

Morris College Teacher Education Handbook



TBA
Director of Teacher Education

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Chair, Division of Education

Preparing teachers who are "Competent, Critical thinkers, Reflective Practitioners, and Caring"

NCATE
The Standard of Excellence
in Teacher Preparation

Foreword

The Office of Teacher Education in the Division of Education is the Educator Preparation Provider (EPP) of Morris College.

The *Teacher Education Handbook* is to provide information for pre-candidates who are preparing to apply for admission to the Teacher Education Program and for all candidates who have been admitted to the Teacher Education Program. This document serves as the guide for getting an appropriate and informed start in preparing for admission to the Teacher Education Program and a guide for assisting candidates in completing the program. When used in conjunction with information in the College catalog, the entering pre-candidates and returning candidates will gain precise information about application procedures, forms, interviews, state requirements, College requirements, schedules, and program expectations.

This handbook also serves as a resource for all Program Coordinators, teacher education faculty (full-time and adjunct), practicum teachers, cooperating teachers, as well as any other appropriate institutional and public school personnel.

Table of Contents

Part I

An Overview of the College and the Educator Preparation Provider

The Mission Statement of Morris College.....	8
The Conceptual Framework of the Educator Preparation Provider.....	9
The Vision of the Educator Preparation Provider.....	9
The Mission of the Educator Preparation Provider.....	9
Candidate Outcome and Candidate Dispositions.....	10
Candidate Outcomes	10
Candidate Dispositions	11
The Educator Preparation Provider’s Candidate Outcomes and Proficiencies.....	12
The Overview of the Educator Preparation Provider.....	15
The Call Me Mister Program	16
Program Majors within the Educator Preparation Provider and Program Coordinators	17

Part II

Admission and Beyond

A Special Message for Pre candidates	19
Criteria for Admission to the Teacher Education Program	20
Advisement for Teacher Education Majors	21
Academic Probation, Suspension, and Dismissal from College.....	22
The College’s Policy on Progress to Receive Federal Financial Aid Funds	23
Probation, Suspension and Dismissal from Teacher Education	24
Application for Graduation.....	24
The Last 30 Semester Hours	24
Graduation Requirements	25
Key Points to Remember	26

Part III

Program Objectives and Course Requirements by Major

Program Requirements and Certification Grade Configurations	29
Early Childhood Education, Grades P-3	29
Elementary Education, Grades 2-6	31
Biology/Secondary Education, Grades 9-12	33
English/Secondary Education, Grades 9-12	36
Mathematics/Secondary Education, Grades 9-12	38
Social Studies/Secondary Education, Grades 9-12	40

Part IV

Field Experiences

Field Experiences Defined	43
Descriptions of Practicum Types	43
Agreement with Public Schools	47
Selection of Public Schools	47
Personnel Involved in Practicum I –Practicum III	47
Qualifications for Practicum Teachers	48
Reflection Log Assignment	48

Part V

Type IV Practicum and Observation and Directed Teaching

Type IV Practicum Observation and Directed Teaching Internship	51
The Purpose of the Observation and Directed Teaching Internship	52
Personnel Involved in the Observation and Directed Teaching Internship	53
Qualifications for Cooperating Teachers	54
Qualifications for College Supervisors	54
Requirements for Admission to Observation	

Preparing Teachers who are "Competent, Critical Thinkers, Reflective Practitioners, and Caring"

and Directed Teaching Internship.....	55
Organization of the Observation and Directed Teaching Internship	56
Evaluation of the Student Teacher	61
Informal Evaluation	61
Formal Evaluations Required by Morris College ADEPT Expectations.....	61
Honorarium for Cooperating Teacher.....	63
Roles and Responsibilities of Cooperating Administrators	63
Roles and Responsibilities of Cooperating Teachers.....	63
Roles and Responsibilities of Student Teachers	65
The Responsibilities of the College Supervisor.....	66
Absence of a Cooperating Teacher	67
Absence of the Student Teacher	67
Removal of a Student Teacher	67
Removal Options	69
Candidate Appeal.....	69
Repeating Directed Teaching.....	69
Grading	70
Evaluation of Program and Personnel.....	70
Reflection Log Assignment	71
The Morris College ADEPT Evaluation System	72
Morris College/ADEPT Expectations for Student Teachers	72
Policies Regarding Substitutes for Cooperating Teachers.....	78
Selection of Public Schools for Clinical Field Experiences	78
Criteria for Selecting Coordinating Teachers and College Supervisors	79
Summary of ADEPT Procedures	79
Procedures for Evaluating Student Teachers	80

Part VI

The Educator Preparation Provider’s Assessment System for Candidates and the Program

Description of the Educator Preparation Provider’s Assessment System	82
Assessment of Pre-Candidates and Candidates	84
Performance Assessment Level II-Requirements for Applying	

Preparing Teachers who are “Competent, Critical Thinkers, Reflective Practitioners, and Caring”

for Admission to the Teacher Education Program.....	85
Performance Assessment Level III-Pre-Professional	86
Assessment Level IV: Professional	87
Capstone Course	88
Program Evaluation	90

Part VII

Induction Follow-Up after Graduation

Assessment Level V: After Graduation	94
Evaluation of First – Year Professionals	94
Initial Licensure Recertification and Other Personnel Related Obligations	95
Recertification.....	96

Part VIII

Standardized Tests Required for the Teacher Education Program:

Admission and Student Teaching

Test Requirements for the Teacher Education Program	98
Admission	98
Fee Waiver	98
The computer-based Praxis Core	98
Prior to Admission to the Observation and Directed Teaching Internship	98



Part I

An Overview of the College and the Educator Preparation Provider

The Mission Statement of Morris College

Morris College was founded in 1908 by the Baptist Educational and Missionary Convention of South Carolina to provide educational opportunities for Negro students in response to the historical denial of access to the existing educational system. Today, under the continued ownership of its founding body, the College opens its doors to a culturally and geographically diverse student body, typically from the Southeast and Northeast regions. Morris College is an accredited, four-year, coeducational, residential, liberal arts and career-focused institution awarding baccalaureate degrees in the arts and sciences and in career-based professional fields.

The College serves the needs of its students, alumni, and community.

It serves its students by:

- Providing sound liberal arts and career-based programs with a particular emphasis on teacher education.
- Providing an intensive program for mastering basic social, thinking, listening, speaking, reading, writing, mathematical, technological, and leadership skills.
- Providing services and programs to assist in their academic, social, professional, and personal development.
- Promoting an ethical and religious environment which complements the student's total development.

It serves its alumni by:

Promoting a relationship that is mutually beneficial to the alumni and the institution.

It serves its community by:

- Providing continuing education and services to clergy and laity.
- Promoting the growth and development of the larger community through public service programs.
- Providing research services and facilities in the solution of academic and community problems.

Morris College is primarily a student-centered institution which seeks to fulfill this mission by:

- Evaluating the academic performance of students to ensure competence in communication, problem solving, critical thinking, and the use of information technology.
- Emphasizing a broad understanding of the liberal arts and sciences.
- Emphasizing specific professional and technical skills necessary to meet societal demands.
- Emphasizing total development of the student for responsible citizenship in a global society.

This student-centered commitment embraces the College's motto, "Enter to Learn; Depart to Serve."

The Conceptual Framework of the Teacher Educator Preparation Provider

NCATE'S definition of Conceptual Framework: "[It] establishes the shared vision for a unit's efforts in preparing educators to work in P-12 schools and provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability." Morris College Educator Preparation Provider Conceptual Framework is summarized in the following paragraphs. Whatever we do in the teacher education program emanates from our conceptual framework. It is the premise for all that we do.

The Vision of the Educator Preparation Provider

The Educator Preparation Provider envisions the Morris College Teacher Education Program as the premier program in the nation in preparing teachers who are competent, critical thinkers (analytical), reflective practitioners, and caring. Also, it envisions the graduates as being committed to meeting the educational needs of all learners in our world's diverse settings. To this end, the Educator Preparation Provider's vision is captured in the theme: The nation's premier teacher education program in preparing teachers who are **Competent, Critical Thinkers, Reflective Practitioners, and Caring**.

The Mission of the Educator Preparation Provider

The mission of the Educator Preparation Provider is to prepare candidates for teaching careers in elementary and secondary schools. Included in the mission is the concept of providing high quality programs through effective teaching, content-related field experiences, on-going assessment, and other learning opportunities to ensure that all graduates meet the standard of highly qualified.

Because of the constant technological, social, and occupational changes in our society, education must be dynamic. More than ever, students in today's P-12 schools must learn how to become independent learners and adept at adapting to the changes in every aspect of life and learning. Thus, their teachers must be models of independent learning, while demonstrating enthusiasm, motivation, and love for the teaching and learning process. Teachers must also be experts in and modelers of the elemental skills of listening, reading, speaking, and writing; for mastery of these skills serves as the foundation for independent and lifelong learning.

The Candidate Outcomes and Candidate Dispositions

The Morris College Educator Preparation Provider expects its graduates to possess and to demonstrate specific knowledge, skills, and dispositions that are unique to its program. These unique elements are defined as Candidate Outcomes and Candidate Dispositions.

Candidate Outcomes

The Educator Preparation Provider identified four candidate outcomes that serve as the vehicle that guides the program and as the adhesive that connects and binds the candidates' learning experiences:

Competent

Competent teachers are experts in the content that they teach. Teacher education programs must provide candidates with a foundation of information, research results, and theories that can be applied to experiences in classrooms. Teachers must have a thorough knowledge of formal and informal assessment strategies. Thus, teachers must have the ability to understand a given situation, access appropriate information, and analyze the circumstances in light of potential results. Further, they must possess and appropriately apply knowledge relative to diverse cultural, social, economic and cognitive differences that learners bring to the classroom. Competent teachers also understand and use their knowledge of technology to bridge the social, cultural, and economic gaps, in order to increase the probability of equal access to educational opportunities.

Critical Thinkers

Teachers think critically about every aspect of the teaching-learning process: the curriculum standards that must be taught, the selected objective, the most effective way to introduce the objective, which en-route learning's must be presented first, how to take a learner from not knowing to knowing, which guided activities will best reinforce the learning for all learners, and the most effective means of determining if learning has occurred for all learners. Further, if learning has not occurred for every learner, then the analytical teacher knows what to draw upon from his repertoire of content and pedagogical knowledge.

Reflective Practitioners

Teachers who are reflective practitioners master the hallmarks of reflective practice: self-knowledge and self-assessment. Self-assessment motivates self-improvement. Thereby, reflective practitioners continue to grow in their ability to teach by thinking about their teaching, testing teaching ideas, and improving practice.

Caring

Caring teachers model respect and sensitivity for their learners. They also work to support the learners' self-concept and self-efficacy as much as their achievement; encourage efforts while challenging students to do their best; promote a climate of caring and trust; help students set achievable goals; and consider individual growth or progress in assessing learning.

The Candidate Dispositions

When the Educator Preparation Provider's competent, critical thinking, reflective practitioners, and caring candidates graduate, they will also possess and demonstrate the following five elements of moral and ethical behavior:

1. Value for reflection as a part of professional growth;
2. Respect and value for all students and their diverse talents and abilities;
3. A sensitivity to community and cultural norms;
4. Establishing and maintaining high expectations for all students and believing that all children can learn
5. Value for collaborative efforts to enhance practice and problem solving.
6. Value and demonstrate fairness in all interactions with students, parents, and colleagues

Throughout the teacher education program, pre-candidates and candidates are assessed relative to their acquisition of the candidate outcomes and the candidate dispositions.

The Educator Preparation Provider's Candidate Outcomes and Proficiencies

The Teacher Education Educator Preparation Provider's four candidate outcomes are supported by 21 proficiencies that must be demonstrated by all candidates. These proficiencies are aligned with the Educator Preparation Provider's conceptual framework, the state's ten ADEPT (Assisting, Developing, and Evaluating Professional Teaching) Performance Standards; the Council for the Accreditation of Educator Preparation (CAEP) standards, as well as the standards of specialized associations for which the unit has programs: National Council for the Social Studies (NCSS); National Council of Teachers of English (NCTE); National Council of Teachers of Mathematics (NCTM); the National Science Teachers Association (NSTA); Association for Childhood Education International (ACEI); and the National Association for the Education of the Young Child (NAEYC). Also, all standards are aligned with the Educator Preparation Provider's standards, which are the principles of the Interstate New Teacher Assessment and Support Consortium (INTASC), which the unit adopted as its standards.

Acquisition of the 21 proficiencies will ensure that all unit completers will possess the knowledge, skills, and dispositions required to become teachers who are Competent, Critical Thinkers, Reflective Practitioners, and Caring. Moreover, the candidates will be prepared to facilitate learning that will have a positive impact on P-12 student achievement. The proficiencies are aligned with the Educator Preparation Provider's conceptual framework and appear below.

Candidate Outcome 1: Teachers as Competent Educators

Proficiencies

- 1.1. understand the major concepts and processes of inquiry central to the subject area(s) of preparation;
- 1.2. understand verbal, nonverbal, and media/technology strategies for effective communication with all students;
- 1.3. understand how diverse cultural, ethnic, socio-economic, gender, and exceptionality issues affect student learning;

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- 1.4. understand the relationship among human development, teaching, and learning;
- 1.5. understand the interrelationship of curriculum, instruction, and assessment within and across the disciplines;
- 1.6. understand the concepts related to technology;
- 1.7. understand the principles of effective classroom management to promote positive social, democratic, and mutually respectful behavior and purposeful learning; and
- 1.8. understand the philosophical, historical, and sociological foundations of education and implications for teaching in a diverse society.

Candidate Outcome 2: Teachers as Critical Thinkers Proficiencies

- 2.1. research and use theories, current information, resources, best practices, and technologies to design and facilitate effective learning environments to enhance teaching and learning;
- 2.2. select and use a variety of instructional strategies to enhance teaching and learning;
- 2.3. plan and deliver culturally responsive lessons through differentiated instruction, by monitoring student learning and adjusting practice based on knowledge of student interests, abilities, skills, experiences, and peer relationships;
- 2.4. use effectively appropriate classroom management strategies that promote student learning; and
- 2.5. select, design, administer, analyze, and interpret a variety of appropriate assessments, and use the results to enhance teaching and learning.

Candidate Outcome 3: Teachers as Reflective Practitioners Proficiencies

- 3.1. use critical and systematical reflection on effects of discussions and actions on others to improve teaching practices;
- 3.2. engage in inquiry, reflection, and self-assessment to improve practice; and
- 3.3. value reflection as a part of professional growth.

Candidate Outcome 4: Teachers as Caring Educators Proficiencies

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- 4.1. respect and value all students and their diverse talents and abilities;
- 4.2. demonstrate sensitivity to parents/family, community and cultural norms;
- 4.3. establish and maintain high expectations for all students; and
- 4.4. value collaborative efforts to enhance practice and problem solving.
- 4.5. value and demonstrate fairness in all interactions with students, parents, and colleagues

The Overview of the Educator Preparation Provider

The Morris College Educator Preparation Provider is one of five programs housed in the Division of Education: (1) Health Science, (2) Recreation Administration, (3) the Army Reserve Officer Training Corps, (4) Cooperative Education, and the, and (5) Teacher Education, to include the *Call Me Mister* Program.

The Educator Preparation Provider offers baccalaureate degrees in six (6) areas: Early Childhood Education, Elementary Education, Biology/Secondary Education, English/Secondary Education, Mathematics/Secondary Education, and Social Studies/Secondary Education.

Candidates preparing to teach on the secondary level are majors in their chosen disciplines (i.e., biology, English, mathematics, social studies). They must, however, enroll in the Teacher Education Program and have two academic advisors: one for the major discipline and one for the professional education courses. The program of instruction for all teacher education majors consists of four main segments: general education, professional education, the specialized requirements of the major discipline, and electives. The Teacher Education Program is designed to ensure that all candidates graduate demonstrating the unit's pre-determined knowledge, skills - dispositions and are prepared to be teachers who are **competent, critical thinkers, reflective practitioners, and caring.**

The Call Me Mister Program

The *Call Me Mister* Program is a scholarship teaching preparation program. The program seeks to recruit, prepare, certify, and secure employment for young African American males, who want to teach in the elementary schools in South Carolina. One may major in Early Childhood Education (PK-2) or Elementary Education (grades 3-6). Basic criteria for program consideration are to maintain of a minimum of a 2.50 grade point average, enroll in at least 16 credit hours per semester, and to take Praxis Core, a basic skills test required for pre-candidates to be considered for admission to the Teacher Education Program, no later than the summer prior to the beginning of the sophomore. The *Call Me Mister* Program provides financial assistance toward participants' books and tuition. All participants must complete and sign a contractual agreement. For more information, contact the Collaborator for the *Call Me Mister* Program at Extension 3197.

Program Majors within the Educator Preparation Provider and Program Coordinators

To ensure programmatic continuity, the unit has a program coordinator who oversees each of the unit's six majors (Table 1).

Table 1: Program Majors, Program Coordinators, and Contact Information

Program Major	Program Coordinator	Office Location	Campus Extension and E-mail Address
Biology/Secondary Education	Radman Ali, Ph.D.	The Wilson-Booker Science Building	X3284 rali@morris.edu
Early Childhood Education		The H. H. Butler Building	X3243
Elementary Education	Elaine McClure, Ph.D.	The H. H. Butler Building	X3252 emclure@morris.edu
English/Secondary Education		Academic Hall	X3214
Mathematics/Secondary Education	Ann Trahanovsky-Orletsky, Ph.D.	The Wilson-Booker Science Building	X3283 atorletsky@morris.edu
Social Studies/Secondary Education	Patricia Ali, Ph.D.	The Butler H. H. Building	X3250 pali@morris.edu



Part II

Admission and Beyond

A Special Message for Pre-Candidates

Students are given every opportunity to pass the Praxis Core Examination. Pursuant to Sections 59-26-20 and 59-26-40 of the South Carolina Code of Laws, “any person taking the Basic Skills Examination (Praxis Core) and fails to achieve a passing score on all sections shall be allowed to retake the test or a portion thereof”.

However, please note that when you delay taking and passing all parts of Praxis Core, you are also prolonging the completion of your program requirements, which translates into a delay of your graduation date. Further, one of the requirements of the Morris College Teacher Education Program is that you take Praxis Core before the beginning of your sophomore year. This requirement is in place to provide you an opportunity to take advantage of the Praxis Core preparation sessions and other helpful resources that are available to you.

Beginning with your first semester of enrollment at Morris College, the faculty in the Teacher Education Educator Preparation Provider schedule and conduct Praxis Core help sessions. You also have the benefit of guided assistance in the H. H. Butler Computer Laboratory as you work on the Praxis Core Preparation Program. Regular meetings are held just for you. These sessions are important; therefore, you need to be in attendance. The Educator Preparation Provider begins assessing your readiness toward becoming a teacher education candidate who will be committed to doing what the program requires in order for you to become a teacher that reflects the philosophy of this program: A teacher who is Competent, a Critical Thinker, a Reflective Practitioner, and Caring.

Your preparation for the teaching profession begins now. We are excited that you are here and are eager to assist you in reaching your goal of becoming a teacher. We are confident that you have the potential to pass this test. Let's prepare for success!!!

Criteria for Admission to the Teacher Education Program

Pre-candidates, students who desire to enter the teaching profession, are:

- to complete the **Intent to Major in Teacher Education** form during the first semester of enrollment in the College;
- participate in Teacher Education Orientation Sessions, Praxis Core Workshops, work on Praxis Core software in the H. H. Butler Laboratory, and take Praxis Core during the freshman year.

Praxis Core is a national standardized examination that assesses one's proficiency in mathematics, reading, and writing. It is legislated by the State of South Carolina that all persons seeking admission to teacher education programs must earn the cut-off score for each part of the examination: Mathematics 150; Reading 156; and Writing 162.

Application for admission to the Teacher Education Program is completed during the spring semester of the sophomore year or the first semester of the junior year. All required forms are available from Program Coordinators and the Office of Teacher Education. Criteria for formal admission to the Teacher Education Program appear below:

Applicants for admission to the Teacher Education Program must

- a. submit passing scores on all parts of Praxis Core (Candidates are responsible for having official Praxis Core score reports sent to the Office of Teacher Education, via the Educational Testing Services.);
- b. complete 61 hours of college credit, excluding developmental course credit;
- c. have earned a minimum grade point **average of 2.60** on a 4.0 scale;
- d. complete EDU 200: Introduction to Education, with a grade of "C" or better;
- e. complete and submit an Application for Admission to the Teacher Education Program;
- f. demonstrate competency in oral and written English (a rating of "Acceptable" or above on language usage during the Admission-to-Teacher Education Interview, on the "Why I Believe I Will Be An Effective Teacher" essay, and a passing score on the Writing portion of Praxis Core);
- g. demonstrate personal and social fitness to become a teacher (no disciplinary infractions as evidenced through the Office of Student Affairs);
- h. demonstrate physical and mental wellness for the tasks to be performed (no evidence to the contrary);
- i. refer to the guidelines for completing the pre-professional portfolio that are distributed in the course, EDU 200: Introduction to Education. Contact your Academic Advisor for additional assistance, if needed; Listed are examples of documents that must be included in the portfolio:
 - written evidence of your progress toward achieving the Educator Preparation Provider's Candidate Outcomes of becoming a **competent, critical thinking, reflective, and caring** teacher
 - a word-processed one-page essay explaining why you believe you will become an effective teacher.
 - a word-processed philosophy of education, written in third person

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- two recommendation forms completed by 1 faculty member from the Division General Studies and 1 from the Teacher Education Unit
- j. submit the pre-professional portfolio to your Academic Advisor two weeks before the Admission-to-Teacher-Education Interview.
 - k. earn a rating of “*Acceptable*” or above on the pre-professional portfolio from the Teacher Education Review Committee;
 - l. earn a rating of “*Acceptable*” or above on the Admission-to-Teacher-Education Interview; and
 - m. await written notification of the Teacher Education Review Committee’s decision from the Director of Teacher Education within two weeks after the Admission-to-Teacher-Education Interview.

Advisement for Teacher Education Majors

During the freshman year or the first semester persons transfer to the college, they are assigned advisors. Their advisors are the Program Coordinators for the unit’s respective majors. Therefore, an individual’s advisor is determined by the pre-candidate’s anticipated major. Morris College has a written policy on academic advising. It states in the Personnel Policy Handbook, F II-3:

All candidates are assigned academic advisors to insure that they achieve maximum progress toward their educational objectives. It is a responsibility of the academic divisional chairman to assign a group of students to each academic advisor. Academic advisors are faculty members who have been assigned that responsibility by their divisional chairman, and these advisors must have a thorough knowledge of the course requirements for each program and of the content of each course. The academic advisor must confer with each assigned advisee at least once during each semester to discuss the candidate’s academic program and to assist in preparing class schedules for the following semester. It is also necessary for the academic advisor to coordinate closely with the Office of Admissions and Records in monitoring the candidate’s educational program.

In keeping with college policy, all pre-candidates and candidates are assigned an advisor within the Educator Preparation Provider. The candidates are placed with faculty advisors who are trained in Early Childhood Education, Elementary Education, and Secondary Education. Candidates in secondary education areas are assigned advisors in the content area (English, social studies, biology, and mathematics) through

collaboration with respective chairpersons where majors are offered and an advisor in the Educator Preparation Provider.

Academic Probation, Suspension, and Dismissal from the College

Students must maintain a minimum grade point average based on the number of semester hours attempted. The minimum grade point average is as follows:

<u>Total Semester Hours Attempted</u>	<u>Cumulative Grade Point Average</u>
up to 24	1.50
52 to 55	1.70
56 and above	2.00

Academic Probation

The record of each student is reviewed at the end of each semester. For each semester that a student fails to achieve the minimum grade point average, he/she is placed on academic probation. A student on academic probation may enroll for no more than 13 semester credit hours and may participate only in academic and academic-related activities.

Academic Suspension

After two consecutive semesters on academic probation, the student will be suspended. A student suspended for academic reasons may not enroll at the College for one full semester; however, he/she may seek approval from the Academic Dean to attend summer school in order to improve his/her cumulative grade point average. The student must present written confirmation of the Academic Dean's approval before he/she will be permitted to register for the summer session.

A student who has been suspended must request readmission to the College at the end of the semester during which he/she was suspended. If readmitted, the student must earn a minimum grade point average of 2.5 in the returning semester and may participate only in academic and academic-related activities.

Academic Dismissal

A student who has been previously suspended and who fails to achieve the minimum grade point ratio after being readmitted will be dismissed from the College and may be ineligible to reenroll.

The College's Policy on Satisfactory Progress to Receive Federal Financial Aid Funds

Morris College's Policy on Satisfactory Academic Progress has been developed in accordance with the Federal Regulations that are defined in Public Law 94-482 (U.S. Department of Education), which require each student receiving federally funded student financial aid to make satisfactory academic progress as a condition for continuing to receive federally student financial aid. Accordingly, each student who receives federally funded student financial assistance at Morris College must adhere to this policy in order to continue receiving any type of federal financial assistance.

Eligibility

To be eligible for the federally funded financial aid at Morris College, a student must meet the following standards:

1. The student must be admitted and enrolled in an academic program.
2. The student must meet the College's academic standards that are specified in the Morris College Catalog.
3. **A student who is required to take developmental courses will be eligible to receive financial aid to cover developmental courses for only one academic year.**
4. A student who is seeking to enroll at another institution as a transient student will be considered to receive financial aid for summer school enrollment only. The student must make a special request to the Office of Financial Aid one month prior to enrollment. The student must also have the approval of the Academic Dean.

Satisfactory Progress

To be considered as making satisfactory academic progress (and be eligible for renewal of any type of financial aid at Morris College), a student must meet the following standards:

1. The student must earn a minimum of 24 hours each academic year or 12 hours for one semester of enrollment.
2. The student must complete requirements for a degree within a reasonable length of time. (Six school years is considered to be the maximum reasonable length of time for a student to complete requirements for a degree and remain eligible for Federal financial aid.)
3. A part-time student must complete successfully 75 percent of all attempted academic credit hours in each twelve-month period or three academic credit hours in each twelve-month period, or three academic credit hours each semester, whichever is greater.
4. The student must maintain a minimum grade point average in accordance with the required academic standards below:

Total Semester Hours Attempted	Cumulative Grade Point Average
Up to 24	1.50
25 to 55	1.70
56 and above	2.00

5. A student's academic record is monitored on a semester basis, and a review is made at the end of each academic year. If a student's academic record indicates that the student is not meeting minimum academic standards, the student is notified and advised to take appropriate action to achieve minimum academic requirements before the beginning of the following school year.
6. A student who does not meet minimum academic standards during the fall and spring semesters may enroll in summer classes to successfully complete the requirements specified for making satisfactory progress and maintaining academic standards.

Probation, Suspension and Dismissal from Teacher Education

A candidate admitted and enrolled in the Teacher Education Program may be suspended or dismissed from the program for the following:

1. Failure to comply with unit policies and procedures.
2. Misconduct and lack of responsibility during practicum experiences and the Observation and Directed Teaching Internship.
3. Failure to **maintain a 2.6 grade** point average. **
4. Failure to pass (ADEPT) observations during the Observation and Directed Teaching Internship.

**Candidates must maintain a minimum cumulative grade point average of 2.60. If the grade point average places candidates on academic probation with the College, they are notified through the regular college channels as outlined in the most recent *Morris College Catalog* and the *Student Handbook*.

When placed on probation from the Teacher Education Program, the candidates must meet with the Teacher Education Review Committee. The Teacher Education Review Committee will advise the candidates and make recommendations about the candidates' status in the Teacher Education Program.

Application for Graduation

All candidates must apply for graduation during the first semester of the junior year.

The Last 30 Semester Hours

All candidates must complete the last 30 semester hours of credit towards graduation at Morris College.

Graduation Requirements

1. A candidate for graduation must earn the last 30 hours during the senior year in residence at Morris College.
2. A candidate for graduation must have earned a minimum of 124 credit hours and a grade point average of not less than 2.0. Certain major programs require a higher number of credits for graduation.
3. A candidate for graduation must complete a written application for graduation and file it with the Office of Admissions and Records no later than the end of the student's junior year. The Office of Admissions and Records will notify the student of his/her readiness for graduation prior to the next registration period.
4. A candidate for graduation must secure the Application for Graduation from the Office of Admissions and Records.
5. A graduation fee of \$80 must be paid to the Financial Services Office at the time the application is made.
6. Graduation exercises are held annually in May following the close of the spring semester. All candidates are expected to participate in the exercises. If compliance with this regulation is not possible, requests for graduation in absentia must be made in writing to the Academic Dean.
7. All candidates for graduation must be certified by the Director of Admissions and Records.
8. A final capstone presentation is required of all candidates for graduation.
9. Candidates seeking to graduate in four years may require more than four years if:
 - they had academic deficiencies in English and/or mathematics;
 - they were on academic probation one or more times;
 - they enrolled in teacher preparation programs; or
 - they changed their major academic program.

Key Points to Remember

1. Assessment is a critical part of the Teacher Education Program. To this end, Educator Preparation Provider has developed an assessment system designed to measure candidates' achievement within courses and their progress at each of the program's five levels: Level I: Pre-admission: Recruitment; Level II: Admission to the Teacher Education Program; Level III: Pre-professional (After admission to the Teacher Education Program and completion of all major and professional courses except Observation and Directed Teaching Internship.); Level IV: Professional (After completion of Directed Teaching Internship.); and Level V: Induction (After graduation and during the first year of employment.) Details of the assessment system appear in the next section of this document.
2. Candidates must adhere daily to the College's dress code when attending classes on campus and dress professionally when engaged in field and service learning experiences.
3. To move from one Assessment Level to the next, candidates must meet the criteria described in the **Part V: Assessment of Candidates** section of this document.
4. The Teacher Education Educator Preparation Provider has test preparation resources for all program-required standardized examinations. PLATO, a computer software program for Praxis Core, is located on the computers in the H. H. Butler computer laboratory. Printed materials are available via the Office of Teacher Education to assist candidates in preparing for all Praxis Core and Praxis II assessments. Candidates can get additional Praxis information and registration details from the Educational Testing Services' Website: www.ets.org.
5. Individual Improvement Plans (IIP) are developed for pre-candidates/candidates who sit for the interview and are unsuccessful in meeting the requirements for acceptance to either of the assessment Levels I-IV. Pre-candidates/Candidates must satisfactorily complete the requirements of the Growth Plans.
6. After satisfactorily completing the IIP, the pre-candidate/candidate may re-apply to the Teacher Education Review Committee to be considered for admission to one of the program's assessment levels. The program grants unsuccessful pre-candidates/candidates two opportunities to re-apply for admission to any of the program's assessment levels. All unsuccessful applicants must complete a Growth Plan after each failed attempt for program movement. When a candidate is unsuccessful after the second re-application (total of three), the Teacher Education Review Committee may advise the applicant to choose another major.
7. Candidates must complete all required practicum hours, beginning with those required for EDU 200: Introduction to Education and culminating with those for the Observation and Directed Teaching Internship.

8. Candidates must apply for and pass the Praxis II Examinations before qualifying for the Observation and Directed Student Teaching Internship.
9. Candidates must have an acceptable South Carolina Law Enforcement Department (SLED) criminal check before Directed Student Teaching Internship. Candidates for the fall semester must file paperwork with SLED by the preceding February, and spring candidates must file paperwork by the preceding June.
10. Candidates must apply to the South Carolina State Department of Education for Student Teaching. An application fee is required. Candidates for fall semester must file paperwork by the preceding February, and spring candidates must file paperwork by the preceding June.
11. Candidates must apply, sit for an interview, and receive approval from the Teacher Education Review Committee for admission to participate in the Observation and Directed Teaching Internship after having completed all program course work and having passed all required Praxis assessments.
12. Candidates must undergo ADEPT training before beginning the Observation and Directed Student Teaching Internship.
13. Upon successful completion of the College and Educator Preparation Provider requirements, candidates are notified by the Academic Dean of graduation.
14. The Director of Teacher Education makes recommendations to South Carolina's Office of Educator Certification for the candidates to be certified and submits the candidates' completed application for the Initial Teaching Certificate.



Part III

Program Objectives and Course Requirements by Major

Note:

EDU 200: Introduction to Education is the prerequisite to all other courses in education. It must be successfully completed before a pre-candidate can enroll in other major and professional education courses.

Program Requirements and Certification Grade Configurations

Program requirements for each major consist of those elements, courses and experiences which directly contribute to the mastery of the competencies which characterize the teacher who is competent, a critical thinker, a reflective practitioner, and caring. These requirements culminate in the field experience commonly termed the Observation and Directed Teaching Internship.

To ensure that candidates are properly prepared to master the proficiencies necessary for them to achieve the unit's expected outcomes, specialized curriculum per major and carefully designed field experiences are offered and should be taken in the sequence outlined by the teacher education unit. Upon completion of the unit's requirements, as well as those for South Carolina Teacher Certification, candidates will be prepared to teach in one of the following certification grade configurations:

- Early Childhood Education—Grades P-3;
- Elementary Education—Grades 2-6;
- Biology, English, Mathematics, Social Studies/Secondary Education—Grades 9-12.

Early Childhood Education, Grades P-3

Program Objectives

Students interested in teaching pre-kindergarten through third grade should declare a major in Early Childhood Education. Early Childhood Education majors should complete the general education program, major subject matter requirements, professional education courses and all requirements for certification. The objectives of the Early Childhood Education majors are designed to produce effective teachers who are able

1. to develop an understanding of an appreciation to both the function and the beauty of language and how it develop.
2. to build the foundation of mathematics understanding to include counting, recognition of numerals, problem solving, and reasoning, using manipulative and technology.
3. to develop an understanding and appreciation for the various areas of science, to include life science, earth science and physical science and to encourage a spirit of inquiry.
4. to help students understand who they are and how they relate to family, school, community, and the larger society; how the past, the present, and the future interconnected; and how cultures are similar and different.
5. to develop an understanding of the importance of personal hygiene, health, and physical fitness and to promote good health habits and appropriate physical activity.
6. to build a foundation for understanding and appreciating and participating in the visual and performing arts.

**Requirements for the Bachelor of Science in Education Degree with a
Major in Early Childhood Education**

General Education	61
Major Courses.....	24
EDU 306 Behavior and Development of the Young Child.....	3
EDU 310 Curriculum, Instruction and Assessment in Language Development and Communication Skills.....	3
EDU 311 Curriculum, Instruction and Assessment in Early Childhood Education	3
EDU 316 Curriculum, Instruction and Assessment in Mathematics for Early Childhood Education	3
EDU 318 Curriculum, Instruction and Assessment in Health and Physical Education for Early Childhood Education	3
EDU 322 Curriculum, Instruction and Assessment in Social Studies for Early Childhood Education	3
EDU 323 Curriculum, Instruction and Assessment in Visual and Performing Arts for Early Childhood Education	3
EDU 430 Diagnosis and Correction of Reading Difficulties	3
Other Required Courses.....	9
GSC 201 Curriculum, Instruction and Assessment in Science for Early Childhood Education	4
HIS 304 American History I.....	3
OR	
HIS 305 American History II	
JRS 300 Junior Seminar.....	1
SSC 100 Contemporary Affairs.....	1
Professional Education	30
EDU 215 Human Development.....	3
EDU 251 Foundations of Education.....	3
EDU 302 Educational Psychology	3
EDU 304 Educational Assessment and Evaluation	3
EDU 319 Literature for Children and Adolescents.....	3
EDU 400 Curriculum, Instruction and Assessment in Reading	3
EDU 402 Observation and Directed Teaching.. ..	9
EDU 405 Educational Seminar.....	3
Electives	6
TOTAL HOURS	130

Elementary Education, Grades 2-6

Objectives

Students who plan to become elementary teachers should declare a major in elementary education and must complete the general education program, professional courses, and additional subject matter preparation as required for certification.

The elementary education program places emphasis on the development of skills and their application of the content area in programs for grades two through six. The objectives of the Elementary Education major are as follows:

1. To develop an understanding of the influence of communication on individual development, and an understanding of the processes involved in learning to listen, speak, read, and write the English language clearly and effectively.
2. To develop an understanding of the language of mathematics, mathematical skills, and problem solving skills.
3. To provide an understanding of the scope, content, skills and methods of social studies.
4. To provide an appropriate program for science, health, physical and safety needs of children.
5. To provide Study in the fine arts so that the teacher may develop the skills needed to work creatively with children in the aesthetic experiences in music, visual arts, dramatics and creative dance.
6. To provide for the study of human growth of young pupils in the elementary grades with diverse backgrounds.
7. To provide for study of principles of learning and the learning environment for elementary children.

**Requirements for the Bachelor of Science in Education Degree with a
Major in Elementary Education**

General Education	61
Major Courses.....	21
EDU 301 Curriculum, Instruction and Assessment for Elementary Classrooms	3
EDU 310 Curriculum, Instruction and Assessment in Language Development and Communication Skills	3
EDU 312 Curriculum, Instruction and Assessment in Health and Physical Education for Elementary Education	3
EDU 313 Curriculum, Instruction and Assessment in Social Studies for Elementary Education	3
EDU 317 Curriculum, Instruction and Assessment in Mathematics for Elementary Education.....	3
EDU 320 Curriculum, Instruction and Assessment in Visual and Performing Arts for Elementary Education.....	3
EDU 430 Diagnosis and Correction of Reading Difficulties	3
Other Required Courses.....	9
GSC 200 Curriculum, Instruction and Assessment in Science for Elementary Education	4
HIS 304 American History I	3
OR	
HIS 305 American History II.....	
JRS 300 Junior Seminar.....	1
SSC 200 Contemporary Affairs.....	1
Professional Education	30
EDU 215 Human Development.....	3
EDU 251 Foundations of Education.....	3
EDU 302 Educational Psychology	3
EDU 304 Educational Assessment and Evaluation	3
EDU 319 Literature for Children and Adolescents	3
EDU 400 Curriculum, Instruction and Assessment in Reading	3
EDU 403 Observation and Directed Teaching	9
EDU 405 Educational Seminar.....	3
Electives	6
TOTAL HOURS	127

Biology/Secondary Education, Grades 9-12
BIOLOGY AND BIOLOGY/SECONDARY EDUCATION PROGRAM

Objectives

The Biology and Biology/Secondary Education Majors strive to

1. Present an integrated concept of life as manifested in animals, plants, and microorganisms. Such a concept reveals characteristics common to all these forms of life and accentuates their dependence on one another, directly or indirectly.
2. Demonstrate the interrelationships of living organisms with their abiotic environment.
3. Demonstrate that organization and coordination at different levels are so vital that any disruption of these processes may result in disturbance or even “death.”
4. Provoke thought and inquiry concerning the evolution and metamorphosis of living beings prior to acquiring their present form.
5. Provide the necessary background for advanced study and the preparation required for studying medicine, dentistry, nursing, or any other related health profession.
6. Study biology and other sciences in light of recent technological advances and recognize the impact of these at the human, ethical, and environmental levels.
7. Enable students to recognize the contributions of biologists from diverse cultures and different eras of human history.
8. Prepare interested students (candidates) to teach biology at the secondary school level by meeting the following NCATE (NSTA) standards:
 - (1) Content
 - (2) Nature of Science
 - (3) Inquiry
 - (4) Context of Science
 - (5) Skills of Teaching
 - (6) Curriculum
 - (7) Social Context
 - (8) Assessment
 - (9) Environment for Learning
 - (10) Professional Practice

The above standards are described in the NSTA Specialty Area Report (SPA) and are reflected in the major course syllabi and related rubrics.

9. Make candidates aware of new developments in research and technology and use them to enhance their student learning and performance.

**Requirements for the Bachelor of Science in Education Degree with a
Major in Biology/Secondary Education**

General Education	55
Major Courses.....	24
BIO 201 Vertebrate Anatomy and Embryology.....	4
BIO 204 General Botany	4
BIO 300 Cell and Molecular Biology.....	4
BIO 301 General Genetics.....	4
BIO 305 General Ecology	4
BIO 403 Human Physiology	4
Other Required Courses.....	11
HIS 304 American History I.....	
OR	
HIS 305 American History II	3
JRS 300 Junior Seminar	1
MAT 104 Trigonometry.....	3
MAT 206 Introductory Probability and Statistics.....	3
SSC 100 Contemporary Affairs.....	1
Professional Education	33
EDU 215 Human Development	3
EDU 251 Foundations of Education	3
EDU 302 Educational Psychology.....	3
EDU 304 Educational Assessment and Evaluation.....	3
EDU 319 Literature for Children and Adolescents.....	3
EDU 400 Curriculum, Instruction and Assessment in Reading.....	3
EDU 405 Educational Seminar	3
EDU 406 Curriculum, Instruction and Assessment in Secondary School Science	3
EDU 412 Observation and Directed Teaching.....	9
Electives	6
TOTAL HOURS	129

The English/Secondary Education, Grades 9-12

ENGLISH/SECONDARY EDUCATION

Objectives

1. To prepare secondary school candidates to teach effectively the three components of the secondary English curriculum and the South Carolina 9-12 English Language Arts Curriculum Standards.
2. To prepare candidates who can effectively teach writing skills and demonstrate acquisition of the National Council of Teachers of English (NCTE) Standards 9-12.
3. To introduce candidates to the experiences, ideas, and attitudes of writers and thinkers of various cultural backgrounds and help them learn to appreciate these writers through discussions, lectures, individual and group projects and research.
4. To emphasize the relevance of linguistic and literary study in understanding contemporary life by relating linguistic and communication theory to practical life situations.
5. To show candidates the unity and diversity of human experience portrayed in various works of literature.
6. To acquaint candidates with the roles and responsibilities of the teaching profession.
7. To acquaint teacher candidates with research trends consistent with current practices and which promote school effectiveness.

**Requirements for the Bachelor of Science in Education Degree with a
Major in English/Secondary Education**

General Education	61
Major Courses.....	27
ENG 305 American Literature I.....	3
ENG 306 American Literature II.....	3
ENG 307 World Literature I	3
ENG 310 Advanced Composition and Rhetoric	3
ENG 312 Modern English Grammar.....	3
ENG 405 Shakespeare.....	3
ENG 412 British Literature I.....	3
ENG 413 British Literature II	3
ENG 415 Literary Criticism.....	3
Other Required Courses.....	9
BIO 303 Environmental Science.....	4
HIS 304 American History I.....	3
OR	
HIS 305 American History II	3
JRS 300 Junior Seminar	1
SSC 100 Contemporary Affairs	1
Professional Education	33
EDU 215 Human Growth and Development	3
EDU 251 Foundations of Education	3
EDU 302 Educational Psychology	3
EDU 304 Educational Assessment and Evaluation.....	3
EDU 319 Literature for Children and Adolescents.....	3
EDU 400 Curriculum, Instruction and Assessment in Reading.....	3
EDU 405 Educational Seminar	3
EDU 412 Observation and Directed Teaching.....	9
EDU 415 Curriculum, Instruction and Assessment in Secondary School English	3
Electives	6
TOTAL HOURS	136

Mathematics/Secondary Education, Grades 9-12

Objectives

The Mathematics and Mathematics/Secondary Education Majors strive

1. To develop a sound understanding of the basic concepts and methods of mathematics and how to teach the 9-12 South Carolina Curriculum standards.
2. To develop proficiency in computational mathematics and in the use of the symbolic language of mathematics.
3. To enable the student to apply mathematics to a wide range of problems in everyday life and in related academic disciplines.
4. To develop in the student an appreciation of the role of mathematics in the culture of the past as well as the present.
5. To prepare the student for continued study of mathematics at an advanced level.
6. To prepare interested students to teach mathematics at the secondary level by meeting the following standards: National Council for the Accreditation of Teacher Education (NCATE) and the National Council of Teachers of Mathematics (NCTM).
7. To make student teachers aware of new developments and technology in mathematics in order to foster in them the desire for continuous learning through research and experimentation

**Requirements for the Bachelor of Science in Education Degree with a
Major in Mathematics/Secondary Education**

General Education	61
Major Courses.....	27
MAT 201 Calculus I.....	3
MAT 203 Set Theory and Logic	3
MAT 204 Discrete Mathematics.....	3
MAT 206 Introductory Probability and Statistics	3
MAT 210 Calculus II.....	3
MAT 303 Linear Algebra.....	3
MAT 304 Abstract Algebra.....	3
MAT 401 College Geometry.....	3
MAT 404 Elementary Number Theory	3
Other Required Courses.....	12
CIS 310 Introduction to Computer Programming	3
HIS 304 American History I	
OR	
HIS 305 American History II.....	3
JRS 300 Junior Seminar	1
PHY 201 General Physics I.....	4
SSC 100 Contemporary Affairs.....	1
Professional Education	33
EDU 215 Human Growth and Development	3
EDU 251 Foundations of Education	3
EDU 302 Educational Psychology	3
EDU 304 Educational Assessment and Evaluation.....	3
EDU 319 Literature for Children and Adolescents.....	3
EDU 400 Curriculum, Instruction and Assessment in Reading.....	3
EDU 405 Educational Seminar	3
EDU 412 Observation and Directed Teaching.....	9
EDU 413 Curriculum, Instruction and Assessment in Secondary School Mathematics	3
Electives	6
TOTAL HOURS	139

Social Studies/Secondary Education, Grades 9-12

Objectives

1. To prepare interested students to teach social studies at the secondary level to a diverse group.
2. To integrate the study of anthropology, economics, geography, government/political science, history, philosophy, psychology, religion and sociology in a systematic way to help students understand what it means to be human and how, as human beings, we are members of society.
3. To prepare an educated citizenry to live successfully in a democratic society.
4. To help candidates analyze who they are and how they relate to their communities, the nation, and the global community.
5. To study how the past, present, and future are interconnected.
6. To help candidates understand cultural diversity and meet the challenges of the work world and communities.
7. To outline the kinds of professional development to improve the teaching and learning of social studies.
8. To help candidates develop technological and research skills to think critically and make decisions about related social issues.
9. To prepare candidates to meet the needs of their students who learn in different ways and who come from diverse backgrounds.
10. To teach candidates to use a variety of assessment strategies to measure student progress.

**Requirements for the Bachelor of Science in Education Degree with a
Major in Social Studies/Secondary Education**

General Education	61
Major Courses.....	34
ECO 301 Principles of Economics I.....	3
GEO 401 Cultural Geography	3
HIS 304 American History I.....	3
HIS 305 American History II.....	3
HIS 311 Classical and Medieval Civilizations	3
HIS 317 Recent European History.....	3
HIS 321 Non-Western Area Studies	3
PSC 304 American National Government.....	3
PSC 306 State and Local Government	3
SOC 302 Social Problems	3
SSC 100 Contemporary Affairs.....	1
SSC 400 Social Science Seminar	3
Other Required Courses.....	5
BIO 303 Environmental Science	4
JRS 300 Junior Seminar	1
Professional Education	33
EDU 215 Human Development	3
EDU 251 Foundations of Education	3
EDU 302 Educational Psychology.....	3
EDU 304 Educational Assessment and Evaluation.....	3
EDU 319 Literature for Children and Adolescents	3
EDU 400 Curriculum, Instruction and Assessment in Reading.....	3
EDU 405 Educational Seminar	3
EDU 407 Curriculum, Instruction and Assessment in Secondary School Social Studies.....	3
EDU 412 Observation and Directed Teaching.....	9
Electives	6
TOTAL HOURS	139

Part IV

Field Experiences

(do we want to change to Clinical Experiences?)

Clinical Experiences

To ensure that candidates have opportunities for practical experiences as they develop into teachers who are competent, critical thinkers, reflective practitioners, and caring, the Educator Preparation Program requires a minimum of 100 hours of clinical experiences prior to internship. Candidates are to complete their pre-directed teaching Clinical practicum hours during the following four field experiences: Practicum I: Observation (15 hours); Practicum II: Strategies and Activities (10-20 hours); and Practicum III: Methods and Materials (10-35 hours). The directed teaching clinical experience is Practicum IV Observation and Directed Teaching Internship, and consists of a minimum of 480 hours. Consistent with the program's conceptual framework, these field experiences are designed to provide opportunities for candidates to become acquainted with the teaching-learning process within the setting of the public school system through participation in a variety of incremental P-12 on-site experiences. **Candidates are responsible for their transportation to and from all field experiences.**

Type I Practicum: Observation (15 hours in an assigned school)

The initial clinical experience occurs in the Type I Practicum, which is required during EDU200 Foundations of Education. This course is usually taken in either the second semester of the freshman year or the first semester of the sophomore year. This is the candidates' first official clinical experience in which they spend 15 hours in P-12 schools. The primary purposes of this experience are to provide an orientation to the classroom experience and to observe how teacher practitioners facilitate effective classroom management. For many pre-candidates, this is the time when they determine if teaching is really the profession for them. Pre-candidates engage in activities such as:

- correcting papers,
- observing lessons taught by master teachers,
- checking attendance,
- reading stories to small groups,

- listening to a child read a story,
- attending weekly follow-through sessions with the College instructor, and
- maintaining a reflection journal.

Table 1 reflects the program level of the practicum, the course prefix and title, the types of activities and assessments that are required in the on-campus class and during the field experience at a P-12 school, and the candidate outcomes that are addressed from the EPP’s Conceptual Framework.

Table 1: Type I Field Experience: Practicum I: 20 Hours of Observing in an Educational Setting

Program Level	Course Prefix/Title	Type of Assessments	Candidate Outcome(s)
Level I: Pre-Admission: Recruitment and Selection	EDU 251: Foundations of Education	<ul style="list-style-type: none"> • In-course evaluations • Practicum Evaluation • Philosophy of Education/Teaching • Resume/Letter of Application • Reflection Journal 	<ul style="list-style-type: none"> • Caring • Reflective Practitioner

Type II Practicum: Strategies and Activities (10-20) hours per course in an assigned school

The Type II Practicum, includes courses that are open to prospective candidates before full admission to the EPP and also courses that others that can be taken only by teacher education candidates, those officially admitted to the program. An asterisk marks the courses in Table 3 that only teacher education candidates can take.

The Type II Practicum is designed to provide opportunities for participants to be involved in activities that will increase their knowledge of what constitutes the teaching-learning process. Further, the experiences in Practicum II will assist the participants in realizing that the teaching-learning process depends largely on the types of strategies and activities used by the teacher. No one strategy is appropriate for all circumstances. Therefore, one has to build a repertoire of teaching strategies and activities and learn to reflect, evaluate and make decisions about which strategy is likely to be the most effective given the diverse students in the learning setting. To this end, candidates are engaged in the following:

- designing lessons and activities in which **learning** is the focus rather than the teaching,
- designing lessons and activities in which students **think** and are not just being told what to do,
- designing lessons and activities that make learning **connections**. Link students' learning in a particular subject with other subjects and what they are learning outside the classroom,
- designing lessons and activities which are **activity-based** so that students are active participants in the leaning process,
- designing lessons and activities that create a **positive learning environment** that promotes curiosity, encourages students to ask questions in an environment where ideas are treated fairly and given consideration, and
- Designing lessons and activities that help students **learn how to learn**.

**Table 2:
Type II Practicum: Strategies and Activities (10-15 hours per course in a PK-6 School)**

Course Prefix/Title	Type of Assessments	Candidate Outcome(S)
<p>GSC 200: Curriculum, Instruction and Assessment in Science for Elementary Education</p> <p>GSC 201 Curriculum, Instruction and Assessment in Science for Early Childhood Education</p> <p>EDU 312 Curriculum, Instruction and Assessment in Health and Physical Education for Elementary Education</p> <p>EDU 306 Behavior and Development of the Young Child</p>	<ul style="list-style-type: none"> • Course Evaluations • Lesson Plans • Unit Plans • Evaluation of Teaching • Case Studies • Evaluation of Practicum • Analysis of Lessons • Reflection Logs 	<ul style="list-style-type: none"> • Competent • Critical Thinker • Reflective Practitioner • Caring

Practicum III: Methods and Materials (20 hours in an assigned school)

During the Type III Practicum, candidates observe P-12 teachers teaching the content that corresponds with the professional and/or major courses in which they are enrolled (i.e., EDU 207: Methods of Teaching Mathematics for Early Childhood, EDU 401: Methods and Materials for The Elementary School, and EDU 411: Methods and Materials of Teaching in the Secondary School). In addition to observing P-12 teachers, the candidates work collaboratively with the P-12 teachers and the college instructors to do the following:

- develop a two-week standards-based integrated unit for a specific grade level
- teach at least two standards-based lessons from the two-week unit
- undergo an evaluation (ADEPT) of each lesson and conference
- complete a reflection of at least two lessons

Table 3

Type III Practicum: Methods & Materials: 10-30 hours per course in a PK-12 School

Course Prefix/Title	Type of Assessments	Candidate Outcome(s)
<p>* EDU 301: Curriculum, Instruction and Assessment for Elementary Education</p> <p>*EDU 311 : Curriculum, Instruction and Assessment for Early Childhood Education</p> <p>*EDU 313: Curriculum, Instruction and Assessment in Social Studies for Elementary Education</p> <p>*EDU 316 Curriculum, Instruction and Assessment in Mathematics for Early Childhood</p> <p>*EDU 317: : Curriculum, Instruction and Assessment in Mathematics for Elementary Education</p> <p>*EDU 400: : Curriculum, Instruction and Assessment in Reading</p> <p>*EDU 406: Curriculum, Instruction and Assessment in Secondary School Science</p> <p>*EDU 407: Curriculum, Instruction and Assessment in Secondary School Social Studies</p> <p>*EDU 413 : Curriculum, Instruction and Assessment in Secondary School Mathematics</p> <p>*EDU 415: Curriculum, Instruction and Assessment in Secondary School English</p>	<ul style="list-style-type: none"> • Course Evaluations • Lesson Plans • Analysis of Lessons • Unit Plans • Visual Displays 	<ul style="list-style-type: none"> • Competent • Critical Thinking • Reflective Practitioner • Caring

Type IV Practicum: Observation and Directed Teaching

Course: Prefix/Title	Type of Assessments	Candidate Outcome
EDU 402: Observations and Directed Teaching (Early Childhood)	<ul style="list-style-type: none"> ▪ Cooperating Teacher Evaluations ▪ College Supervisor Evaluations 	<ul style="list-style-type: none"> ▪ Competent ▪ Critical Thinker ▪ Reflective Practitioner ▪ Caring
EDU 403: :Observations and Directed Teaching (Elementary Education)	<ul style="list-style-type: none"> ▪ Program Coordinators Evaluation 	
EDU 412: :Observations and Directed Teaching	<ul style="list-style-type: none"> ▪ Case Study ▪ Long-Range Plans ▪ Capstone Presentation ▪ Research Paper ▪ ADEPT 	

Agreement with Public Schools

All field placements for the Educator Preparation Provider are made in accordance with a written agreement signed annually by area public school superintendents in the Sumter County Schools, Lee County, Clarendon One, and Clarendon Two and the President of Morris College. The specifications of this agreement are accepted by both Morris College Teacher Education faculty and public school personnel.

Selection of Public Schools

An effort is made to arrange field experiences in public schools that reflect some element of the unit’s conceptual framework and where the Educator Preparation Provider’s pre-candidates/candidates can benefit from teaching experiences where faculty and administrators work cooperatively with college faculty and students. All public schools used for field experiences must be accredited by SACS (the Southern Association of Colleges and Schools).

Personnel Involved in Practicum I-Practicum III

In order for the field experiences to operate smoothly and to be most beneficial for pre-candidates and candidates, a partnership is established among the college faculty, public school personnel, and the practicum student. Persons who fill the roles of the positions defined below make up the partnership team.

Preparing Teachers who are "Competent, Critical Thinkers, Reflective Practitioners, and Caring"

1. **Cooperating Administrator** - One who functions as an administrator in a public school and assumes the responsibility for coordinating the presence of practicum student on that particular school campus;
2. **Practicum Teacher** - One who teaches in a public school and undertakes the additional responsibility of supervising a candidate who is engaged in on-site experiences prior to student teaching;
3. **Practicum Student** - A candidate who is engaged in on-site experiences prior to student teaching;
4. **College Supervisor** - A faculty member from the Morris College Teacher Educator Preparation Provider responsible for working with the practicum teacher in supervising a practicum student;
6. **Director of Teacher Education** - The individual who oversees the overall operations of the Teacher Education Unit, coordinates field placements, and recommends successful program completers for licensure by the South Carolina State Department of Education.

Qualifications for Practicum Teachers

Teachers who serve as practicum teachers must:

1. hold a valid South Carolina Professional Certificate in their area of supervision;
2. have successfully taught for at least three years and have at least two years of experience at the grade level and/or subject area for which supervision is assigned;
3. have a genuine desire to work with pre-service teachers;
4. have been recommended, based on the aforementioned criteria, by the human resources officer (or designee) for service as a practicum teacher.

Reflection Log Assignment

The *Reflection Log* is required for all field experiences: Practica I-III

Pre-candidates and candidates keep a journal of feedback from evaluators/supervisors, their introspection, feelings, and reactions to any aspect of the teaching-learning experience. They reflect upon it and make decisions about the relevance of their experiences to the unit's candidate outcomes and dispositions.

The rationale for using the Reflection Log revolves around the idea that writing is a means of reflection, and that reflection on experiences leads to meaningful learning. Simply put, thinking intensely about (reflecting upon) the things that happen during the on-site school experiences will help candidates become better teachers. Such reflection will allow them to isolate their positive experiences and behaviors, to analyze what made them positive, and to repeat them.

Likewise, negative experiences and behaviors will be isolated, analyzed and eliminated or avoided. Some types of journal writing are “free form” with few or no stipulations on format or content. However, the reflective journal is a bit more “systematic” in that its format leads one through a series of questions designed to promote description, reflection, and action. The following are guidelines suggested to shape the form and content of the reflective journal:

1. Maintain a ***Reflection Log*** during each practicum and each student teaching experience.
2. Write at least one entry per week in the journal (the entry should be 1 to 1 1/2 pages in length).
3. Each entry must consist of three parts:
 - a. description of an experience (Ask the following [among other] questions:
 - What happened?
 - What did I do?
 - What did the students do?
 - b. reflection upon the experiences (Ask the following questions):
 - What does it mean?
 - What informed my decision?
 - How did I come to be that way?
 - c. decisions, conclusions, or actions on how subsequent behaviors will change as a result of the experience and reflection (Ask the following question):
 - How can I perform differently?
 - How can I maintain the positive and avoid the negative?

4. The first entry of each week should be a description of and reflection upon a positive teaching experience.
5. In the second entry each week, describe and reflect upon either a positive or negative experience.
6. Instructors may add criteria to the **Reflection Log**.

An in-school learning/teaching experience encompasses all aspects of instruction (preparation, planning, teaching, etc.) as well as all other relationships within the school: teacher-student(s) interaction; teacher-teacher interaction; teacher-administrator interaction; teacher-parent interaction; and teacher-central office personnel interaction.



Part V
Type IV Practicum
Observation and Directed Teaching Internship
(Clinical Experience)

Type IV Practicum: The Directed Student Teaching Internship

The Type IV Practicum: Observation and Directed Teaching Internship is the capstone of the teacher preparation program. It occurs after candidates have completed all their course requirements with a grade point average of 2.60 or better, have received a clear criminal report from the South Carolina Law Enforcement Division (SLED), have passed all of the Praxis II Examinations, to include Principles of Learning and Teaching, and have received at least an “acceptable” from the Teacher Education Review Committee on their pre-directed teaching interview.

The Observation and Directed Teaching Internship bridges the gap between educational theory and classroom practice. During the directed teaching internship, the candidate completes a minimum of 60 days observing and teaching in a classroom with a cooperating teacher. The candidates plan and supervise typical classroom activities under the close guidance of the cooperating teacher and a college supervisor. The expectations for candidates during the Observation and Directed Teaching Internship include the following:

Table 3: Type IV Practicum: Directed Teaching

Course Prefix/Title	Type of Assessments	Candidate Outcome
EDU 402: Observation and Directed Teaching (Early Childhood)	<ul style="list-style-type: none"> • Cooperating Teacher Evaluations • College Supervisor Evaluations 	<ul style="list-style-type: none"> • Competent • Critical Thinker • Reflective Practitioner
EDU 403: Observation and Directed Teaching (Elementary Education)	<ul style="list-style-type: none"> • ADEPT Evaluations • Case Studies • Long-Range Plans • Portfolio 	<ul style="list-style-type: none"> • Caring
EDU 412: Observation and Directed Teaching in Secondary Schools		

The Purpose of the Observation and Directed Teaching Internship

The directed teaching experience is designed to accomplish the following:

1. to give the student teacher, under the guidance of a competent practicing professional, first-hand experiences with P-12 students;
2. to allow the student teacher to apply theoretical content and professional knowledge acquired during coursework at the college;
3. to provide an opportunity for the student teacher to learn from a cooperating teacher who models and exemplifies good pedagogy;
4. to allow the student teacher to practice and develop teaching skills including planning, implementing, and evaluating instruction; and
5. to allow the student teacher the opportunity to demonstrate the unit's dispositions and to impact student achievement.
6. to demonstrate various and complex responsibilities that are required of teachers in a democratic society,
7. to demonstrate confidence and self-assurance when making decisions based on professional judgment,
8. to demonstrate personal qualifications that promote effective learning,
9. to demonstrate proficiency in selecting, organizing, and directing learning situations to each learner,
10. to demonstrate mastery in applying knowledge of human developmental characteristics by adjusting to the mental, social, emotional, and physical growth of pupils.
11. to demonstrate the ability to collect, interpret, and use data for the evaluation of self, pupils, and group growth.

Personnel Involved in the Observation and Directed Teaching Internship

In order for the Observation and Directed Teaching Internship to operate smoothly and to be most beneficial for the student teacher, a partnership is established among the college faculty, public school personnel, and the student teacher. Persons who fill the roles of the positions defined below make up the directed teaching partnership team.

1. **Cooperating Administrator** - One who functions as an administrator in a public school and assumes the responsibility for coordinating the presence of student teachers on that particular school campus;
2. **Cooperating Teacher** - One who teaches in a public school and undertakes the additional responsibility of supervising one student teacher during a semester;
3. **Student Teacher** - A teacher education candidate meeting the requirements established by the Teacher Education Unit for participation in directed teaching;
4. **College Supervisor** - A faculty member from the Morris College Educator Preparation Provider responsible for working with the cooperating teacher in supervising a student teacher;
5. **Evaluators** - Faculty members and/or public school personnel who are ADEPT trained and serve on the student teacher's evaluation team. The evaluation team consists of three evaluators: the Cooperating Teacher, the College Supervisor/designee, and a faculty member from the Educator Preparation Provider.
6. **Director of Teacher Education** - The individual who oversees the overall operations of the Educator Preparation Provider, coordinates field placements, and recommends successful program completers for licensure by the South Carolina State Department of Education.

Qualifications for Cooperating Teachers

Teachers who serve as cooperating teachers of student teachers:

1. hold a valid South Carolina Professional Certificate in their area of supervision;
2. have successfully taught for at least three years of teaching experience and at least two years of experience at the grade level and/or subject area for which supervision is assigned;
3. have completed or be willing to undergo an orientation of ADEPT;
4. have a genuine desire to work with a student teacher; and
5. have been recommended, based on the aforementioned criteria, by the human resources officer (or designee) for service as a cooperating teacher.

Qualifications for College Supervisors

Faculty members at Morris College responsible for the supervision of student teachers must:

1. have a master's or doctorate degree;
2. have a minimum of three years of teaching and/or supervisory experience in the P-12 school setting;
3. have training in the ADEPT evaluation; and
4. have preparation and experience in professional education and/or in the specific subject area of the student teacher at the P-12 level. In some instances, supervision responsibilities may be shared by two faculty members.

Requirements for Admission to Observation and Directed Teaching Internship

Admission to directed teaching is by application. Candidates must meet the following requirements:

1. admission to the teacher education program;
2. submission of passing scores for required Praxis II: Subject Assessments and Principles of Learning and Teaching;
3. completion of curricular requirements with a cumulative grade point average of at least 2.60;
4. have no grade less than a “C” in major and professional courses.
5. must have a clear criminal background check from State Law Enforcement Division (SLED). The cost is approximately fifty two dollars (\$52) and is the candidates’ responsibility. **Candidates scheduled to student teach during the fall must have SLED criminal background checks filed during the preceding February, and those scheduled for the spring must file the appropriate paperwork and fee with SLED in June preceding the semester of student teaching.**
6. earn a rating of at least “Acceptable” on the Admission-to-the Observation and Directed-Teaching-Internship Interview.

Procedures for Assigning Candidates to Observation and Directed Student Teaching

- Prior to actual student teaching, candidates work only with the college supervisory staff. Contact with the personnel of the school to which the student has been assigned is made only after official notification of the assignment is given and then only in consultation with a college supervisor.
- The Director of Teacher Education facilitates applications for student teaching placements via the personnel directors in local School Districts. Contractual agreements, which grant the College permission to conduct field experiences within their respective schools, exist between these approved School Districts.
- The Director of Teacher Education informs these persons of the college's needs in terms of number of students, grade or subject area preferred, and the dates when they are scheduled to arrive and leave.
- The Personnel Director contacts the principals for determining the staff and reports his findings back to the Director of Teacher Education.
- In no case is a candidate to make contacts or arrangements for his student teaching assignment. This is the sole responsibility of the college.
- From this point on, the college's supervisory team deals directly and only with the cooperating school.
- After the placement has been made, the student teacher deals directly and only with the cooperating teacher, the principal/principal’s designee, and the college supervisor.
- If a serious problem arises, the cooperating teacher, the principal/principal’s designee should contact the college supervisor directly and immediately.

Preparing Teachers who are “Competent, Critical Thinkers, Reflective Practitioners, and Caring”

Organization of the Observation and Directed Teaching Internship

The length of Morris College's directed teaching experience is a minimum of 60 consecutive days. It consists of one placement in a grade level and/or subject specific setting. All student teachers enroll in two courses: (1) Observation and Directed Teaching (9 credit hours) and (2) Educational Seminar (3 credit hours). A Phase-In Schedule is followed for the Observation and Directed Teaching Internship. The Educational Seminar convenes at the beginning of the semester and continues one night per week throughout directed teaching.

The Phase-In Schedule is followed during student teaching. It allows the student teacher to gradually assume instructional responsibilities and then gradually relinquish instructional responsibilities. However, the actual time when the student teacher assumes the full responsibility for teaching must be determined on an individual basis between the cooperating teacher and the student teacher, in consultation with the college supervisor. Normally the requirement is that the student teacher has complete control of the classroom for at least 9 consecutive weeks.

Phase I: The First Two Weeks of the Semester

The first seminar classes meet during the first two weeks of the semester prior to directed teaching placements. The college supervisor explains the components of the Observation and Directed Teaching Internship and trains candidates in the ADEPT Evaluation Model. During this time, the student teachers must participate in an initial meeting with the Cooperating Administrator/designee, the Cooperating Teacher, and the College Supervisor.

Phase II: Week One of Placement -Orientation

The first week in the placement should be spent becoming oriented to the new classroom, observing both teacher and students, learning students' names, assuming small housekeeping chores, and assisting individual students. During this first week, the cooperating teacher and the student teacher should sit down together and make long-range plans for the student teacher's assumption of teaching responsibilities.

General Activities during Week One

Student Teacher

1. Becomes familiar with rules, regulations and procedures of classroom; develops skill in communicating rules to students.
2. Becomes familiar with physical features of building(s).
3. Becomes acquainted with and learns names of students; becomes aware of friendships and sub-groups; becomes acquainted with unique needs of students.
4. Observes instruction, following a lesson plan prepared by the teacher, if possible.
5. Participates in classroom routine (roll taking, recording grades, handing out/collecting material, supervision outside classroom) and learns daily schedule.
6. Instructs in a limited sense, administers tests, tutors, and conducts short informal segments of the lesson working in small groups.
7. Participates in related activities, i.e., faculty meetings, athletic contexts, student clubs.
8. Tutors individual students as assigned by the cooperating teacher.
9. Constructs teaching aids and contributes materials to a motivating, attractive learning environment.
10. Begins research on topics to be taught later.

Cooperating Teacher

1. Assumes responsibility for planning and conducting class but involves the student teacher in instructional planning; shares long-range plans.
2. Involves the student teacher in observation, routine, procedures, preparation of materials, and interaction with students.
3. Sets aside special time to discuss the rationale of what the student teacher is seeing.

Phase III: Weeks Two & Three: Assume Partial Responsibility

During the second week of the placement, early childhood and elementary education majors begin preparing and teaching two different subjects each week until they have acquired the cooperating teacher's entire teaching load. Secondary majors follow a similar system in preparing and teaching students in different instructional blocks until they have acquired the cooperating teacher's entire teaching load.

General Activities during Weeks Two-Four

Student Teacher

1. Increases efforts to identify special class characteristics and to relate instruction to individual students (meets with individual students having problems, develops materials, determines utilization of special student talents.)
2. Works with small groups. Develops the first draft of the ADEPT Long-Range Plan.
3. Teaches as specified by the cooperating teacher, following the college's guide for writing lesson plans.
4. Writes detailed lesson plans for each lesson and attaches all activities and assessments.
5. Submits and gets feedback from the cooperating teacher before teaching a lesson.

Cooperating Teacher

1. Plans cooperatively with the student teacher to execute instruction, starting with small tasks, such as doing a portion of a presentation, directing cooperative learning groups, jointly developing evaluation instruments, re-teaching concepts to small groups, providing enrichment activities.
2. Continuously assesses the student teacher's level of competence in instruction and classroom management so the student teacher can gain confidence before assuming additional responsibilities.
3. Models a variety of instructional techniques so that the student teacher develops a comfort level for a broad spectrum of teaching activities.
4. Provides constructive feedback on the student teacher's lesson plans and teaching.

Phase IV: Weeks Four-Twelve- Assume Full Teaching Responsibility

Subjects or classes would gradually be added so that by the middle of the fourth week of the placement the student teacher would have complete responsibility for the classroom.

Student Teacher

1. Assumes primary responsibility for planning, preparing materials, and instructing assigned classes.
2. Implements classroom management. Submits the draft of the ADEPT Long-Range Plan.
3. Assumes primary responsibility for developing the instruments of evaluation.
4. Recommends student grades to cooperating teacher.
5. Works on refinement of specific instructional techniques.
6. Demonstrates the ability to provide instruction, which recognizes and provides for the ability and interests of individual students.

Cooperating Teacher

1. Examines, critiques, and provides necessary approval of student teacher plans for instruction and evaluation.
2. Observes and assesses student teacher pre-lessons and provides appropriate oral and written evaluation.
3. Conducts at least one formal, written assessment of the student teacher's performance per week, using the college's Student Teacher Observation Form. Provides a copy for the student teacher and the college supervisor.
4. Assumes responsibility in assigning students' grades for the grading period.
5. Conducts a summative weekly conference with the student teacher and completes the conference form.
6. Completes and submits all required paperwork in a timely manner. With the Cooperating Teacher's approval, the Student Teacher may deliver the paperwork to the College Supervisor.

**Phase V: Week Thirteen-Transfer Responsibility and Observe Teachers;
submit the Directed Teaching Portfolio to the College Supervisor**

1. During the last week at the school site, the cooperating teacher, pending the student teacher's teaching performance, gradually reassumes responsibility for instruction making the transition as smooth and easy as possible for students in the classroom. However, if a candidate's performance is not acceptable, the directed teaching period may be extended to allow for improvement. Toward the end of the placement, it is desirable for the student teacher to observe in other classrooms in the building -- classrooms at other grade levels as well as in exceptional education and related arts classes.

General Activities during Week Thirteen

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| 1. Phases out of total responsibility by gradually turning portions of the instruction back to the cooperating teacher. | 1. Assumes major instructional function. |
| 2. Completes recordkeeping evaluation for portion of curriculum taught previously. | 2. Models teaching strategies that the student teacher has not seen or tried previously. |
| 3. Visits other classrooms and grade levels to observe teaching styles, classroom management strategies, and students. These classrooms may be in the same grade level or content area, or outside the subject the grade level or subject area. | 3. Shares files and teaching ideas for curriculum not taught during the semester. |
| 4. Collects ideas to use in the future. Submits Directed Teaching Portfolio to the College Supervisor. | 4. Discusses with student teacher the transition from student teaching to full-time membership in the teaching profession. |

**Phase VI: Week Fourteen-Reflect on the Directed Teaching Internship
Present Directed Teaching Portfolio**

Successful student teaching candidates return to the college campus seminar class setting to:

1. reflect upon the Observation and Directed Teaching Internship;
2. evaluate the Observation and Directed Teaching experience;
3. complete paperwork for the Initial Teaching Certificate; and
4. complete the on-line Application for Teaching on the South Carolina Center for Educator Recruitment and Retention.

Evaluation of the Student Teacher

Informal Evaluation

Continuous formative evaluation makes a significant difference in the performance of the student teacher. Everyday, either at the conclusion of the school day or during a planning period, the student teacher and the cooperating teacher should meet together to critique lessons taught by the student teacher and to consider alternatives for improvement. These discussions should address all components of teaching -- planning, implementation, assessment, classroom management, and reflection.

An effort should be made during these sessions to nurture in the student teacher the desire and the ability to be self-analytical and the willingness to be receptive to constructive criticism. The cooperating teacher is encouraged to be candid but supportive. It is important not to lose sight of the fact that student teaching is a learning experience.

Formal Evaluations Required by Morris College ADEPT Expectations

Two types of formal evaluations to be completed by both the cooperating teacher and the college supervisor are required during the Directed Teaching Internship. The first of these is a formative evaluation incorporating specific competencies designated by the EPP Unit. A copy of this form is to be completed by both the cooperating teacher and the college supervisor at the mid-point of each Directed Teaching Internship and shared with the student teacher.

Summative evaluations are to be completed by both the cooperating teacher and the college supervisor at the conclusion of each placement. These evaluations are to be discussed with the student teacher in a 3-way conference including the cooperating teacher, the college supervisor, and the student teacher. These conferences should be scheduled at a time and place when students are not present. Copies of all formal evaluations become a part of the student teacher's permanent file in the Morris College Teacher Education Program.

Evaluation is a continuous process. Feedback and support from the college supervisor and cooperating teacher is essential. Suggestions, ideas, and strategies will help student teachers to continue to grow throughout the experience.

1. The time and location of the conferences should be held in an informal setting and in a location where few interruptions are likely to occur.
2. The conferences should be characterized by a free exchange of ideas. It is helpful if many of the topics are problem-centered in terms of seeking answers to methodological or curriculum problems. Alternative solutions to such concerns should be analyzed with both the student teacher and cooperating teacher offering ideas. The use of video or audio taping can provide data for some of the conferences.

3. The conferences should contribute to the student teacher becoming increasingly self-directive and self-evaluative.
4. Analysis of the student teacher's performance or personal qualities should achieve an appropriate balance between strengths and areas for improvement.
5. Cooperating teachers should offer suggestions and teaching ideas. Student teachers appreciate the time the cooperating teacher takes to show them instructional materials, bulletin board ideas, curriculum guides, standards-based lessons, diagnostic assessments, and modeling of effective instructional strategies.

Daily Conferences: the Cooperating Teacher and the Student Teacher

Daily conferences of comparatively short duration will give attention to matters of immediate consequence (i.e., adjusting plans, indentifying areas of concern, and making recommendations for continuous improvement). The timing of such conferences may vary from day to day.

Weekly Conferences: the Cooperating Teacher and the Student Teacher

These conferences may be used for long-term planning, cooperative evaluation of student teacher's competence and growth, analysis of the classroom teacher's instructional and classroom management procedures, and development of in-depth understanding of pupil behavior, interacting with parents, and community relations.

Videotaping

Videotaping may be used to evaluate strengths and to point out opportunities to improve. The student teacher is required to do two videotaped lessons, accompanied with a written analysis of each, one during toward the beginning of the internship and one toward the end. Together, the student teacher and the cooperating teacher should decide when to do the videotapes.

Conferences with the College Supervisor

Phase I-The initial on-site visit

Phase II-Observations usually begin the second week of student teaching and continue thereafter.

Phase III-The observations continue and the midterm evaluation and conference are scheduled to include the student teacher, the cooperating teacher, and an evaluator. At the midterm conference the Preliminary Evaluation instrument will be discussed.

Phase IV – The summative evaluation and conference bring closure to the evaluative process of student teaching, if the candidate earns a rating of *Competent* on ADEPT and at least *acceptable* on the Candidate Outcomes and Dispositions Instrument

Honorarium for Cooperating Teachers

The reward for working with a student teacher is a sense of satisfaction derived from assisting in the preparation of a new member of the teaching profession. Morris College also provides a stipend for attending and participating in a mandatory orientation to the Morris College Teacher Education Program and its expectations for working with student teachers. The Educator Preparation Provider provides an honorarium for each Cooperating Teacher. The honorarium is dispersed at the end of the Observation and Directed Teaching Internship and after the cooperating teacher has submitted all required paperwork.

Roles and Responsibilities of Cooperating Administrators

The principal or the principal's designee assumes the role of cooperating administrator for student teachers placed in a particular school. The cooperating administrator is responsible for coordinating the placement of these student teachers and monitoring their progress. The cooperating administrator also works with the college supervisor. Specific responsibilities of the cooperating administrator include:

1. holding an orientation meeting with student teachers during which they are informed of school policies and procedures;
2. providing student teachers with a tour of the school building;
3. introducing student teachers to the entire faculty during an appropriate faculty meeting;
4. conducting conferences with student teachers concerning their progress on several occasions during the placement;
5. arranging for student teachers' observation in classrooms other than those to which they are assigned; and
6. attending the initial meeting at the school site with the Cooperating Teacher and the College Supervisor.

Roles and Responsibilities of Cooperating Teachers

Effective cooperating teachers provide positive role models for student teachers. At the same time, they encourage student teachers to develop an individual style of teaching. Communication with the student teacher is vital. Feedback concerning planning, lesson implementation, assessment, and classroom management should be provided to the student teacher on a daily basis. As skills develop, the student teacher should assume

increasing responsibility for all components of the instructional process. A few of the more important specific responsibilities of the cooperating teacher are:

1. attending the cooperating teacher orientation session provided by the College at the beginning of the semester;
2. preparing students in the public school classroom for the arrival of the student teacher;
3. introducing the student teacher to children in the classroom and to other faculty and staff in the building;
4. acquainting the student teacher with the availability and location of student records, instructional materials, and audiovisual equipment;
5. providing the student teacher with a desk or table for personal use;
6. involving the student teacher in observation, routine, procedures, preparation of materials, and interaction with students;
7. setting aside special time to discuss the rationale of what the student teacher is seeing during Phase I;
8. providing feedback on lesson plans, teaching, activities, and assessments;
9. preparing with the student a long-range plan for the student teacher's gradual assumption of classroom teaching responsibilities;
10. approving, prior to implementation, unit plans and daily lesson plans prepared by the student teacher; all lesson and unit plans must have assessments and guided activities attached when submitted the Friday preceding the week the lessons are to be taught;
11. providing regular and continuous feedback to the student teacher concerning all aspects of the instructional process; provide daily verbal feedback and one weekly written assessment after the candidate begins teaching; use the form provided by the College to record written feedback;
12. making specific suggestions to the student teacher concerning classroom management techniques; requiring the student teacher to record all verbal feedback in his/her Reflection Log;
13. involving the student teacher in all responsibilities related to teaching: bus duty, lunchroom and playground duty, faculty meetings, parent conferences, PTA meetings, in-service activities, and extracurricular activities (except those for which extra compensation is received);

14. preparing and participating in the student teacher's two formal ADEPT evaluations -- a formative evaluation completed at the midpoint of the experience and a summative evaluation completed at the end of the experience.
15. communicating with the college supervisor on a regular basis concerning the progress of the student teacher;
16. adhering to guidelines and regulations indicated in The Morris College Teacher Education Handbook; and
17. completing an evaluation of the Morris College teacher education program and the college supervisor.

Roles and Responsibilities of Student Teachers

These guidelines are minimal and dynamic.

For the student teacher, the Observation and Directed Student Teaching Internship provides an opportunity to synthesize and apply knowledge and skills accumulated during the teacher education program. Student teachers are not expected to have mastered all aspects of classroom teaching, but they are expected to apply knowledge gained from coursework and to provide effective instruction for children. Student teachers are expected to be positive and cooperative and to understand that the welfare of public school students is their primary responsibility. The basic responsibilities of the student teacher are:

1. to ask for assistance as needed.
2. to provide meaningful, well-planned, **standards-based** learning experiences on a daily basis for students in the assigned classroom;
3. to actively seek suggestions and advice from the cooperating teacher and to be receptive to constructive criticism; maintain records of feedback in the Reflection Log;
4. to work cooperatively on a daily basis with public school teachers, students, and administrators, and with the college supervisor;
5. to develop with the cooperating teacher long-range plans for the gradual assumption of teaching responsibilities in the classroom; submit the first draft of the long-range plan at the end of the fifth week of the Observation and Directed Teaching Internship;
6. to prepare and submit daily lesson plans for the Cooperating Teacher's approval on Fridays preceding the week the lessons are to be taught; all guided activities and assessments must be attached to the lesson plans;
7. to plan and implement at least one integrated instructional unit; get the Cooperating Teacher's approval for the topic of the unit;
8. to keep a Reflection Log;
9. to normally assume total teaching responsibilities for a minimum of three quarters of the directed teaching experience;

10. to prepare, videotape and write analyses of two lessons, one during the beginning of the experience and another toward the end;
11. to adhere to the daily schedule of the cooperating teacher including such activities as bus duty, lunchroom and playground duty, faculty meetings, parent conferences, PTA meetings, in-service activities, and extracurricular activities (this does not include activities for which the cooperating teacher receives extra compensation such as coaching);
12. to adhere to the calendar of the assigned school district as opposed to the calendar of the College; student teachers who live on campus must make living arrangements for school holidays that do not correspond with those of the College;
13. to attend school daily and be punctual;
14. to notify the cooperating teacher, the principal, and the college supervisor in case of absence or in case of leaving school early due to an emergency;
15. to make-up any days missed from school;
16. to maintain the role of a student teacher -- **NEVER** functioning as a substitute teacher in the absence of the cooperating teacher;
17. to employ discipline which demonstrates respect for the child - **NEVER** engaging in or serving as a witness to corporal punishment;
18. to behave, speak, and dress in a professional manner;
19. to participate in no outside activities (employment or additional coursework) which interfere with student teaching;
20. to attend the weekly classes required by the Educational Seminar;
21. to earn passing ratings on the formal ADEPT evaluations; and
22. to complete and present the Observation and Directed Teaching portfolio according to School the Unit's requirements.

The Responsibilities of the College Supervisor

The college supervisor provides the primary link between the public school and the Teacher Education Unit. The college supervisor assumes direct responsibility for the student teacher and works closely with the cooperating teacher and school administrators to insure the progress and well being of the children impacted by the student teacher. The specific duties and responsibilities of the college supervisor are:

1. to serve as the primary liaison between the University and the public school;
2. to visit the student teacher a minimum of eight times during the Observation and Directed Teaching Internship,
3. to make at least eight teaching observations with two follow-up conferences;
3. to provide both constructive criticism and positive reinforcement;
4. to communicate regularly with the cooperating teacher concerning the progress of the student teacher;

5. to complete all required formal evaluations during the directed teaching experience;
6. to videotape the student teacher (if deemed appropriate and necessary);
7. to participate in two formal ADEPT evaluations, the first at the mid-point and the second toward the end of the experience;
8. to remove a student teacher from a placement following the specified procedures should the performance of the student teacher prove unsatisfactory or should the school request the removal of the student teacher;
9. to determine the final grade for the student teacher, using data collected by him/her and data from the Cooperating Teacher; and
10. to ensure that each student teacher has three ADEPT-trained evaluators.

Absence of a Cooperating Teacher

Should a cooperating teacher be absent from the classroom, the school district will provide a substitute to work with the student teacher. Should the cooperating teacher be absent for an extended period of time (two weeks or more), the school district will consult with College Supervisor and reassign the student teacher to a different cooperating teacher who also meets the requirements identified in this handbook and notify the of the change. **Under no circumstances may the student teacher serve as a substitute teacher.**

Absence of the Student Teacher

Student teachers are expected to be present in the classroom each day of the Observation and Directed Teaching Internship. Attendance at a professional conference may be allowed if approved well in advance. If a student teacher must be absent, three individuals must be notified before the beginning of the school day and preferably the day before the absence--the cooperating teacher, the principal, and the college supervisor. If a personal emergency should occur which necessitates the student teacher's leaving school during a school day, the cooperating teacher, the principal, and the college supervisor must be notified. Should the student teacher be absent from student teaching, the student teacher must make-up days missed.

Removal of a Student Teacher

The Teacher Education Unit will normally apply the following guidelines concerning the removal of a student teacher. These guidelines will cover removal prior to the end of the semester.

The criteria for evaluating student teachers are based on the objectives agreed upon by the faculty and published in the **Morris College Teacher Education Handbook**. These objectives are incorporated in the formal evaluation forms. Judgments concerning the effectiveness of student teachers will be based on these objectives. It is expected that

student teachers will show steady progress during the student teaching experience toward reaching a satisfactory level on all objectives by the completion of the experience. Normally, cause for early removal from student teaching will be based on consistent deficiencies in any of the following areas:

1. Effective teaching (instruction and planning);
2. Classroom management (instruction and behavior);
3. Content knowledge;
4. Oral and written communication skills; and
5. Ethical and professional behavior (including health problems that jeopardize others within the normal confines of the classroom).

Evidence of less than satisfactory performance may be documented by, but is not limited to, any of the following: Morris College Teacher Education Evaluation Forms; notes of the cooperating teacher, administrator, or college supervisor; lesson plans; and video tapes of lesson. Student teachers can also be removed upon the request of the cooperating school district.

The following procedures and practices must be followed when a student teacher has been identified as performing below a satisfactory level:

1. The student teacher must be observed and evaluated by at least two ADEPT trained education faculty members/designees.
2. The student teacher must be observed and evaluated by the Cooperating Teacher and when possible an additional classroom teacher or a school administrator.
3. The student teacher will be observed by a college faculty member at least twice a week until performance reaches a satisfactory level or a decision is made to remove the student teacher.
4. The student teacher will be videotaped and a follow-up conference will be conducted during which the tape will be viewed by the student teacher and college supervisor.
5. With the agreement of the Student Teacher, an Assistance Team will be assigned to assist the student teacher with identified deficiencies.
6. A copy of all formal evaluations, with recommendations for change, will be provided to the student teacher and Cooperating Teacher.
7. At least one three-way conference will be conducted with the student teacher, cooperating teacher, and college supervisor. Documentation should include suggestions for improvement. The conference should be conducted at least one week prior to withdrawal of the student teacher.

8. The student teacher must be notified in writing that removal from directed teaching will occur unless significant improvement is made in teaching performance.
9. Ineffectiveness in one area (as listed under criteria) might be serious enough to cause removal even through improvement occurs in other areas.
10. A student teacher will be removed immediately under unusual circumstances (i.e. child abuse, unethical, illegal, or immoral conduct), or if requested by the principal or school district.

Removal Options

A conference involving the student teacher, the college supervisor, and the Chairperson of the Division of Education will be conducted upon removal.

This conference will present the student with available options:

Removal from directed teaching with an assignment of a grade of “WF:”

- Repeating the semester of directed teaching. (Recommendations for remediation will be reflected in the Growth Plan.);
- Choosing to pursue a major other than teacher education. Career counseling will be provided upon the student’s request or may be required by the Division of Education.

Candidate Appeal

If the student teacher chooses to appeal removal, the student should adhere to the Morris College guidelines for submitting appeals, as reflected in the College Catalog.

Repeating Directed Teaching

A student who is removed or otherwise fails to successfully complete directed teaching shall be subject to the following:

1. Within ten (10) working days of a candidate’s removal or unsuccessful completion of directed teaching, the Director of Teacher Education, the college supervisor, the candidate’s academic advisor, and the cooperating teacher will collectively meet with the student to discuss the student’s performance in directed teaching. A student who is unavailable for such meeting will be ineligible for further directed teaching placement until such time as the meeting occurs.
2. During the meeting, the Director of Teacher Education, the college supervisor, the candidate’s academic advisor, and the cooperating teacher will determine if the candidate’s performance in directed teaching warrants a second directed teaching placement the following semester. Candidates will generally be eligible for a second directed teaching placement. However, a candidate whose conduct is determined by the Director of Teacher Education, the college supervisor, and the candidate’s academic advisor to jeopardize or pose a threat to the safety or well-being of students

and/or teachers, the classroom learning environment, or the school in which the candidate is placed, will not be eligible for a second directed teaching placement.

3. During the meeting, if it is determined that the candidate is eligible for a second directed teaching placement, the Director of Teacher Education, the college supervisor, the candidate's academic advisor, and the cooperating teacher will establish an Individual Improvement Plan for the student. The plan will outline the requirements the student must successfully complete in order to be eligible for a second directed teaching placement, the time period within which such requirements must be completed, and the requirements for the candidate to successfully complete the second directed teaching placement. A written copy of the plan will be mailed to the student within five (5) working days of the meeting date. The candidate must agree to all conditions set forth in the plan, sign the plan, and return it to the Director of Teacher Education within five working days in order to be eligible for consideration for further directed teaching placement.
4. A candidate will be eligible to reapply for directed teaching placement through normal Morris College enrollment procedures only after successfully fulfilling the requirements set forth in the Individual Improvement Plan. The IEP must be approved by the Teacher Education Review Committee before a candidate can be considered for a second directed teaching placement. Eligible candidates will thereafter be assigned a second directed teaching placement that will be supervised by a cooperating teacher with extensive experience with student teachers and Morris College faculty member.
5. If a candidate is removed or otherwise fails to successfully complete a second directed teaching placement, the candidate will not be eligible for further directed teaching placement.

Grading of Student Teacher

At the conclusion of the Observation and Directed Teaching Internship, student teachers will receive a grade of either an A, B, C, D, or F. Determination of the final grade is the responsibility of the college supervisor; however, careful consideration will be given to the evaluations of cooperating teachers.

Evaluation of Program and Directed Teaching Personnel

In an effort to monitor the effectiveness of the Morris College teacher education program, a number of different evaluation instruments are employed. These solicit the feedback of all who are involved in the directed teaching process. At the end of the semester, student teachers complete a form which contains opinions about their college supervisor, their cooperating teachers, and the directed teaching experience in general.

The cooperating teacher completes two evaluation forms at the conclusion of the directed teaching experience. The first of these requires the cooperating teacher to evaluate the Morris College teacher education program based on the performance of the student teacher. The second form requires the cooperating teacher to evaluate the performance of

the college supervisor. All of these forms are submitted to the Director of Teacher Education who summarizes and files the information gathered.

Copies of forms pertaining to their performance are made available to the college supervisors. The information gathered from these evaluations form the basis for changes made in the teacher education program in general and in the Observation and Directed Teaching Internship portion of the program in particular. Of necessity, revision of the program is a continuous process as different needs become apparent. In making revisions, input is sought from all involved in the directed teaching program: college supervisors, cooperating teachers, cooperating administrators, district office personnel and student teachers.

Reflection Log Assignment

One requirement of the Observation and Directed Teaching Internship is the *Reflection Log*. Students keep a journal of feedback from evaluators, their introspection, feelings, and reactions to any aspect of the teaching experience. They reflect upon it and make decisions about changing what they are doing. The rationale for this centers on the idea that writing is a means of reflection, and that reflection on experience leads to meaningful learning. Simply put, thinking intensely about (reflecting upon) the things that happen during the student teaching experience will help students become better teachers. Such reflection will allow them to isolate their positive teaching experiences, to analyze what made them positive, and to repeat them.

Likewise, negative teaching experiences will be isolated, analyzed and eliminated or avoided. Some types of journal writing are “free form” with few or no stipulations on format or content. However, the reflective journal is a bit more “systematic” in that its format leads one through a series of questions designed to promote description, reflection, and action. The following guidelines shape the form and contents of the reflective journal.

1. Maintain a **Reflection Log** during each practicum and each student teaching experience.
2. Write two entries per week in the journal (each entry should be 1 to 1 1/2 pages in length).
3. Each entry must be composed of three parts:
 - a. description of an experience (Ask the following [among other] questions:
 - What happened?
 - What did I do?
 - What did the students do?).
 - b. reflection upon the experiences (Ask the following questions):
 - What does it mean?
 - What informed my decision?
 - How did I come to be that way?).

- c. decisions, conclusions, or actions on how subsequent teaching will change as a result of the experience and reflection (Ask the following question):
 - How can I teach differently?
 - How can I maintain the positive and avoid the negative?
4. The first entry of each week should be a description of and reflection upon a positive teaching experience.
5. In the second entry each week describe and reflect upon either a positive or negative teaching experience.

A teaching experience encompasses all aspects of instruction (preparation, planning, teaching, etc.) as well as all other relationships within the school: teacher-student(s) interaction; teacher-teacher interaction; teacher-administrator interaction; teacher-parent interaction; and teacher-central office personnel interaction.

The Morris College ADEPT Evaluation System

The Morris College Assisting, Developing, and Evaluating of Professional Teaching (ADEPT) System is formative in nature. It is designed to provide the student teacher with focused, constructive feedback, phrased in terms of strengths, weaknesses and specific strategies for improvement. The system relies upon open, candid, and constructive three-way communication between the student, the college supervisor and the cooperating teacher. The system takes advantage of the high levels of experience and professional judgment of the cooperating teacher and the college supervisor. Together, they provide guidance and direction for the growth and development of the student teacher.

Additionally, the system requires reflection on the part of the student teacher. Through intensive self-assessment, journal writing, and dialogue with both the college supervisor and the cooperating teacher, the student teacher thinks reflectively about teaching decisions across the ten ADEPT performance Standards: long-range and unit planning, short-range and daily planning, assessment, establishing high expectations for learners, instructional strategies, content knowledge, monitoring student performance, classroom environment, classroom management, and personal/professional development.

The ultimate goal of the ADEPT System is to help student teachers develop the skill and habit of thinking reflectively about the teaching and learning process, to gain bodies of knowledge, and instructional competencies that will serve them continuously as they grow and develop professionally as teachers. The Morris College ADEPT System is one component of the state of South Carolina's multifaceted induction approach to teacher professionalism. As such, it is consistent with state-mandated guidelines for first-year teacher induction models being developed by school districts across the state.

The Morris College ADEPT System is a three-phase evaluation process. Part I involves continuous informal assessment of student teaching by the cooperating teacher based on the Morris College ADEPT criteria. The best mechanism for this informal assessment is a daily conference, focused on instructional strengths, weaknesses and strategies for

improvement, between the cooperating teacher and the student teacher. In addition to the informal assessment conferences, formal assessments by the cooperating teacher are completed at the midpoint and at the end of the Observation and Directed Teaching Internship via the completion of the *ADEPT Formative Evaluation Instrument*.

Phase II includes informal and formal assessment of student teaching by the college supervisor based on ADEPT criteria. Formal assessments by the college supervisor are completed throughout the directed teaching experience, using the *ADEPT Formative Evaluation Instrument*, and at the end of each placement, using the *ADEPT Summative Evaluation Instrument*.

Phase III is the segment of the Observation and Directed Teaching Internship when the student teachers debrief and reflect upon areas of instructional strength and weakness. They also investigate strategies for improving identified deficiencies. Student teachers finalize and present their Directed Teaching Portfolios to the Teacher Education Review Committee. This body makes a final decision relative to the candidates' effectiveness in demonstrating evidence of having mastered the unit's candidate outcomes for becoming teachers who is Competent, a Critical thinker, Reflective Thinker, and Caring. Candidates must receive a rating of "Demonstrated" for each outcome.

Performance Standards 1 and 2: Planning

1. Long-range and unit planning:

The teacher plans for the entire student teaching experience. This plan logically flows from and contributes to the cooperating teacher's yearly plan. As part of the planning process the student teacher takes into account students' interests, abilities, backgrounds and needs in the development of the long-range plan. A cohesive set of classroom management strategies is also part of the long-range plan. The teacher creates and implements a unit plan, including objectives, learning experiences, instructional assessment procedures, and necessary materials. Accommodation of student diversity with respect to developmental level, learning rate, learning style, racial, ethnic, or other cultural backgrounds is evidenced in the unit plan. Record keeping and other administrative duties of teachers should also be reflected in the long-range plan. **The teacher develops a plan for actively involving parents in the academic achievement, as well as all other areas that may impact of their children's progress in school.**

2. Short-range and daily lesson planning:

The teacher creates and implements lesson plans for every lesson taught. The lesson plans reflect sufficient thought, effort, and care and include explicit statements of purpose, curriculum standards, objectives, instructional procedures/activities/experiences, assessment strategies, and materials. Lesson plans should include a variety of instructional approaches/techniques and a variety of learning experiences.

Performance Standard 3: Assessment

3A. Meaningful assessment of student learning:

The teacher utilizes a variety of assessment strategies, both formal and informal. The teacher's assessment plan includes formative, summative, and authentic measures. After

analyzing assessment results, the teacher provides appropriate feedback to students regarding their progress. Instruction is modified in accordance with assessment results. The teacher maintains accurate records of student performance in a grade book or other acceptable format.

3B. Self-assessment of teaching performance:

The teacher engages in reflection (description, analysis, and action) and improves his/her performance. The teacher frequently confers with the cooperating teacher, the college supervisor and faculty colleagues. The student teacher maintains a reflective log. The teacher receives, considers, and acts upon constructive criticism in a professional manner.

Performance Standard 4: High Expectations for Learners

4. High expectations for all students:

The student teacher establishes appropriately high expectations for all students from the outset of the student teaching experience. Instructional experiences of an equitable nature for all students are planned and implemented. The teacher challenges all students, provides guidance, assistance, and remediation when and as needed. No student or groups of students are denied learning opportunities of an effective and challenging nature.

Performance Standard 5: Instructional Strategies

5A. Appropriate learning experiences, activities, strategies, techniques:

Instructional strategies are ordered in a logical sequence that facilitates achievement of lesson objectives. The experiences match the content and skills being learned by the students.

5B. A variety of learning experiences/activities:

For virtually all lessons, more than one type of learning experience is planned and implemented. Types of learning experiences include: cooperative (small group) learning, inquiry/discovery, lecture/direct instruction, questioning, games, simulations, centers, peer teaching/tutoring, and individual/independent learning.

5C. Instructional technology:

Where and when appropriate and accessible, instructional technology is used by the teacher to deliver, augment and/or extend lessons, and to otherwise enliven instruction. Computer-assisted instruction, use of Internet and CD-ROM resources, video and audiotapes, slide tapes, sound recordings, films, overhead projectors, opaque projectors, etc. are examples of instructional technologies.

5D. Differentiated instruction:

Instructional strategies and techniques meet varying student needs based on students' developmental levels, rates of learning, styles of learning, and cultural backgrounds.

5E. Culturally diverse content:

Content and instructional strategies designed specifically to address the experiences of members of racial, ethnic, cultural, and spiritual minority groups as well as women and those protected under the provisions of the Americans with Disabilities Act and 504.

5F. Student involvement:

Students are actively engaged in their own learning. They think, speak, write, move, and interact in order to achieve the lesson's objectives. Students engage in both independent and cooperative learning.

5G. Lesson's purpose:

The lesson's purpose is clearly written on the lesson plan, and clearly communicated to the students. Relevance of the lesson's content to the everyday lives of students is stressed and clearly communicated.

5H. Lesson's objectives

The teacher creates/writes clear instructional standards-based objectives. The objectives address knowledge at and above the rote simple knowledge level. Emphasis is placed on objectives above the rote (information) level. The objectives are clearly communicated to the students at the outset of the lesson.

5I. Effective questioning techniques:

Questions asked by the teacher address upper (i.e. analysis, synthesis, evaluation) as well as lower (i.e. information, comprehension, application) levels of thinking, are phrased clearly, and asked one at a time. The teacher provides adequate wait time for student response to questions. Supportive correction is offered by the teacher when incorrect or incomplete answers are given by students.

Performance Standard 6: Teaching Content to Students**6A. Content knowledge:**

The teacher conveys content that is accurate and current. The content is taught in an objective manner, acknowledging various perspectives, and evidencing sufficient intellectual preparation by the teacher. The content is taught with sufficient depth, emphasizing connections to other disciplines and other content when possible and appropriate. It is sequenced logically, delivered at an appropriate pace, and conveyed with confidence.

6B. Level of instruction:

Content is taught in ways that are appropriate considering the developmental levels, learning styles, rates of learning, and cultural backgrounds of students in the class. Learning tasks are differentiated, as appropriate, to accommodate student differences on the aforementioned variables.

6C. Oral communication:

The teacher communicates clearly in a manner understandable to the students. The teacher models effective use of spoken language for all students.

6D. Written communication:

The teacher writes clearly in a manner that reflects sufficient attention to matters of content, usage, and the conventions of written English. The teacher's writing conveys messages effectively to students, parents, and colleagues. The teacher models effective writing for all students.

Performance Standard 7: Monitoring student learning**7. Instructional monitoring:**

The teacher monitors learning through a variety of means including observation of student performance, questioning techniques, and assessment of completed student work. The results gained through monitoring affect instructional decisions; students' needs, as uncovered by monitoring, are accommodated.

Performance Standard 8: Maintaining a classroom environment that promotes Learning.**8. Classroom environment:**

The classroom environment possesses both physical and attitudinal Standards. Physically, the classroom is an inviting place. It should engage and stimulate student interest. Students have adequate space for learning; they are able to see and hear. Attitudinally, the environment is open, candid, caring, equitable, cooperative, respectful, and sensitive. The attitudinal and physical environments combine to increase student cognitive, affective, and physical growth and development.

Performance Standard 9: Classroom Management**9A. Classroom management plan:**

The teacher establishes and communicates clear and appropriate rules for student behavior. Evidence exists that students have participated, to an appropriate degree, in developing these rules and/or that they understand the class rules as well as the need for them. Students act in accordance with class rules. The teacher works at helping students motivate themselves to behave appropriately.

9B. High time on task:

The teacher maximizes student involvement in productive learning, thereby minimizing the potential for student misbehavior.

9C. Loss of instructional time:

The teacher makes sure that every class session starts on time. Transitions between parts of lessons are handled smoothly. Time is not wasted. In addition, non-instructional administrative chores are not conducted during class.

9D. Mutual respect:

A non-punitive atmosphere of respect for student humanity and diversity pervades the classroom.

9E. Fair and consistent manner:

The teacher metes out discipline in a fair and consistent manner to all students. Favoritism toward and bias against particular students or student groups are not in evidence.

9F. Positive and caring attitudes:

A positive and caring atmosphere, one that is formative, helpful and uplifting, pervades the classroom. Negativism, ridicule, and offensiveness are not in evidence.

9G. Inclusive attitudes:

The teacher exhibits an inclusive attitude by involving all students in challenging learning experiences and extra-curricular activities.

9H. Corporal punishment:

The teacher does not administer corporal punishment, nor does he/she serve as a witness for corporal punishment.

Performance Standard 10: Personal and Professional Development

10A. Ethical behavior:

The teacher behaves ethically toward students, colleagues and parents. The teacher is guided by a service ideal. The teacher does not abuse the trust placed in him/her by students or their parents. The teacher protects student and family confidentiality with respect to student records, academic performance, health information, and personal information.

10B. Human relations skills:

The teacher reflects upon and implements skills and attitudes necessary for respectful, sensitive, fair, and equitable interactions with students, faculty colleagues, supervisors, and parents. The teacher reflects upon and acts upon constructive criticism.

10C. Involvement of Parents

The teacher actively involves parents in the academic achievement, as well as all other areas that may impact their children's progress in school.

10C. Meeting Deadlines

The teacher submits **when due** long-range plans, lesson plans, portfolio, and all other documents required by the College, the Teacher Education Unit, the Cooperating Teacher, the Principal of the school, and the College Supervisor.

10D. Professional development activities:

The teacher engages in collegial activities designed to improve teaching and the school program. The teacher participates in activities which promote continued professional growth (e. g. joining professional organizations, reading professional journals, attending conferences, and participating in in-service sessions). The teacher participates in curriculum review, revision, development and change to the degree possible. The teacher

writes a professional development plan that lists appropriate professional development goals and strategies for achieving them.

Policies Regarding Substitutes for Cooperating Teachers

1. The public school is responsible for providing a substitute teacher for the cooperating teacher for any period of absence.
2. The cooperating teacher should not be absent from the school for over one week using a substitute teacher or other arrangements might be necessary.

Selection of Public Schools for Clinical Field Experiences

The Education Division believes that appropriate placement of college students for internship experiences plays an important part in the success experiences by the student. Thus, care shall be taken to select schools for student placement, which meet the following criteria:

1. Have adequate physical plants and facilities to offer at least the minimum program prescribed for South Carolina school districts.
2. The school district administration, the school principal, and teachers actively desire to work with college students as interns.
3. Assignments of students to specific teachers be made to teachers who are fully certified in their areas and who have had at least three years of teaching experience, with two years in the subject area for which supervision is assigned. Teachers who supervise student teachers must have received training in the current state approved assessment procedure.
4. Assignment shall always be made giving primary consideration to needs and best interests of the school children who will be affected by the assignment.
5. All student teaching experiences are coordinated by the Director of Teacher Education in consultation with other supervising faculty. All prospective student teachers should complete an "Application for Student Teaching." Supervising faculty will provide students with written confirmation of the student teaching placement after consultation with the division chairperson, participating schools, and participating school districts.

Criteria for Selecting Coordinating Teachers and College Supervisors

1. **Cooperating teacher will**
 - A. Possess a State of South Carolina Professional Certificate in the field to which the student teacher has been assigned.
 - B. Possess a minimum of three years of professional experience and at least two years of experience in the subject area or grade level for which supervision is assigned.
 - C. Have completed the training for observers who use the South Carolina performance assessment instrument (ADEPT model).
 - D. Possess a genuine desire to work with a student teacher.

2. College supervisor teacher will

- A. Possess a master's or doctorate degree.
- B. Possess a minimum of three years of teaching experience in public schools.
- C. Possess training in the ADEPT process.
- D. Possess the experience of working with students in materials and methods classes.

Summary of ADEPT Procedures

1. Morris College receives signed agreements with Partner Districts to train cooperating teachers with the ADEPT model.
2. Cooperating teachers spend two evenings on the campus of Morris College receiving training in the ADEPT model.
3. Cooperating teachers receive an honorarium from Morris College for their participation in the ADEPT training.
4. An evaluation form is given to the cooperating teachers regarding the effectiveness of the training.
5. At the fall and spring institutes, ADEPT training is administered to all faculty of Morris College. Faculty missing the fall training session must attend the spring training session.
6. Syllabi are reviewed by divisional chairs to ensure the incorporation of the ADEPT model.
7. A more careful examination is made of all syllabi of methodology classes for inclusion of ADEPT process.
8. Students in methodology classes get practice in developing lesson, unit, and thematic unit plans in these classes utilizing the ADEPT process.
9. All seniors prior to their field and observation experience must go through a minimum of six hours of training in the ADEPT procedures including the team evaluation process.
10. All student teachers are asked to evaluate their ADEPT training at the end of student teaching.
11. All evaluation forms are reviewed by the Division of Education for further improvement of the ADEPT training of faculty, cooperating teachers and student teachers.

12. Survey information is required of first-year teachers who are graduates of Morris College regarding the effectiveness of their ADEPT training.
13. Three faculty members in the Division of Education received training with the ADEPT model by the South Carolina State Department of Education.

Procedures for Evaluating Student Teachers

Evaluation should be a continuous cooperative process. It should be done informally as well as in a systematic way. Some suggested techniques are listed as follows:

1. The major purpose of evaluation is to help the student teacher identify his/her own strengths and weaknesses and to help him/her improve them.
2. Evaluation should be cooperative in nature, including the cooperating teacher, pupils, Student teacher, college supervisor, principal, and any other individual directly concerned with the total program.
3. Evaluation of the student teacher's competence should be a continuous process, extending throughout the entire student teaching period.
4. At a conference held during the early stages, all college evaluation forms or reports concerning the student teacher should be explained to the student teacher and cooperating teacher by the college supervisor.
5. A variety of appraisal techniques and devices should be used in evaluation. The student teacher should be encouraged to use self-evaluation forms frequently during his/her student teaching.
6. The planned conference should be used extensively in the evaluation of the student teacher. The purpose of these conferences is to help his/her become aware of his/her needs and to plan improvement(s).
7. In order to arrive at a true final evaluation all General Student Teaching Evaluation Forms used during the student teaching experience should be retained by the cooperating teacher and college supervisor until the end of the student teaching period.



Part VI

The Unit's Assessment System for Candidates and the Program

Description of the Unit's Assessment System

The assessment of Morris College teacher education candidates takes place in two major ways: (1) assessment within courses and (2) assessment of the candidates' progress throughout the program. In-course assessments consist of specific assignments related to the course content, focused on specific course objectives, and evaluated by the course instructor. Assessment of the candidates' progress through the program is organized in a series of levels where candidates' progress is formally assessed. At each level, a decision is made whether or not to allow the candidates to continue to the next level in the series.

The assessment system describes the data used by the unit to track and monitor candidates' progress through the teacher education program. The data are also used to evaluate the effectiveness of the program. Processes, forms, and a database have been developed to fully document each candidate's progression through each level and to allow for accurate and consistent data collection for program evaluation. The aggregated data from these levels serve as the basis for program changes, as evidenced by candidates' performance. Special emphasis is given to pre-candidate and candidate performance on Praxis Core and Praxis II. These data are reviewed each semester and based on the findings; unit and program changes are implemented to address the immediate needs of candidates in the teacher education program and the long-term goals of the unit. At each assessment level, the unit has in place a support system for those candidates who have deficiencies. A candidate, under the advisement of the Teacher Education Review Committee, develops a Growth Plan to address areas of need.



Assessment of Pre-Candidates and Candidates

Assessment of Pre-Candidates and Candidates

The following section summarizes the five levels of the Morris College Candidate Assessment System.

Assessment Level I – Pre-Admission: Recruitment/Selection

Population: Freshmen and sophomores who indicate that they are interested in majoring in Teacher Education and complete the Intent to Major in Teacher Education.

Pre-candidate data are collected at Level I from the following sources:

- SAT/ACT scores
- Entry-level placement
- Freshman mid-term and semester grades
- Participation in Program Orientation Sessions and Praxis Workshops
- Demonstration of ethical behavior
- Assessment of Dispositions: EDU 251: Foundations of Education

Purpose: Data at Level I provide evidence for the Teacher Education Review Committee to determine a pre-candidate's seriousness about becoming a teacher who is competent, a critical thinker, a reflective practitioner, and caring.

Performance Assessment Level II – Requirements for applying for Admission to the Teacher Education Program

Population: Pre-candidates who have met the criteria to be considered for admission to the Teacher Education Program and have submitted an Application for admission to the Teacher Education Program.

Pre-candidate data are collected at Level II from the following sources:

- Passing scores on Praxis Core
- Sixty semester hours of credit, excluding developmental courses
- Cumulative grade point average of 2.60 or above
- Interview with the Teacher Education Review Committee
- Satisfactory completion of a writing sample
- Demonstration of proficiency in oral and written communication

- Faculty recommendations (2): 1 general studies and 1 education faculty
- Demonstration of ethical behavior
- Submit Professional Portfolio

Purpose: Data from Level II provide evidence for the Teacher Education Review Committee to determine if pre-candidates are prepared to study in the professional and major segments of the teacher education program.

Assistance for Unsuccessful Applicants Levels II – IV

Under the supervision of the Teacher Education Review Committee and academic advisors, unsuccessful applicants develop a Growth Plan to address deficiencies evidenced during the admissions process. After completion of the Growth Plan, unsuccessful applicants must submit a written request for a Review/Determination Meeting with the Teacher Education Review Committee. At the meeting, the Teacher Education Review Committee reviews the plan and makes a determination relative to its acceptance and the applicant's readiness to sit for another Admission-to-Teacher-Education Interview. The Teacher Education Review Committee notifies the applicant in writing of its decision within two weeks of the Review/Determination Meeting.

Unsuccessful applicants have two opportunities to re-apply for admission to the program. When applicants are unsuccessful after the second re-application (total of three) for admission to the Teacher Education Program, the Teacher Education Review Committee advises the applicants to choose another major.

Performance Assessment Level III – Pre-Professional

Population: Candidates who have satisfactorily completed all major and professional courses, except Observation and Directed Teaching Internship, the Educational Seminar, and have earned passing scores on all appropriate Praxis II examinations.

Candidate data are collected at Level III from the following sources:

- Cumulative grade **point average of 2.60** or above
- Earn grade of "C" or above in major and professional courses

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- Interview for Clinical Practice (Directed Teaching)
- In-course assessments
- Satisfactory completion of practicum requirements (evaluation by professor, onsite supervisor, self-assessments or reflections)
- Demonstration of growth in understanding and appreciation of diversity (reflections on personal growth, artifacts from practica with diverse students, evaluation by onsite supervisor, and student work)
- Demonstration of growth in the use and understanding of implications of technology in teaching (evidenced through course projects, reflections on growth and use, lesson/unit plans with rationale for technology use, etc.)
- Continued satisfactory demonstration of skills and dispositions related to the conceptual framework
- Satisfactory completion of Service Learning Projects
- Portfolio review by the Teacher Education Review Committee
- Passing scores on Praxis II and other tests required for initial teacher licensure in South Carolina

Purpose: Data from Level III provide evidence for the Teacher Education Review Committee to determine the candidates' readiness for the student teaching experience.

Assessment Level IV: Professional

Population: Candidates who have been admitted to the Directed Teaching Internship.

Candidate data at Level IV are collected from the following sources:

- Formative Assisting Developing and Evaluating Professional Teaching (ADEPT): Observations and evaluations
- Candidate's reflections of Directed Teaching experiences
- Cooperating teacher's evaluation of skills and dispositions related to the Teacher Education Program's conceptual framework
- The College Supervisor's evaluation of the skills and dispositions related to the Teacher Education Program's conceptual framework
- Exit Review with the Teacher Education Review committee: Successful completion and presentation of the professional portfolio, including evidence
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showcasing the candidate's proficiency in skills and dispositions related to the Teacher Education Program's conceptual framework (especially targeting ability to teach effectively students with diverse abilities, and cultures, as well as to use effectively technology to enhance instruction)

- Long-Range Plan, to include unit and lesson plans
- Summative Assisting Developing and Evaluating Professional Teaching (ADEPT) evaluation and conference

Purpose: Data collected at Level IV allow the Teacher Education Review Committee to determine the extent to which candidates have mastered the identified competencies toward becoming teachers who are competent, critical thinkers, reflective practitioners, and caring.

The Capstone Course

The capstone course is different from other courses you will have taken at Morris College. The aim of a capstone course is not to cover more material or information, but rather to help you pull together and make sense of what you will have already learned in previous courses.

Before enrolling in the capstone course, all teacher education candidates must have already passed all parts of Praxis II, to include Principles of Learning and Learning, earned a cumulative grade point average of 2.60 or better, and received a rating of Acceptable or above on the Admission-to-the Observation and Directed Teaching Internship.

Therefore, the capstone course is an opportunity for students to demonstrate that they have achieved the goals for learning that have been established by the institution and the particular area of study. By its very nature, the capstone course is a method of evaluation. The course is a culminating, academic experience that connects all previous courses in the academic discipline, area of specialization in teacher education, professional and all required courses, and facilitates transition to a career in teaching.

In recent years capstone courses in higher education have grown in scope, importance, and necessity. The capstone course for teacher education majors is EDU 405: Educational Seminar. It provides an opportunity for candidates to demonstrate that they have achieved the goals for learning established within the major and requires the application of that learning in a final research project.

The final project is then presented to the college community and invited guests as a form of assessment. The capstone process focuses on academic learning, critical thinking, reflection, effective communication, and lifelong knowledge and skills. A panel of judges assesses the presentation of the final project.



Program Evaluation

Procedures for Evaluation of the Teacher Education Program

The programs within the teacher education unit are evaluated annually by graduates, pre-candidates, candidates, the Division of Education faculty, other academic divisions, professional educators, and the Teacher Education Advisory Council for improving the teacher education curriculum and overall operations.

Graduates

1. Surveys are mailed to graduates of the Teacher Education Program each summer.
2. Responses from the survey are reviewed, compiled, analyzed, and shared with education faculty and program coordinators.
3. Compiled responses are discussed in the divisional meetings.
4. Faculty in the division study the responses and make recommendations to the Academic Policy Committee.

Candidates

1. Surveys are given to the students that are fully admitted to the Teacher Education Program in reviewing the curriculum.
2. Candidates and faculty members interact in discussing the Teacher Education Program.
3. Members of S-SCEA are participants on the Teacher Education Advisory Council which reviews the programs of teacher education.
5. The faculty of the unit studies the responses and takes the appropriate action (i.e. makes recommendations to the Director of Teacher Education, develops plans for submission to the Chairperson of the Division of Education, and the Division of Education faculty for approval, etc.).

Teacher Education Faculty

1. Reviews student performance on various tests and examinations at the end of each semester.
2. Discusses current trends and research in education.
3. Reviews changes in state and federal laws concerning education that impact the unit program.

4. Acquires modern equipment and technologies for improving the programs.
5. Submits annually updated course syllabi.
6. Conducts an annual survey of all faculty and staff concerning improvement in the teacher education curriculum.
7. Passes recommendations on to the Academic Policy Committee, if appropriate.

Other Morris College Divisions and Teacher Education Advisory Council

1. Survey forms are given to all Teacher Education Advisory Committee members.
2. These suggestions are reviewed by the Division of Education.
3. Acceptable suggestions are passed on as recommendations by the Division of Education to the Academic Policy Committee.
4. The Academic Policy Committee passes on acceptable recommendations to the faculty for consideration.

Responses of Professional Educators from Cooperating School Districts

1. Student evaluations from laboratory or clinical experiences by professional educators are reviewed.
2. Recommendations for improving the teacher education programs from professional educators are reviewed by the Division of Education.
3. The faculty of the division studies the responses and makes recommendations to the Academic Policy Committee.
4. The Academic Policy Committee meets on the proposed recommendations.
5. If approved by the Academic Policy Committee, the recommendations are presented to the faculty by the Academic Dean for approval or disapproval.

Formal Procedures for Incorporating Curricular Improvement

1. Distribute survey forms to the graduates, presently enrolled students, Division of Education faculty, other academic divisions, and the Teacher Education Advisory Committee members.
2. Collect surveys and present results to the Division of Education from the above groups.
3. Standardized test sub-scores for Praxis Core and Praxis II are distributed to each program coordinator and academic division that houses a teacher education program.
4. Each academic division discusses and assesses the standardized scores made by persons in their division and sends recommendations to improve their programs to the Director of Teacher Education.
5. The Director of Teacher Education discusses and collaborates with divisions in making recommendations to the Academic Policy Committee for program improvement, as needed.

Evaluation of the Performance of Candidates in Teacher Education

1. The Teacher Education Review Committee reviews the following criteria on all students.
 - A. Completion of all teacher education requirements.
 - B. The candidate's satisfactory completion of the Directed Student Teaching Internship.
 - C. Review of Praxis Core and Praxis II scores.
2. Findings of the committee are presented to the entire faculty of the Division of Education.
3. The faculty of the Division of Education decides whether to recommend a pre-candidate or candidate for movement to the next Performance Assessment Level and/or for initial certification.



Assessment Level VII: Induction

Follow-Up after Graduation

After Graduation Follow-Up

The teacher education unit is committed to ensuring that its graduates continue to model the proficiencies of professionals who are competent, critical thinkers, reflective practitioners, and caring educators. Therefore, the unit designed a follow-up component to its assessment system, Assessment Level V.

Assessment Level V: After Graduation

Population: All Teacher Education Program Completers who are employed in the teaching profession.

Candidate data at Level V are collected from the following sources:

- Survey completed by the graduate during the first year of teaching
- Worksite visits during the first year of teaching by teacher education faculty
- Follow-up surveys during the third year of teaching
- Employer's evaluation of graduate during the first year of teaching

Purpose: Data collected at this Assessment Level V allow the Teacher Education Review Committee to determine the effectiveness of the Teacher Education Program as evidenced by the level at which graduates model the elements of the unit's conceptual framework, address diversity in the classroom, and use technology to enhance P-12 learning.

Evaluation of First-Year Professionals

1. The Office of Teacher Education and the Office of Alumni Affairs both conduct follow-up surveys of our graduates.
2. Information obtained is compiled and analyzed by the Office of Institutional Research.
3. The compiled findings and the original questionnaires are forwarded to the Office of Teacher Education. These data are studied by the faculty in Teacher Education. The findings are used for improving practices and policies in Teacher Education and for general curriculum development of its programs.

Initial Licensure and Recertification and Other Personnel Related Obligations

General Requirements for Initial Licensure

The applicant must be at least eighteen years of age.

1. The applicant must have an all-clear report on the required FBI criminal records review.
2. Or if an arrest record is documented, it must be approved by the State Board of Education.
3. An applicant must complete a state approved teacher education program designed for initial teacher licensure at the undergraduate or graduate degree level.
4. The college or university must be regionally or nationally accredited.
5. Practically all areas of licensure require at least one examination.
6. For initial licensure, all applicants must present the required score on the Principles of Learning and Teaching.
7. In addition, the appropriate Praxis II Specialty Area Examinations are required. Morris College offers approved programs in the following areas for which the required scores are as follows:
 - A. An application packet may be obtained from the Teacher Education and Certification Office.
 - B. Morris College passes out an application packet prior to completion of student teaching. All completed applications for initial licensure are mailed together immediately after graduation.
 - C. An application is required along with a recommendation form indicating the type of program completed by the applicant.
 - D. All college transcripts must be mailed or electronically transmitted directly to the Teacher Education Program and Certification Office from the college registrar or in sealed envelopes (obtained from the college) from the applicant.
 - E. An official score report from the appropriate Praxis and Subject Area Examination and the Principles of Learning and Teaching must be forwarded directly from Education Testing Service.
 - F. The FBI check takes from several weeks to two months to process.

Recertification

1. The Professional Certificate may be renewed for a subsequent five-year period upon presentation of six (6) semester hours of credit in a content area.
2. Technology is included as a content area.
3. A one-year extension may be granted upon written request provided an individual's certificate has not been expired for more than five years.
4. Certificates that have been expired for over five years have additional requirements for reinstatement.



Part VIII

Standardized Tests Required for the Teacher Education Program: Admission and Student Teaching

Tests Requirements for the Teacher Education Program (Prior to Admission and Directed Teaching Internship)

Admission

South Carolina State Law requires all pre-candidates to pass a basic skills test, Praxis Core before applying for admission to a Teacher Education Program. Praxis Core: measures the pre-candidate's basic skills in the areas of Reading, Writing, and Mathematics. Mastery of these basic skills is a prerequisite for admission to the Teacher Education Program. **The test is available as a computer-based test priced at \$90 for each individual test, or \$150 if you register to take all 3 parts on the same date. (Prices current as of June 2016; Information taken from www.ets.org.)**

Fee Waivers

A limited number of fee waivers are available for enrolled undergraduate or graduate students who meet eligibility requirements. For more information about the waivers, visit www.ets.org/praxis.

To be eligible

1. You must be receiving financial aid
2. You must be an enrolled undergraduate or graduate student (you are ineligible if you have a master's or a doctorate)
3. You must meet the income guidelines see www.ets.org/praxis
4. The registered test must be required by an authorized score recipient

The computer-based Praxis Core Academic Skills for Educators (Core) is administered, on demand, several times per year and measures three basic skills areas. The Reading test is an 85-minute, 56-multiple-choice question test; the Mathematics is an 85-minute, 56-multiple-choice question test along with numeric entry questions. The Writing test consists of a 40-minute multiple-choice section and a 30-minute essay section consisting of 2 essay questions. To register, visit www.ets.org/praxis.

Some local testing centers:

- Charleston 843/766-5599
- Columbia 803/354-9221
- Columbia 803/777-2782
- Greenville 864/676-1506
- Myrtle Beach 843/349-4004
- Florence 843/667-3227

Prior to Admission to the Observation and Directed Teaching Internship

South Carolina State Law also requires all candidates to demonstrate their professional knowledge of the area(s) in which they plan to teach. Current law requires that this demonstration be in the form of written assessments. These assessments are known as Praxis II: Subject Assessments. Candidates must earn passing scores on the appropriate Praxis II: Subject Assessment(s) prior to Directed Teaching and state licensing to teach (see Table 2).

Table 2: Praxis II: Subject Assessments Requirements by Major

Major	Required Examination(s)	Required Score	Hrs. for Test	Cost
Biology Secondary Education	Biology: Content Knowledge (5235)	148	2 hrs 30 mins	\$120
	Principles of Learning and Teaching: Grades 7-12 (5624)	157	2	\$146
Early Childhood Education	Education of Young Children (5024)	160	2 hrs 30 mins	\$146
	Principles of Learning and Teaching: Early Childhood (5621)	157	2	\$146
Elementary Education	Elementary Education: Instructional Practice and Applications (5019)	155	2 hrs 50 mins	\$146
	Principles of Learning and Teaching: Grades K-6 (5622)	160	2	\$146
English Secondary Education	English Language Arts: Content and Analysis (5039)	168	3	\$146
	Principles of Learning and Teaching: Grades 7-12 (5624)	157	2	\$146
Mathematics Secondary Education	Mathematics: Content Knowledge (On-screen graphing calculator provided) (5161)	160	2 hrs 30 mins	\$120
	Principles of Learning and Teaching: Grades 7-12 (5624)	157	2	\$146
Social Studies Secondary Education	Social Studies: Content and Interpretation (5086)	153	2	\$146
	Principles of Learning and Teaching: Grades 7-12 (5624)	157	2	\$146

Visit www.ets.org/praxis for more detailed information regarding your specific required test(s). Information current as of June 2016.



Addendum



Application for Admission into Teacher Education Program

**Morris College
Division of Education**

APPLICATION FOR ADMISSION TO THE TEACHER EDUCATION PROGRAM

Name _____ SS# _____ Date _____

Sex _____ Race _____ Date of Birth _____

Major _____ Minor _____

Total hours earned _____ Advisor _____

Current Class Status (Circle One): Freshman Sophomore Junior Senior

Praxis I: _____ Date taken _____

RESULTS: (Circle the appropriate score)

Reading (PASS/FAIL) Writing (PASS/FAIL) Math (PASS/FAIL)

Please write a one-paged essay explaining why you believe you will become an effective teacher.

Yes <input type="checkbox"/> No <input type="checkbox"/>	Have you ever been arrested, convicted, found guilty, entered a plea of no contest, or had adjudication withheld in a criminal offense (including DUI) other than minor traffic violation; or are there any criminal charges now pending against you? Failure to answer this question accurately could cause denial of certification. A Yes or NO answer is required. If you check the Yes box, you must give the information requested for each charge. Please attach a separate sheet if you need more space. Any record that has NOT been SEALED or EXPUNGED by a WRITTEN COURT ORDER must be reported in this section
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I certify that the statements and data on this application are correct. Falsification of, or failure to report accurately and information on this application may result in the denial of a teaching license pursuant to State Board of Education regulations.

Signature of Applicant _____ Date _____

=====

**PLEASE DO NOT WRITE IN THIS SECTION: FOR DIVISION OF EDUCATION USE ONLY.
TEACHER EDUCATION COMMITTEE**

_____ Grade Point Ratio (Cumulative) _____ Total hours earned _____ Passed Praxis I: Reading ___/___/___ Writing ___/___/___ Math ___/___/___	_____ Date of Action _____ _____ Approved to full candidacy _____ Probationary admission _____ Not recommended
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Recommendation Form



Application for Admission to Student Teaching

Application for Observation and Directed Teaching

Name: _____

Major: _____

I. Candidate's Section: Complete the three questions and submit form to your academic advisor.

I hereby make application to engage in Observation and Directed Teaching during the Fall Semester of _____.

1. I affirm that I have accumulated _____ semester hours and _____ quality points as reflected on my most recent transcript, dated _____. My current grade point average is _____.
2. I affirm that I have taken and passed the Praxis I Examination [date(s)] for each part: _____.
3. I affirm that I have passed all parts of Praxis II and have attached the original copies of the results to this document. The scores for each area are _____.

Signature of Candidate: _____ **Date:** _____

.....

II. Academic Advisor's Section: Complete this section of the form and submit to the Director of Teacher Education.

- Does the applicant display those personal characteristics and qualities, which promote effective teaching and positive human relations, and has secured the content knowledge necessary for teaching in the P-12 school setting as a teacher who is competent, a critical thinker, a reflective practitioner, and caring? ___ Yes ___ No
- Has the applicant completed in a satisfactory manner the professional education courses necessary for successful student teaching? Has the applicant demonstrated greater than average interest in professional growth? ___ Yes ___ No

Signature of Academic Advisor: _____ **Date:** _____

III. Director Teacher Education

- Has the applicant met all of Observation and Directed Teaching prerequisites required by the unit? ___ Yes ___ No

This application is **APPROVED** _____. This application is **NOT APPROVED** for the following reason: _____

Signature of the Director of Teacher Education: _____ **Date:** _____



Pre-Professional Portfolio Guide

Candidate's Pre-Professional Portfolio Guide and General Record Sheet

Name _____ Area of Teacher Preparation: _____

Directions: Follow this guide as you prepare to be evaluated at Assessment Levels II and III. Arrange all documents chronologically as listed on this guide. After completing all parts of the task(s) for each item, record the date of completion (the date the last part was completed) in the space to the left of the number. At each assessment level, submit your completed/updated portfolio to your academic advisor two weeks before you are to appear before the Teacher Education Review Committee (TERC). This allows time for your portfolio to be reviewed prior to your Assessment Level Interview. The guide sheet serves as the Table of Contents; insert it first. You will receive different portfolio guidelines for Assessment Level IV.

Part A. Assessment Level I: Recruitment and Selection

Freshman and Sophomore Years

Date of Completion (Semester/Year)

- _____ 1. Copy of Entry Placement Scores and Courses
- _____ 2. Philosophy of Education (Beginning)
Evaluate your philosophy against this checklist:
 - Does it accurately relate my beliefs about teaching?
 - Does it reflect the unit's conceptual framework?
 - Have I been honest with myself?
 - Is it understandable to me and others?
 - Does it provide practical guidance for teaching?
 - Are my ideas consistent?
 - Does what I believe make good sense?
- _____ 3. Resume (Beginning)
 - High School Experiences (Honors, awards, Teacher Cadet, etc.)
 - College Experiences (Practicum experiences, honors, awards, service learning, professional organizations, etc.)
- _____ 4. Essay, *Why I Believe I Will Become an Effective Teacher*
Target _____ Acceptable _____ Unacceptable _____
- _____ 5. Application for Admission to the Teacher Education Unit
- _____ 6. Two Acceptable Recommendations
 - One from a general studies faculty: Yes ___ No ___
 - One from teacher education faculty: Yes ___ No ___

7. Pre-Admission Field Experiences, Courses, and Praxis I Scores

Pre-Admission Field Experiences

Course	# of Hours Completed	Field Site	Supervisor	Grade
EDU 251: Foundations of Education				
EDU 312: Curriculum, Instruction and Assessment in Health and Physical Education for Elementary Education				
GSC 200: Curriculum, Instruction and Assessment in Science for Elementary Education				

Grades for Reading

Prefix/Number	Course Title	Date Completed	Grade
DRD 101	Developmental Reading I		
DRD 102	Developmental Reading II		
Tested Out of Reading	#####		

Grade for Speech

Prefix/Number	Course Title	Dated Completed	Grade
SPH 103	Voice and Speech Improvement		

Grades for English

Prefix/Number	Course Title	Date Completed	Grade
DEG 101	Developmental English I		
DEG 102	Developmental English II		
ENG 103	Fundamentals of Composition		
ENG 104	Research and Composition		
ENG 202	Introduction to Literature		
ENG 205	African American Literature		

Grades for Mathematics

Prefix/Number	Course Title	Date Completed	Grade
DMA 101	Developmental Mathematics I		
DMA 102	Developmental Mathematics II		
MAT 103	College Algebra		

Praxis Core Academic Skills for Educators (Core) Skills Test Required for Admission to Teacher Education

Test Area/State Cut-off cores	Passing Score	Date of Passing Score
Reading (150)		
Mathematics (156)		
Writing (162)		

- _____ 8. One sample of scholarly Work: Target____ Acceptable____
Unacceptable_____
- _____ 9. Current Photocopy of Transcript Reflecting a Minimum of 61 Credits and a
Cumulative Grade Point of 2.50, excluding Developmental Courses
- _____ 10. The TERC's Decision on the Applicant's Application for Admission to the
Teacher Education Program

➤ **Date of First Application**

- Decision: Accepted _____
Rejected_____

➤ **Date of Second Application, if applicable**

- Decision: Accepted _____ Rejected

Part B. Assessment Level II: Admission to the Teacher Education

The End of the Sophomore Year and/or the Beginning of the Junior Year

- _____ 11. Letter of Acceptance to the Teacher Education Program

***Part C. Assessment Level III: Complete Major/Professional Courses, Pass Praxis II,
and Admission to the Observation and Directed Teaching Internship***

The Beginning of the Junior and Year Senior

- _____ 12. The Application for the Observation and Directed Teaching Internship
- _____ 13. Updated Philosophy of Education to reflect courses and experiences during
Level III
- _____ 14. Preliminary Application for Graduation: Required by the end of junior year
Include a photocopy of the curriculum audit sheet from the Office of
Admissions and Records
- _____ 15. Two samples of graded scholarly work

_____ 16. Current Photocopy of Transcript, Reflecting a Minimum Cumulative Grade Point Average of 2.50

_____ 17. Post-Admission Field Experiences and Tests

Post-Admission Field Experiences

Course	#Hours Completed	Field Site	Supervisor	Grade
EDU 301: Curriculum, Instruction and Assessment in Language Development and Communication Skills				
EDU 302: Educational Psychology				
EDU 306: Behavior and Development of the Young Child				
EDU 311: Curriculum, Instruction and Assessment in Early Childhood Education				
EDU 316: Curriculum, Instruction and Assessment in Mathematics for Early Childhood Education				
EDU 317: Curriculum, Instruction and Assessment in Mathematics for Elementary Education				
EDU 320: Curriculum, Instruction and Assessment in Visual and Performing Arts for Elementary Education				
EDU 400: Curriculum, Instruction and Assessment in Reading				

EDU 406: Curriculum, Instruction and Assessment in Secondary School Science				
EDU 407: Curriculum, Instruction and Assessment in Secondary School Social Studies				
EDU 413: Curriculum, Instruction and Assessment in Secondary School Mathematics				
EDU 415: Curriculum, Instruction and Assessment in Secondary School English				

_____ 18. Praxis II and Principles of Teaching and Learning Scores (The original score reports from the Educational Testing Services must be included in the portfolio.)

Name of Test	Passing Score	Date of Passing Score

_____ 19. Proof of Having Submitted Paperwork for a Criminal Clearance by SLED/FBI: Prior to February 1 if planning to student teach in the fall, and prior to June 1 if planning to student teach in the spring:

_____ 20. The TERC's Decision on Candidate's Application for the Observation and Directed Teaching Internship

➤ **Date of First Application**

➤ Decision: Accepted _____
Rejected _____

➤ **Date of Second Application, if applicable**

➤ Decision: Accepted _____
Rejected _____

Part D. Assessment Level IV: Completion of the Observation and Directed Teaching Internship and Presentation of the Directed Teaching Portfolio

**The Senior Year after the Completion of the Observation
and Directed Teaching Internship**

_____ 21. Updated Philosophy of Education to reflect how you incorporated the conceptual framework during student teaching

_____ 22. ADEPT Summative Evaluation: Include a copy of the final Summary Sheet
Competent ____ Needs Improvement ____ Unsatisfactory ____

_____ 23. Rating of Professional Portfolio by the TERC

_____ 24. Candidate's Evaluation of the Teacher Education program

_____ 25. Candidate's Evaluation of the Observation and Directed Teaching Internship

_____ 26. Date of Graduation

_____ 27. Received Certification

Part E. Assessment Level V: After Graduation: The Induction Year

_____ 28. Place of First Employment _____

_____ 29. Results of Faculty Visit to Worksite _____

- _____ 30. Employer's Evaluation of Program/Graduate
Completed: Yes ___ No _____
- _____ 31. Graduate's Evaluation of the Program
- _____ 32. Graduate's ADEPT Evaluation Results at the End of the Second Year of Teaching
- _____ 33. The TERC's Decision on Candidate's Application for the Observation and Directed Teaching Internship

➤ **Date of First Application**

- Decision: Accepted _____
Rejected _____

➤ **Date of Second Application, if applicable**

- Decision: Accepted _____
Rejected _____

Revised Spring 2010, Summer 2014, Summer 2016