaviors that a master teacher would have. Although we believe our interns are very strong, there are very few interns that have the skills of a master teacher. Therefore we don’t expect interns to have many targets on their observation forms.

**Acceptable:** The acceptable description was written to describe those behaviors we expect all our interns to have by the end of their internship, if not sooner. The behaviors described under acceptable are what we expect all teachers should have. We expect that interns would have most, if not all, acceptables by the time they finish their internship.

**Unacceptable:** The unacceptable description describes those teaching behaviors of someone we would not want teaching our children. It is not unusual for our interns to have unacceptables during the first times they are observed. However, we anticipate that those unacceptables would gradually become acceptables by the time the internship ends.

**Five Point Rating Scale:**

The School of Education uses the 5-point rating scale to allow the observer more flexibility in rating the intern. For example, there are times when the intern exhibits some of the key behaviors at the acceptable level but not all the desirable traits. Therefore the observer can give the intern a 2 instead of a 1 or 3.

The point values are as follows:

1 – Unacceptable
2 – Unacceptable
3 – Acceptable
4 – Acceptable
5 - Target

If you have questions about the observation forms or the rating scale, please feel free to contact Dr. Windy Schweder at windys@usca.edu or Dr. Jeff Priest at jeffp@usca.edu or 641-3269.
ADEPT Professional Standards Evaluation

Beginning Fall 2007, the South Carolina Department of Education requires all Schools/Colleges of Education to begin assessing education interns using the new ADEPT Performance Standards. Although there are still 10 standards, key elements have been identified and defined for each standard. Therefore instead of being rated on 10 standards, interns will now be rated on 34 ADEPT key elements plus the School of Education’s required written and oral communication skills elements.

The new ADEPT Performance Standards are grouped into four domains: planning, instruction, classroom environment, and professionalism. The Planning Domain includes Standards 1-3 and consists of 11 key elements. The Instructing Domain includes Standards 4-7 and consists of 12 key elements. The Classroom Environment Domain consists of Standards 8-9 and consists of 6 key elements. The Professionalism Domain consists of Standard 10 and consists of 5 key elements.

In order to meet the ADEPT Standards, interns may only miss one key element from each domain, and must get an acceptable or target on the written and oral communications skills elements.

For each observation you must use the following criteria for each of the Key Elements of ADEPT. Please provide specific behaviors you observed in the space provided for evidence for each of the Key Elements. Below are the key behaviors to use when observing interns.

Rating Review Criteria

<table>
<thead>
<tr>
<th>APS 1.A</th>
<th>The intern obtains student information, analyzes this information to determine the learning needs of all students, and uses this information to guide instructional planning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>Unacceptable</strong></td>
<td><strong>Acceptable</strong></td>
</tr>
</tbody>
</table>

Target: Components found under acceptable plus the intern has a thorough understanding of students’ prior achievement levels, learning styles and needs, cultural and socioeconomic backgrounds, and individual interests. The intern gathers this information from a variety of sources, including student records (e.g., permanent records, individualized education programs) and individuals such as other teachers, special-area professionals, administrators, service providers, parents, and the students themselves. From this information, the intern identifies the factors that are likely to impact student learning. The intern then uses this information to develop appropriate plans for meeting the diverse needs of his or her students.

Acceptable: The intern gathers student demographic information and prior student achievement levels. The intern surveys students to determine their interests. From this information, the intern identifies the factors that are likely to impact student learning. The intern then uses this information to develop appropriate plans for meeting the diverse needs of his or her students.

Unacceptable: The intern does not have an understanding of students’ prior achievement levels, learning styles and needs, cultural and socioeconomic backgrounds, and individual interests. The intern does not gather information concerning students from a variety of sources. Intern does not develop appropriate plans for meeting the diverse needs of his or her students.
### APS 1.B  The intern establishes appropriate standards-based long-range learning and developmental goals for all students.

<table>
<thead>
<tr>
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<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unacceptable</td>
<td>Acceptable</td>
<td>Target</td>
<td></td>
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</tbody>
</table>

**Target:** Components found in acceptable plus for preschool children and students with severe disabilities, the intern’s goals align with appropriate developmental and/or functional expectations.

**Acceptable:** The intern’s goals are aligned with relevant federal, state, and local requirements and reflect the applicable grade-level academic standards. The intern facilitates student achievement by establishing appropriate long-range learning goals and by identifying the instructional, assessment, and management strategies necessary to help all students progress toward meeting these goals.

**Unacceptable:** The intern's goals are not aligned with relevant federal, state, and local requirements. Intern's goals do not reflect the applicable grade-level academic standards. For preschool children and students with severe disabilities, the intern’s goals are not aligned with appropriate developmental and/or functional expectations. The intern does not facilitate student achievement because long-range goals are inappropriate. Intern does not identify the instructional, assessment, and management strategies necessary to help all students progress.

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

<table>
<thead>
<tr>
<th>1</th>
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<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unacceptable</td>
<td>Acceptable</td>
<td>Target</td>
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</tr>
</tbody>
</table>

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

**Acceptable:** The intern plans for an integrated unit that identifies key themes, concepts, skills, and standards related to the subject area(s). The unit is designed to expose students to intellectual, social, and cultural perspectives. The sequence of the intern’s unit follows a logical progression.

**Unacceptable:** The instructional unit(s) is not a set of integrated lessons designed to accomplish established learning objectives. The instructional unit(s) does not provide appropriate coverage of key themes, concepts, skills, and standards. The instruction unit(s) does not expose students to a variety of intellectual, social, and cultural perspectives. The sequence of the intern's unit(s) does not follow a logical progression, with an appropriate amount of time allocated.
**APS 1.D** The intern develops appropriate processes for evaluating and recording students’ progress and achievement.

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Unacceptable</td>
<td>Acceptable</td>
<td>Target</td>
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</tbody>
</table>

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

Acceptable: The intern’s evaluation process includes the major formal and informal assessments. Evaluation criteria for most assessments are included. The intern’s evaluation methods are appropriate for the learning goals and the content. The evaluation criteria match state, local, and/or individually determined expectations for student progress and achievement. The intern has developed a record keeping system.

Unacceptable: The intern has no plan for informal and formal assessments. Evaluation criteria for planned assessments do not match state, local, and/or individually determined expectations. The intern has no plans for record keeping or record keeping system is not well organized.

**APS 1.E** The intern plans appropriate procedures for managing the classroom.

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<tr>
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</thead>
<tbody>
<tr>
<td>Unacceptable</td>
<td>Acceptable</td>
<td>Target</td>
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</tbody>
</table>

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

Acceptable: The intern has a classroom management plan that includes rules and procedures for managing student behavior. The plan is appropriate for the students, and consistent with school and district policies. The intern has developed procedures for managing essential non-instructional routines (e.g., transitioning between activities and/or subjects, taking roll, collecting student work, preparing learning centers or labs, retrieving instructional materials or resources).

Unacceptable: The intern's rules and procedures for managing student behavior are not clearly stated. Intern's rules and procedures are not appropriate for age level of students. Intern's rules and procedures are not consistent with school and district policies. Rules are not stated in positive terms and do not focus on behaviors. The intern's procedures for managing essential non-instructional routines do not promote efficiency nor minimize the loss of instructional time.
APS 2.A  The intern develops unit objectives that facilitate student achievement of appropriate academic standards and long-range learning and developmental goals.

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<tbody>
<tr>
<td>Unacceptable</td>
<td>Acceptable</td>
<td>Target</td>
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</table>

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

**Acceptable:** The intern’s objectives define what the students should know and be able to do upon completing the unit. The intern’s objectives are clear and assessable. There is a connection between the unit objectives and grade-level academic standards.

**Unacceptable:** The intern's objectives do not clearly define what students should know and do upon completing the unit. The intern's objectives are not student oriented, nor explicit, and are not assessable. There is no clear connection between the unit objectives and grade-level academic standards. The unit objectives are not consistent with long-range goals. The unit objectives are not logically linked to previous and future learning objectives.

APS 2.B  The intern develops instructional plans that include content, strategies, materials, and resources that are appropriate for the particular students.

<table>
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<tbody>
<tr>
<td>Unacceptable</td>
<td>Acceptable</td>
<td>Target</td>
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</tbody>
</table>

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

**Acceptable:** The content of the intern’s instructional plans is applicable to the students’ grade-level academic standards, instructional needs, ability and developmental levels, and interests. The intern selects a variety of instructional strategies and materials. The intern uses examples that provide real-life contexts for students. Instructional technology is included as appropriate. The instructional strategies are logically sequenced. The strategies lead the students to increasingly higher levels of thinking and problem solving. They promote active student engagement.

**Unacceptable:** Intern's instructional plans are inaccurate or not applicable to the students' grade level academic standards, instructional needs, ability, developmental levels, and interests. The sources of content do not expose students to a variety of intellectual, social, or cultural perspectives. The intern does not plan for a variety of instructional strategies. Instructional technology is not used, or if used, not used appropriately. The instructional strategies are not logically sequenced. The intern does not use strategies to incorporate higher level thinking skills. The intern does not plan to use a variety of teaching strategies to promote independent learning and collaborative learning.
### APS 2.C  The intern routinely uses student performance data to guide short-range planning of instruction.

<p>| | | | | |</p>
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<td>1</td>
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</tr>
<tr>
<td>Unacceptable</td>
<td>Acceptable</td>
<td>Target</td>
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</tbody>
</table>

**Target:** The intern develops lesson and unit plans on the basis of accurate conclusions that he or she has drawn from analyses of the particular students’ prior performance (i.e., their behavior, progress, and achievement).

**Acceptable:** The intern develops lesson and unit plans based on prior student learning.

**Unacceptable:** The intern does not develop lesson and unit plans based on accurate conclusions drawn from analyses of students' prior performance.

### APS 3.A  The intern develops/selects and administers a variety of appropriate assessments.

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

**Acceptable:** The intern develops/selects assessments, which are aligned with the learning objectives and are aligned with the standards. Assessment materials are free of content errors, and all assessments include verbal and/or written directions, models, and/or prompts that clearly define what the students are expected to do. The assessments are appropriate for the ability and developmental levels of the students in the class.

**Unacceptable:** Assessments are not technically sound indicators of students' progress and achievement. The assessments do not align with the learning objectives and type of instruction. The intern is overly reliant on commercially produced assessments. Assessments contain errors. Assessments are not appropriate for the ability and developmental levels of the students in the class. The intern does not provide appropriate accommodations for individual students who require them in order to participate in assessments.
APS 3.B  At appropriate intervals, the intern gathers and accurately analyzes student performance data and uses this information to guide instructional planning.

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

**Acceptable:** The intern periodically uses informal and formal assessments to monitor student progress. The intern uses this information to plan instruction.

**Unacceptable:** The intern does not routinely obtain student baseline data. Intern does not analyze data to determine student learning needs. The intern does not use student data to develop appropriate instructional plans. The intern does not analyze student performance on informal and formal assessments on a regular basis. The intern does not change instructional strategies nor modify lesson plans based on assessment data.

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

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

**Acceptable:** The intern makes decisions about student performance, progress, and achievement based on various assessments. Assessments are appropriately weighted on the basis of the relative importance of each in determining overall progress and achievement. The intern maintains accurate, current, well-organized, and confidential records of assessment results. The intern uses available information technology to store and assist with the analysis of student data.

**Unacceptable:** Intern does not make decisions about student performance, progress, and achievement based on assessments. Intern does not present evaluation criteria in the form of scoring rubrics, vignettes, grading standards, answer keys, or rating scales. Assessments are not appropriately weighted based on relative importance. The intern does not maintain accurate, current, well-organized, and confidential records of assessment results. The intern does not use available information technology to store and assist with analysis of student data.
### APS 4.A  The intern establishes, communicates, and maintains high expectations for student achievement.

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**Target:** Expectations are exceptionally challenging for the ability levels of the particular students; clearly communicates the learning objectives so that students fully understand what they are expected to know and be able to do; frequently reviews and/or clarifies the objectives throughout the lesson.

**Acceptable:** Expectations are appropriately challenging for the ability levels of the particular students; communicates the learning objectives so that students clearly understand what they are expected to know and be able to do; reviews and/or clarifies the objectives.

**Unacceptable:** Expectations are not appropriately challenging for the ability levels of the particular students; does not communicate the learning objectives so that students clearly understand what they are expected to know and be able to do; does not review and/or clarify the objectives.

### APS 4.B  The intern establishes, communicates, and maintains high expectations for student participation:

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**Target:** Expectations are exemplary for the grade and/or ability levels of the particular students and for the subject area; consistently and effectively communicates these expectations so that his or her students will readily apply them to instructional activities and events during the lessons and to assignments and tasks both in and out of the classroom.

**Acceptable:** Expectations are appropriate for the grade and/or ability levels of the particular students and for the subject area; effectively communicates these expectations so that his or her students will readily apply them to instructional activities and events during the lessons and to assignments and tasks both in and out of the classroom.

**Unacceptable:** Expectations are not appropriate for the grade and/or ability levels of the particular students and for the subject area; ineffectively communicates expectations so that his or her students will readily apply them to instructional activities and events during the lessons and to assignments and tasks both in and out of the classroom.
**APS 4.C  The intern helps students assume responsibility for their own participation and learning.**

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**Target:** Clearly and consistently communicates the importance and relevance of the academic standards and learning objectives as well as the way the standards and objectives relate to the students’ previous and/or future learning; consistently encourages the students to become the active agents of their own learning and to take the initiative to follow through with their work; provides multiple appropriate opportunities for the students to engage in self-assessment and reflection on their learning and to develop a meta-cognitive awareness of their own strengths and weaknesses; consistently assists the students in developing strategies to compensate for their weaknesses when it is necessary.

**Acceptable:** Clearly communicates the importance and relevance of the academic standards and learning objectives as well as the way the standards and objectives relate to the students’ previous and/or future learning; encourages the students to become the active agents of their own learning and to take the initiative to follow through with their work; provides appropriate opportunities for the students to engage in self-assessment and reflection on their learning and to develop a meta-cognitive awareness of their own strengths and weaknesses; assists the students in developing strategies to compensate for their weaknesses when it is necessary.

**Unacceptable:** Does not clearly communicate the importance and relevance of the academic standards and learning objectives as well as the way the standards and objectives relate to the students’ previous and/or future learning; does not encourage the students to become the active agents of their own learning and to take the initiative to follow through with their work; does not provide appropriate opportunities for the students to engage in self-assessment and reflection on their learning and to develop a meta-cognitive awareness of their own strengths and weaknesses; does not assist the students in developing strategies to compensate for their weaknesses when it is necessary.

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**APS 5.A  The intern uses appropriate instructional strategies.**

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**Target:** Strategies are exemplary for the particular objectives and content and the particular students’ grade, developmental, and ability levels; strategies consistently and purposefully build on the students’ interests and prior learning and are appropriate for the students’ stage of learning (e.g., initial, application, practice, review) with regard to the particular material; strategies consistently promote higher levels of thinking and/or performance.

**Acceptable:** Strategies are appropriate for the particular objectives and content and the particular students’ grade, developmental, and ability levels; strategies build on the students’ interests and prior learning and are appropriate for the students’ stage of learning (e.g., initial, application, practice, review) with regard to the particular material; strategies promote higher levels of thinking and/or performance.

**Unacceptable:** Strategies are not appropriate for the particular objectives and content and the particular students’ grade, developmental, and ability levels; strategies do not build on the students’ interests and prior learning and are appropriate for the students’ stage of learning (e.g., initial, application, practice, review) with regard to the particular material; strategies do not promote higher levels of thinking and/or performance.
### APS 5.B  The intern uses a variety of instructional strategies.

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**Target:** Consistently draws from a substantial repertoire of instructional strategies, varying his or her strategies both within and among lessons according to the particular objectives and content and the students’ ability levels, learning styles, rates of learning, and special needs; accurately and purposefully conveys information in a variety of formats (e.g., lectures, videotapes, texts, DVDs) and approaches (e.g., demonstrations, guided practice, guided discovery, simulations). As appropriate to the learners and the learning, the instructional strategies consistently include sharing instructional responsibilities with other teachers, guest speakers, and/or parents; varying and/or exchanging roles (e.g., instructor, facilitator, coach, observer) with students; and creating opportunities for both independent and collaborative learning experiences.

**Acceptable:** Draws from a substantial repertoire of instructional strategies, varying his or her strategies both within and among lessons according to the particular objectives and content and the students’ ability levels, learning styles, rates of learning, and special needs. Conveys information in a variety of formats (e.g., lectures, videotapes, texts, DVDs) and approaches (e.g., demonstrations, guided practice, guided discovery, simulations). As appropriate to the learners and the learning, the instructional strategies include sharing instructional responsibilities with other teachers, guest speakers, and/or parents; varying and/or exchanging roles (e.g., instructor, facilitator, coach, observer) with students; and creating opportunities for both independent and collaborative learning experiences.

**Unacceptable:** Does not draw from a substantial repertoire of instructional strategies, varying his or her strategies both within and among lessons according to the particular objectives and content and the students’ ability levels, learning styles, rates of learning, and special needs; does not convey information in a variety of formats (e.g., lectures, videotapes, texts, DVDs) and approaches (e.g., demonstrations, guided practice, guided discovery, simulations). As appropriate to the learners and the learning, the instructional strategies do not include sharing instructional responsibilities with other teachers, guest speakers, and/or parents; varying and/or exchanging roles (e.g., instructor, facilitator, coach, observer) with students; and creating opportunities for both independent and collaborative learning experiences.

### APS 5.C  The intern uses instructional strategies effectively.

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**Target:** Consistently and purposefully uses instructional strategies that actively engage his or her students and that ultimately result in meaningful learning for them. All students receive opportunities to experience success.

**Acceptable:** Uses instructional strategies that actively engage his or her students and that ultimately result in meaningful learning for them. All students receive opportunities to experience success.

**Unacceptable:** Does not use instructional strategies that actively engage his or her students and that ultimately result in meaningful learning for them. All students receive opportunities to experience success.
### APS 6.A  The intern demonstrates a thorough command of the discipline that he or she teaches.

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**Unacceptable**  
Content is inaccurate and outdated; presentations, demonstrations, discussions, responses to students’ questions, and methods of engaging the students fail to indicate a thorough knowledge and understanding of the content; poorly identifies and explains/demonstrates conceptual relationships and/or procedural steps; students’ content errors are not identified nor corrected.

**Acceptable**  
Content is accurate and current; presentations, demonstrations, discussions, responses to students’ questions, and methods of engaging the students indicate a thorough knowledge and understanding of the content; identifies and explains/demonstrates conceptual relationships and/or procedural steps; identifies and corrects students’ content errors.

**Target**  
Content is accurate and current; presentations, demonstrations, discussions, responses to students’ questions, and methods of engaging the students indicate an exemplary knowledge and understanding of the content; consistently identifies and explains/demonstrates conceptual relationships and/or procedural steps; identifies and positively corrects students’ content errors.

### APS 6.B  The intern provides appropriate content.

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**Unacceptable**  
Content of the lessons is not aligned with the required curriculum standards, grade-level academic standards, and/or student learning objectives; content is not drawn from multiple sources or presented in ways that expose students to a variety of intellectual, social, and/or cultural perspectives.

**Acceptable**  
Content of the lessons is aligned with the required curriculum standards, grade-level academic standards, and/or student learning objectives; content is drawn from multiple sources and is presented in ways that expose students to a variety of intellectual, social, and/or cultural perspectives.

**Target**  
Content of the lessons is thoroughly aligned with the required curriculum standards, grade-level academic standards, and/or student learning objectives; content is consistently drawn from multiple sources and is accurately presented in ways that expose students to a variety of intellectual, social, and/or cultural perspectives.
### APS 6.C  
**The intern structures the content to promote meaningful learning.**

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**Target:** Instruction goes extensively beyond the simple presentation of factual knowledge; consistently aligns the content with the learning objectives and ensures that students are provided with opportunities to acquire the knowledge and to use the cognitive processes that are necessary for successful problem solving; is consistently able to identify and to explain and/or demonstrate key concepts and skills as well as their broader relationships and applications; consistently and purposefully guides student learning by presenting concepts and/or procedures in a logical sequence and in clear and sufficient detail, consistently and meaningfully uses appropriate examples to help make the content relevant, meaningful, and applicable to the students; when students experience difficulties in mastering the content, is consistently able to identify and address the sources of the problems.

**Acceptable:** Instruction goes beyond the simple presentation of factual knowledge; aligns the content with the learning objectives and ensures that students are provided with opportunities to acquire the knowledge and to use the cognitive processes that are necessary for successful problem solving; is able to identify and to explain and/or demonstrate key concepts and skills as well as their broader relationships and applications; guides student learning by presenting concepts and/or procedures in a logical sequence and in clear and sufficient detail; uses appropriate examples to help make the content relevant, meaningful, and applicable to the students; when students experience difficulties in mastering the content, is able to identify and address the sources of the problems.

**Unacceptable:** Instruction does not go beyond the simple presentation of factual knowledge; does not align the content with the learning objectives and ensures that students are provided with opportunities to acquire the knowledge and to use the cognitive processes that are necessary for successful problem solving; not able to identify and to explain and/or demonstrate key concepts and skills as well as their broader relationships and applications; does not guide student learning by presenting concepts and/or procedures in a logical sequence and in clear and sufficient detail; does not use appropriate examples to help make the content relevant, meaningful, and applicable to the students; when students experience difficulties in mastering the content, is not able to identify and address the sources of the problems.

### APS 7.A  
**The intern continually monitors student learning during instruction by using a variety of informal and formal assessment strategies.**

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**Target:** Consistently maintains a constant awareness of student learning by engaging the students in classroom activities such as discussions, projects, performances, assignments, and quizzes; during these activities, the consistently uses effective questioning techniques to sample a representative cross section of students; questions are appropriate to the content, the activities, and the students; accurately and consistently determines the students’ level of understanding of key concepts and skills by carefully observing/listening to and analyzing students’ verbal and nonverbal responses and reactions, inquiries, approaches to the task, performance, and final products.

**Acceptable:** Maintains a constant awareness of student learning by engaging the students in classroom activities such as discussions, projects, performances, assignments, and quizzes; during these activities, uses effective questioning techniques to sample a representative cross section of students; questions are appropriate to the content, the activities, and the students; determines the students’ level of understanding of key concepts and skills by carefully observing/listening to and analyzing students’ verbal and nonverbal responses and reactions, inquiries, approaches to the task, performance, and final products.

**Unacceptable:** Does not maintain a constant awareness of student learning by engaging the students in classroom activities such as discussions, projects, performances, assignments, and quizzes; during these activities, does not use effective questioning techniques to sample a representative cross section of students; questions are not appropriate to the content, the activities, and the students; does not determine the students’ level of understanding of key concepts and skills by carefully observing/listening to and analyzing students’ verbal and nonverbal responses and reactions, inquiries, approaches to the task, performance, and final products.
### APS 7.B The intern enhances student learning by using information from informal and formal assessments to guide instruction.

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**Target:** Consistently and systematically collects, analyzes, and summarizes assessment data to monitor students’ progress; on the basis of formal and informal assessment information, consistently makes appropriate decisions regarding instruction; when his or her students have difficulty answering questions, consistently provides appropriate response time, rephrases the question, and/or provides prompts or other such assistance; consistently provides additional explanations, demonstrations, or assistance, and modifies the content and/or the instructional strategies when necessary; consistently adjusts the pace of the lessons to conform to the needs of the students; consistently and purposefully promotes student retention of the content by actively engaging the students in reviews of the key elements, steps, or procedures as necessary; consistently extends students’ learning and development through appropriate enrichment activities.

**Acceptable:** Systematically collects, analyzes, and summarizes assessment data to monitor students’ progress; on the basis of formal and informal assessment information, makes appropriate decisions regarding instruction, when his or her students have difficulty answering questions, provides appropriate response time, rephrases the question, and/or provides prompts or other such assistance; provides additional explanations, demonstrations, or assistance; and modifies the content and/or the instructional strategies when necessary; adjusts the pace of the lessons to conform to the needs of the students; promotes student retention of the content by actively engaging the students in reviews of the key elements, steps, or procedures as necessary; extends students’ learning and development through appropriate enrichment activities.

**Unacceptable:** Does not systematically collect, analyze, and summarize assessment data to monitor students’ progress; on the basis of formal and informal assessment information, does not make appropriate decisions regarding instruction; when his or her students have difficulty answering questions, does not provide appropriate response time, rephrases the question, and/or provides prompts or other such assistance; does not provide additional explanations, demonstrations, or assistance, and modifies the content and/or the instructional strategies when necessary; does not adjust the pace of the lessons to conform to the needs of the students; does not promote student retention of the content by actively engaging the students in reviews of the key elements, steps, or procedures as necessary, does not extend students’ learning and development through appropriate enrichment activities.

### APS 7.C The intern enhances student learning by providing appropriate instructional feedback to all students.

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**Target:** Provides consistent and meaningful feedback to the students throughout the lesson, also consistently provides meaningful feedback on all significant student work; feedback—whether oral, written, or nonverbal—is consistently equitable (i.e., provided to all students) and individualized; feedback is consistently accurate, constructive, substantive, specific, and timely; feedback is consistently effective in helping correct students’ misunderstandings or errors, reinforcing their knowledge and skills, and/or extending their learning.

**Acceptable:** Provides feedback to the students throughout the lesson; also provides feedback on all significant student work; feedback—whether oral, written, or nonverbal—is equitable (i.e., provided to all students) and individualized, feedback is accurate, constructive, substantive, specific, and timely; feedback is effective in helping correct students’ misunderstandings or errors, reinforcing their knowledge and skills, and/or extending their learning.

**Unacceptable:** Does not provide feedback to the students throughout the lesson; also does not provide feedback on all significant student work; feedback—whether oral, written, or nonverbal—is not equitable (i.e., provided to all students) and is not individualized; feedback is not accurate, constructive, substantive, specific, or timely; feedback is not effective in helping correct students’ misunderstandings or errors, reinforcing their knowledge and skills, and/or extending their learning.
### APS 8.A  The intern creates and maintains the physical environment of his or her classroom as a safe place that is conducive to learning.

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**Target:** Components found in acceptable plus classroom materials, displays, and arrangement fosters students' intrinsic intellectual curiosity beyond stated classroom objectives.

**Acceptable:** Classroom arrangement is free from clutter and distractions and allows all students to see, hear, and participate during instruction. Teaching materials are prepared and readily available. All materials are safely and properly stored and all applicable safety regulations and precautions are followed. Classroom displays feature items of educational relevance and interest, including current samples of student work as appropriate.

**Unacceptable:** Classroom arrangement impedes instruction. Materials are not readily accessible or available. Materials are not safely or properly stored. Safety regulations and precautions are not followed. Student work is not appropriately displayed.

### APS 8.B  The intern creates and maintains a positive affective climate in his or her classroom.

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**Target:** All components found in acceptable plus intern shows sensitivity to social, ethnic, cultural, linguistic, learning, and intellectual differences.

**Acceptable:** Intern conveys confidence in ability to teach the lesson content to all students. Exhibits enthusiasm and patience; Intern shows respect for the feelings, ideas, and contributions of all students and encourages the students to do likewise.

**Unacceptable:** Intern lacks confidence in ability to teach the lesson content to all students. Intern lacks enthusiasm and patience. Intern lacks respect for feelings, ideas, and contributions of all students.

### APS 8.C  The intern creates and maintains a culture of learning in his or her classroom.

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**Target:** All the components found in acceptable plus, to the extent appropriate, the intern invites student input and suggestions when designing instructional activities and events.

**Acceptable:** The intern demonstrates initiative, intellectual curiosity and standard of excellence. The intern facilitates cooperation and teamwork among students and provides them with appropriate incentives for learning. The intern works to ensure that every student feels a sense of belonging and purpose. Intern creates an emotionally safe environment.

**Unacceptable:** The intern fails to demonstrate initiative, intellectual curiosity, and standard of excellence. The intern fails to facilitate cooperation and teamwork among students. Intern provides inappropriate incentives for learning. The intern does not provide an emotionally safe environment.
**APS 9.A  The intern manages student behavior appropriately.**

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**Target:** All the components found in acceptable plus intern incorporates techniques that enable students to monitor and assume responsibility for their own behavior. Intern modifies management plan to accommodate individual needs. Intern regularly reviews management plan and modifies as necessary.

**Acceptable:** The intern develops an appropriate classroom management plan. The intern’s behavioral rules and consequences are appropriate for the students and are consistent with district and school policies. These rules and consequences are clearly conveyed to the students and are enforced in a fair and consistent manner. The intern maintains a constant awareness of classroom events and activities. The intern uses effective preventive discipline techniques (e.g., eye contact, facial expressions, proximity) and handles any disruptions in an appropriate and timely manner. Disciplinary actions focus on the inappropriate behaviors and not on the students themselves. The intern encourages students to monitor and assume responsibility for their own behavior.

**Unacceptable:** The intern does not develop a classroom management plan. Rules and consequences are inappropriate and inconsistent with district and school policies. Rules and consequences are not clearly conveyed to students. Rules are not enforced in a fair or consistent manner. Intern is not aware of classroom events and activities. The intern does not use effective preventive discipline techniques.

**APS 9.B  The intern makes maximal use of instructional time.**

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**Target:** All the components found in acceptable plus instructional materials, resources, and technologies are modified to meet individualized needs.

**Acceptable:** The intern ensures that his or her students are engaged in meaningful academic learning throughout the instructional period. Instructional materials, resources, and technologies are useable, well organized, and accessible. In general, instruction is characterized by appropriate pacing.

**Unacceptable:** Intern structures class time so students are not engaged in meaningful academic learning throughout the instructional period. Instructional materials, resources, and technologies are not well organized, accessible, or appropriately used. Instructional pacing is inappropriate.

**APS 9.C  The intern manages essential non-instructional routines in an efficient manner.**

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**Target:** All components found in acceptable plus no loss in instructional time.

**Acceptable:** It is evident that the intern has clearly communicated to his or her students the rules and procedures for safety routines (e.g., fire drills, tornado drills, emergency preparedness) and classroom operations (e.g., roll call, collecting or turning in assignments, obtaining and distributing instructional materials, keeping work stations or lab areas in order). Transitions between activities or classes are handled in an efficient and orderly manner, with supervision provided as is necessary and appropriate.

**Unacceptable:** Rules and procedures are not clearly communicated. Transitions between activities or classes are not conducted in an efficient and orderly manner.
**APS 10.A** The intern is an advocate for the students.

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**Target:** Components under acceptable plus the intern establishes appropriate professional relationships with agencies, businesses, and community groups that support the well being of students.

**Acceptable:** The intern collaborates with colleagues, administrators, and other student-oriented professionals (e.g., curriculum specialists, counselors, library media specialists, speech-language therapists, nurses) to determine the needs of his or her students and to plan and provide them with the appropriate learning experiences and assessments.

**Unacceptable:** The intern does not collaborate with colleagues, administrators, and other student-oriented professionals to determine the needs of his or her students. The intern does not establish appropriate professional relationships with agencies, businesses, and community groups that support the well being of students.

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**APS 10.B** The intern works to achieve organizational goals in order to make the entire school a positive and productive learning environment for the students.

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**Target:** The intern regularly attends and contributes to departmental meetings, faculty meetings, strategic planning sessions, and the like. The intern actively supports the efforts of school organizations such as parent-teacher groups and school improvement councils. To the extent that is possible and appropriate, the intern supports extracurricular activities that contribute to the overall learning and development of students (e.g., academic clubs, student council, athletics, cultural/artistic events).

**Acceptable:** The intern regularly attends departmental meetings, faculty meetings, strategic planning sessions, and the like. The intern supports the efforts of school organizations such as parent-teacher groups and school improvement councils.

**Unacceptable:** The intern does not attend and contribute to departmental meetings and faculty meetings. The intern does not support the efforts of school organizations such as parent-teacher groups and school improvement councils. The intern does not support extracurricular activities that contribute to the overall learning and development of students.
### APS 10.C   The intern is an effective communicator.

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**Target:** The intern communicates with parents/guardians on a regular basis about goals and expectations for student learning, behavioral rules and consequences, assignments, suggestions for supporting student learning at home, assessment results, and student progress and performance. The intern responds appropriately to parental concerns. The intern uses a variety of formats (e.g., telephone contacts, meetings, conferences, letters/newsletters, Web sites, report cards, notes, e-mails, interactive journals) to maintain effective and ongoing communication with others.

**Acceptable:** The intern communicates with parents/guardians about goals and expectations for student learning, behavioral rules and consequences, assignments, suggestions for supporting student learning at home, assessment results, and student progress and performance. The intern responds appropriately to parental concerns.

**Unacceptable:** The intern does not communicate with parents/guardians on a regular basis about goals and expectations for student learning, behavioral rules and consequences, assignments, suggestions for supporting student learning at home, assessment results, and student progress and performance. The intern fails to respond appropriately to parental concerns. The intern does not use a variety of communication formats to maintain effective and ongoing communication with others.

### APS 10.D   The intern exhibits professional demeanor and behavior.

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**Target:** Components found under acceptable plus the intern exemplifies and serves as a model when it comes to dispositional behavior. The intern always acts in a responsible manner, always dresses professionally, always is punctual, and always takes the initiative (actively seeks ways of helping cooperating teacher and others at the school).

**Acceptable:** The intern complies with the professional, school, and district rules, policies, and procedures; and is cognizant of the policies set forth in the SDE publication *Standards of Conduct for South Carolina Educators*. The intern’s performance is characteristic of a professional in terms of self-management (e.g., responsibility, initiative, time management, appearance), ethical standards, and quality of work (e.g., completing required tasks in an accurate, timely, and effective manner).

**Unacceptable:** The intern does not comply with professional, school, and district rules, policies, and procedures. The intern is not cognizant of the policies set forth in the SDE publication *Standards of Conduct for South Carolina Educators*. The intern does not possess/display the dispositions necessary for teaching (responsibility, initiative, appearance, punctuality, etc……see clinical dispositions form).
**APS 10.E  The intern is an active learner.**

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**Target:**  Components found in acceptable plus the intern is a reflective practitioner who systematically collects, synthesizes, and evaluates student-achievement data in order to accurately identify his or her own professional strengths and weaknesses and to gain professional insight and vision regarding ways to enhance student learning. As a result of this self-assessment, the intern collaborates with his or her supervisor(s) to develop an appropriate individualized professional growth plan.

**Acceptable:** The intern reflects on his or her own abilities and seeks ways of improving. The intern regularly seeks out, participates in, and contributes to activities that promote collaboration and that support his or her continued professional growth (e.g., participation in professional associations, courses, conferences, workshops, seminars).

**Unacceptable:** The intern is not a reflective practitioner. The intern does not systematically collect, synthesize, and evaluate student achievement data to identify his or her own professional strengths and weaknesses. The intern does not participate in professional development activities.

**SOE Verbal Communication**

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**Target:**  Elocution was very effective in holding the interest of the entire class. The enunciation was clear and voice projected to clearly reach. The terminology utilized was appropriate, varied and significantly challenging to accommodate various learning levels.

**Acceptable:**  Elocution of the lesson was appropriate and maintained the interest of most students. In general, both the enunciation and the voice were appropriate. The terminology used was suitable for the lesson and met the various learning levels of the students. Most words were pronounced correctly without any evidence of slang or inappropriate usage.

**Unacceptable:**  Elocution of the lesson was ineffective and did not maintain the interest of the class. There were specific errors noted in enunciation and/or the voice did not project sufficiently to be heard by all students. Some terminology was inappropriate for the learning levels of the students. Examples of mispronounced words, misused and/or slang were noted.

**SOE Written Communication**

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**Target:**  Written expression was clear, utilizing a wide range of grade level/lesson appropriate vocabulary. Terms presented to the students through technology and/or board work were neatly prepared, effectively displayed and accurately presented. All work was free of grammatical errors, misspellings and was clearly visible by all.

**Acceptable:**  Written work was generally clear, age/class appropriate. Terms were free of any significant errors, including but not limited to, occasional misspellings or grammatical mistakes. Board and/or written work is neatly presented and visible to all students.

**Unacceptable:**  Written presentation was ineffective, with numerous examples of misspellings, poor grammar, or illegible.
APPENDIX 6

University Supervisor
&
Cooperating Teacher

Topics to Discuss with Student Interns
University Supervisor/Cooperating Teacher
Topics to Discuss with Student Interns

❖ Opening of school
  • Registration
  • Room visits/parent meetings
  • Supply lists for students
  • School and district procedures for collection of money

❖ First day
  • Plan for the day’s activities
  • Student seating
  • Activities
  • Forms to be sent home
  • Distribution of books
  • School, class, district rules

❖ Grading procedures
  • Recording of grades—gradebook or computer
  • Computation of grades
  • School policy concerning number of grades per week

❖ Standardized testing
  • Types of tests
  • Security of testing materials
  • Interpretation of results
  • Use of test scores (school, district, state)

❖ Student records
  • Personal data
  • Personal information
  • Medical information
  • Emergency contacts
  • Standardized test scores
  • Academic plans
  • (Individualized Education Program) IEPS
  • Confidentiality of records
  • Safekeeping of records

❖ Safety issues
  • Fire drills
  • Tornado drills
  • Intruder in building
  • Universal Precautions

❖ Field trips
  • School and district rules
  • Forms
  • Transportation
  • Chaperones

❖ Parent conferences
  • School-wide (inservice day)
  • Individual conferences during the year
  • School policy regarding notes to or contacts with parents

❖ End of school
  • Collecting books, damage fees, etc.
  • Report cards
  • Promotion or retention
  • Policy and procedures
  • Paperwork to parents (critical times)
APPENDIX 7

SUGGESTED FORMAT FOR
INTERNSHIP NOTEBOOK
ORGANIZATION
SUGGESTED FORMAT FOR INTERNSHIP NOTEBOOK ORGANIZATION

Use 3-ring notebook binder with dividers

Section 1 – APS1: Long-Range Planning
- Course Requirements
- School Schedule
- School Information/Handbook
- Grading Plan
- Dynamic Educator Conceptual Framework
- Time Sheets
- Class Roll/Student Information
- Discipline Code
- Curriculum Goals
- Long Range Plan

Section 2 – APS2: Short-Range Planning of Instruction
- Lesson Plans (Following given ADEPT format)
- Unit Plan(s)

Section 3 – APS3: Planning Assessments and Using Data
- Teacher Made Tests/Keys
- Written Analysis and Summary of Standardized/Criterion-reference Tests
- Evidence of Authentic Assessment
- Written Analysis of Teacher Made Tests
- Copy of Grade/Record Book

Section 4 – Classroom Instruction
- APS4: Establishing and Maintaining High Expectations
- APS5: Using Instructional Strategies to Facilitate Learning
  - Diversity Artifact
  - Record of Appropriate Use of Technology
  - Record of Instructional Strategies Used
  - Pictures/Samples of Activities and Lessons
- APS6: Providing Content for Learners
- APS7: Monitoring, Assessing and Enhancing Learning
- APS8: Maintaining an Environment That Promotes Learning
- APS9: Managing the Classroom

Section 5 – Classroom Observations
- Cooperating Teacher forms
- University Supervisor forms

Section 6 – APS10: Fulfilling Professional Responsibilities
- Professional Organization Membership (copy of membership card)
- Reflection/Reaction to attendance at Professional Organization Conference
- Written description of Parent Conference(s)
- Record of Participation in after school activities/events

Section 7 – Teacher Work Sample

This notebook is a “snapshot” of your teaching internship. You will add to and pull from this portfolio as you grow professionally.

This notebook will be viewed by your University Supervisor and is the property of the student intern.

The notebook should be made available to your University Supervisor at all times.
APPENDIX 8

Standards- Based Unit Plan Template
Adapted from SC Standards Implementation Guide
Standards- Based Unit Plan Template*
Adapted from SC Standards Implementation Guide

Content Area: __________________________________________________________
Grade Level: __________________________________________________________
Title of Module: ________________________________________________________
Your name: ____________________________________________________________
E-mail address: ________________________________________________________
Phone: ________________________________________________________________
USCA Course: __________________________________________________________
Date: __________________________________________________________________

Honor Pledge:
On my honor as a University of South Carolina Aiken student, I have completed my work according to the principle of Academic Integrity. I have neither given nor received any unauthorized aid on the assignment / examination.

Signature ___________________________ Date ________________

* This template is used in selected methods classes and the teaching internship.
Standards-Based Unit Plan
Template

Content Area(s): ________________________________

Grade Level: ____________

Time to Complete: ______________

Title of Module: ________________________________

1. **South Carolina State Curriculum Standards**

   *Addressed:* (List specific standards by content area that are targeted [taught and assessed], introduced, and/or reinforced/reviewed. Place the appropriate letter [see key] beside each standard.)

2. **Unit Description:** (one paragraph)

3. **Objectives for Students:** (Develop objectives based on the knowledge and skills identified in the standards. The objectives should identify for the students what they are expected to know and be able to do at the end of the entire unit. [Apply the knowledge and skills in some way? Compare and contrast something? Evaluate something? Synthesize ideas or concepts?]. Objectives should define in student language what is essential for the student to learn.)

4. **Assessment:** (How will you find out what students have learned at the end of the entire unit? This assessment should measure whether students can apply, analyze, evaluate, and/or synthesize the knowledge and skills taught in the lessons. Include in this section your criteria for scoring student work [e.g., observation checklists, examinations with keys, scoring rubrics for performance tasks/projects/compositions/anchor papers.] This assessment should tie together the targeted standards, focus question(s)/objectives, and instruction.)
5. **Materials/Equipment/Resources:**
   - Please include a list of materials, equipment, or resources needed [e.g., hands-on learning materials, computer software/hardware, calculators, videos, lab equipment, textbooks, and other printed or electronic materials, etc.] List the materials/equipment/resources in two columns: Materials/Equipment/Resources Included and Materials/Equipment/Resources Not Included.
   - Identify any other individuals who will provide instruction.
   - If you are using copyrighted materials, you must include title, author, date, city, publisher, and page number.
   - If you have supporting materials, please include with the unit.
   - For any Web resources, please list the name of the Website and the complete URL. Also, include a one or two sentence description of the Website.

6. **Procedures:** Using in the formal lesson plan template, name/describe each teaching lesson/activity. Identify all student activities, specifying any grouping, and note their location in the instructional sequence. Include the step-by-step procedures necessary to describe both kinds of activities. If the results of the teaching or student activity are to be evaluated, describe all assessments that are to be used to evaluate students. For these assessments, include the criteria [or key, etc.] by which the achievement of the students will be determined. The descriptions should provide enough information for the activity to be replicated in another classroom with the same/similar results.

7. **Differentiation of Instruction:** (Describe any modifications for special needs/exceptional students (including gifted and talented students and ESL students) and/or students with academic plans. These accommodations/modifications support achievement of selected standards.) Identify this differentiation on each daily lesson. You might use the subheadings: Special Needs, Remediation, and Enrichment.

8. **Interdisciplinary Connections:** Include in this section information on how the lesson/unit can be integrated with other content areas. Extensions should be related to a follow-up lesson or larger unit and/or related to other content areas. On each lesson plan, identify the other disciplines addressed in the lesson with a short description of specifically how they are taught and integrated.
APPENDIX 9

TEACHING INTERN EVALUATION CHECKLIST
Student Intern:

TEACHING INTERN EVALUATION CHECKLIST

Teaching Interns:
Please use this checklist to help you keep track of your progress throughout your internship. This checklist may be used by the University Supervisor to assist in evaluating your performance in each of the APSs and Course Requirements. You may also use the list to assist in the organization of your Intern Notebook.

APS1. Long Range Planning:

☐ 0-5 points. Long Range Plan (LRP) – The intern must complete the LRP by the end of the third week after the first day of placement in the assigned school. Due _______________.

☐ The teaching intern must provide a post-teaching summary of adjustments made in the LRP and reasons for making such adjustments. This is part of the LRP and is due at end of the internship after all teaching has been completed.

☐ Submit a copy of your daily classroom schedule to your University Supervisor by the end of the first week of placement in your assigned school and any other time the schedule may change. Due _______________.

☐ Submit the school calendar to your University Supervisor during the first week of placement. Due ______

APS2. Short-Range Planning of Instruction:

☐ Lesson Plans * - Demonstrate the ability to write effective, efficient, relevant lesson plans. Due weekly one week in advance. Must be in intern notebook when supervisor visits.

APS3. Planning Assessments and Using Data

☐ 0-55 points. Develop, document and submit a Teacher Work Sample with all 7 components addressed. The components are: Contextual Factors, Learning Goals, Assessment Plan, Design for Instruction, Instructional Decision-Making, Analysis of Student Learning, and Reflection & Self-Evaluation.

☐ Organize and keep a record of student achievement in a gradebook. Place a copy of this in your notebook.

☐ Develop and administer appropriate assessments throughout the internship.

☐ Provide appropriate evaluations of all formal assessments throughout the internship. (i.e., grade range, item analysis, time frame, etc.) University Supervisor determines “appropriate”. Due within week after each assessment is graded.
APS4. Establish and Maintain High Expectations for Learners

APS5. Using Instructional Strategies to Facilitate Learning

☐ Appropriate use of technology. Document this in your notebook.

☐ Use a variety of different teaching techniques and activity-based experiences (e.g., cooperative learning, demonstration, experimental investigation, hands-on activities, lecture/discussion.) Document this in your notebook.

☐ Assume full responsibility in the classroom for at least two weeks.

☐ 0-25 points. Prepare and present a minimum of four lessons for ADEPT observation and evaluation by your University Supervisor.

☐ 0-5 points. Provide an artifact of what you have done during the internship to address diversity.

APS6. Providing Content for Learning

☐ Content is accurate and appropriate for objectives and aligned with South Carolina Curriculum Standards. Make sure your objectives, procedures and assessments match the appropriate SC standard.

☐ Provide content in varied formats.

APS7. Monitor, Assessing and Enhancing Learning

APS8. Maintain an Environment that Promotes Learning

☐ Classrooms contain displays of educational materials (e.g., bulletin boards, posters, and examples of student work) that are of interest to students and relevant to the subject matter and skills being learned. You might want to take pictures of any bulletin boards or student work displayed to put in your notebook.
APS9. Managing the Classroom

☐ Rules/Expectations for appropriate classroom behavior and consequences for inappropriate behavior are presented, clarified, and if possible, posted in clear view.

APS10. Fulfilling Professional Responsibilities

☐ Join a relevant professional education organization. *Provide a copy of the membership card or mailing label from a journal.*

☐ Attend one national, regional, or state conference. The conference must be approved by your University Supervisor and must be at least 1/2 a day in length. *Provide a copy of receipt and provide a written reflection within one week of attending conference.*

☐ Inform your Cooperating Teacher and University Supervisor in advance of all times you will be out of the classroom.

☐ Use standard spoken and written English in all professional situations.

☐ Adhere to the Internship Code of Ethics in Part I of the *Internship Handbook.*

☐ **0-5 points.** Demonstrate effective interpersonal communication skills and sensitivity in all professional situations. Receive a rating of acceptable on Clinical Disposition forms completed by the University Supervisor and Cooperating Teacher.

☐ **0-5 points.** Discuss and participate in at least one parent/teacher conference with your Cooperating Teacher. Provide a written description of your experience.

**Cooperating Teacher Lesson Observations & Weekly Conferences:**

Your portfolio will include:

☐ Four (4) Weekly Lesson Observation forms completed by the Cooperating Teacher and discussed with the intern.

☐ Four (4) Weekly Teacher Evaluation forms completed by the Cooperating Teacher and discussed with the intern.

☐ **100 Points Possible**
APPENDIX 10

School of Education
Lesson Plan Format
USCA School of Education
Lesson Plan Format

Lesson Title

Candidate Name: Signed USC Aiken Honor Code

Subject Area: Mathematics, Science, Social Studies, RELA, etc.

Grade Level(s): May be a single grade or a span of consecutive grades (e.g., 3-4)

Date Lesson to Be Taught: Give the anticipated date and time lesson will be taught.

Time Frame/Duration: How long should the lesson take (min., hrs., days)?

Lesson Objective(s):

S. C. Content Standards Correlation: Give the standard and indicator notation and descriptions of the learning target from the S. C. curriculum document

Observable Learner Outcomes: This statement may be different from the statement of the curriculum standard (or indicator). It should be very specific with observable outcomes.

Number of Students: For how many students is this lesson plan intended?

Grouping: How will the students be grouped? (e.g., whole class, groups of 3-4 students, pairs, cooperative groups with designated roles, etc.)

Accommodations (Differentiation, Special Needs, Enrichment, Extensions): How will you accommodate for varying rates of learning, different learning styles, different abilities, and other relevant diversities in the class? What accommodations will be made for students with special needs (such as autism, ADHD, language impaired, intellectual disability, learning disability, visual impairment, hearing difficulty, etc.)?

Materials/Resources: Provide an itemized list of materials, including manipulatives, laboratory equipment, technology, AV materials, copies of all student handouts and assessments, and page numbers of named textbooks (e.g. “pages 78-79 in Glencoe Mathematics, 2000, Level 4”). List student sheets and assessments by the titles on the sheets and attach them to the plan. List websites by their titles and URLs. The quantity of each item should be specified. If group activities apply, then indicate the number of each item per group as well as the total for the class. Also distinguish between items needed by the teacher only and those that are intended for student use.

Educational Technology (as appropriate): How will the specific technology be integrated into the lesson? How will its use enhance the learning process? Why did you select the particular technology? If no technology is used, briefly justify your decision to omit it.
Safety Issues/Concerns (if applicable): Address concerns/issues of physical and psychological safety, where applicable. Suggest safe ways of avoiding potential hazards. Otherwise, state, “There are no safety issues/concerns inherent in executing this lesson.”

Lesson Procedures:

- **Contextual Teaching:** How will you use concrete, hands-on instruction and presentation with an emphasis on real-world applications and problem solving (authentic and relevant)?
- **Instructional Strategies** – What are you going to do to achieve your objective? List specific instructional strategies incorporated in the step-by-step procedure described below (e.g. hands-on activity, cooperative group activity, lecture, discussion, video presentation, game, etc.).

**Step-by-Step Outline of the Lesson:** Provide a detailed description of the lesson procedures written in a logical sequence. This should be a step-by-step procedure for teaching the objective and targeted standard. This is what the teacher will do to TEACH the objective(s) and what the students will do to learn and practice the objective. This procedure will help you to stay on task. Include page numbers, a variety of approaches and activities, accurate content, sample questions the teacher will use, examples for students, etc. Any activities, games, activity sheets, etc. must be identified by title and included or attached to the lesson plan. The procedure should include:
  - Motivational opening activity
  - Modeling
  - Detailed examples, if applicable
  - Critical thinking questions
  - Lesson closure

**Suggested Assessments** Describe all assessments that will be used prior, during and after the lesson that provide opportunities for students to demonstrate their mastery of the targeted objectives and information to guide instructional decisions. These assessments may be informal or formal. Include the criteria for mastery, scoring guide(s) (i.e., rubric, checklist, rating sheet, etc) and method of computing scores. Name and attach copies of any assessment sheet(s) that will be used. Otherwise describe how the assessments will be conducted and what results will be recorded or communicated to the students. Each lesson plan requires each of the following to be addressed:

- **Prior to Lesson:** How will you assess prior learning or diagnose readiness for the planned lesson?
- **During the Lesson:** How will you assess student progress and provide feedback throughout the lesson (formative assessment)? List specific examples of purposeful oral questions that may be embedded in the lesson to assess and enhance student learning.
- **After the Lesson:** How will you evaluate students’ post-instruction achievement level in relation to the targeted learning (summative assessment)

**Follow-up:** What will you do after the assessment if a student doesn’t meet the intended learner outcomes? What if everyone just does not “get it”? What new strategies will you use to help them catch on? When will you implement the follow up activities?

**Reference(s):** List all references for materials used in preparing or executing the lesson. Citations should be in APA, 5th edition format.