



ANDERSON[®]
UNIVERSITY

College of Education

Pre-Clinical Experience

2021-2022



**Course Syllabus
EDU 443**

"Educators who are builders of knowledge, values, and community"

EDU 443: Pre-Clinical Experience

Edu 443, Pre-Clinical

Credit Hours: 3

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Class Time and Place

Scheduled Wednesdays
8:00-8:55a.m.
Site: TBA

Disclaimer: This handbook serves as a tool for informing teacher candidates about the policies, guidelines, and procedures necessary for successful completion of the Teacher Education Program. The South Carolina State Department of Education may change its requirements for teacher certification while a teacher candidate is completing the undergraduate education major or MAT in Elementary Education program. Therefore, a teacher candidate's program may be affected by any of these revisions, which are not considered in this handbook. The requirements for the education major program and teacher certification specified in the College of Education Teacher Candidate Handbook and this Pre-Clinical/Clinical handbook reflect current South Carolina State Department of Education guidelines. The College of Education revises these handbooks periodically and reserves the right to change, delete, or add to any of the content at any time at its sole discretion.

In addition, this publication does not constitute a contract between a student and Anderson University, either expressed or implied, and Anderson University reserves the right at any time to change, delete, or add to any of the content at its sole discretion. This policy applies to the Teacher Education Handbook, and any other university publication that may contain descriptions of academic program requirements, student services, or rules and regulations regarding student behavior. (from: Anderson University Academic Catalog)

Course Description

This course examines the implementation of a wide array of developmentally effective approaches to teaching and learning. It also considers the effective use of assessment strategies to positively impact K-12 students' development and learning. A 50 hour field experience in a public school classroom under the supervision of a Clinical Supervisor and Cooperating Teacher is required. The teacher candidate will apply for Benchmark II during this course. This course must be taken prior to EDU 490.

Note

As per University policy, all CEP and Journey credits must be completed before graduation, with no exceptions. The College of Education highly recommends that all candidates complete all credits by the end of the Pre-Clinical semester due to the expectations during the Clinical experience. However, if a student must complete credits during the Clinical semester, all requirements for Clinicals must take precedence over these activities. This includes all components of the Clinical experience, including those that extend beyond the traditional school day (i.e., planning, parent meetings, extra duties).

Prerequisites

Completion of Benchmark I

Response to Dispositions: Relationship to Conceptual Framework

The theme of the unit, "*Educators who are builders of knowledge, values, and community*," is integrated in this course by the involvement of the teacher candidate in classroom experiences that require the development of teaching strategies that exemplify a constructivist theory of learning. The teacher candidate will integrate the College of Education values while fulfilling the daily responsibilities of the classroom. The teacher candidate will become aware of the role of the classroom, school, and at-large community as a rich resource for learning and teaching.

The central metaphor that captures the guiding pedagogical principles of the Teacher Education Program at Anderson University describes the teacher as a master builder. The primary role of the teacher is that of facilitator who:

- **is a builder of knowledge by** exhibiting an approach to life that is demonstrated by a passion for learning and creating a classroom atmosphere conducive to learning for all students.
- **is a builder of values by** displaying an enthusiasm about teaching as demonstrated by compassionate and respectful interactions with learners and instilling in learners a desire to be independent problem solvers and life-long learners.
- **is a builder of community by** demonstrating the ability to create environments that promote cooperation and teamwork and to create **strategies** for effective classroom management and by participating in responsibilities beyond the classroom.

Statement on Disabilities and Academic Adjustments

If a teacher candidate has a disability that may interfere with his/her learning, testing, or assignment completion in this course, the student may be eligible to receive classroom accommodations. Please contact Dr. Dianne King, Dean of Student Success, who will advise you on appropriate documentation, determine reasonable accommodations, and notify the Director of Field Placements of the

accommodations for which the teacher candidate is eligible. Once the teacher candidate has been approved for accommodations through the Center for Student Success, please discuss with the Director of Field Placements their implementation in this course. Documentation must meet the guidelines specified by university policy, and no one can be notified of student accommodations without your written consent. This process must be repeated for every semester the teacher candidate is enrolled at Anderson University and wishes to receive accommodations. Accommodations are intended to “level the playing field” so that students with disabilities can demonstrate their true abilities in their courses. Adjustments cannot be made to grades earned before a student has requested accommodations, so please attend to this early in the semester.

Candidates who have provided documentation and are eligible for accommodations through the University, will be permitted to utilize approved accommodations for academic requirements associated with clinical experiences (i.e., extended time for submission of lesson plans). However, in-field clinical requirements (i.e., observed teaching) cannot be accommodated and all candidates must demonstrate competency in order to meet the professional licensure requirements as outlined by the program in alignment with South Carolina Department of Education. Candidates requesting accommodations should communicate with the Director of Field Placements and their clinical supervisor prior to the start of the academic term in which they are completing Clinicals.

Technology Integration

All course assignments should be completed, submitted on time, and professional in appearance. No errors should be evident in any materials sent home with students. Proofread and double check what the computer has checked. Do not rely on the computer to make the necessary and appropriate changes.

E-mail policy

All students are expected to establish and maintain an e-mail address on the Anderson University e-mail system. Students are expected to check their AU e-mail daily during the fall and spring semesters, as well as periodically during the summer months. Students are responsible for all material, assignments, and announcements sent by e-mail or posted via CANVAS. Ignorance of course requirements, instructor statements and directions, and University announcements or policy statements sent through University e-mail and/or CANVAS is not an acceptable excuse for failure to meet the requirements of a course or to adhere to University policy.

Instructional Methods

Seminars will be provided by Director of Field Placements and will include university faculty/staff and/or guest speakers. Various methods of instruction will be used including, but not limited to, the following: lectures, demonstrations, and presentations by guest speakers, simulations, discussions, and group work.

Feedback

Written feedback and/or conferences may be utilized after each field observation by the Clinical Supervisor to give the teacher candidate an assessment of areas of strength and those in need of improvement. If the feedback is not given at the school immediately following the observation, the teacher candidate should schedule a conference with the Clinical Supervisor at a mutually convenient time, preferably within two days of the observation. Suggestions made during conferences or in writing

by the Cooperating Teacher and the Clinical Supervisor must be addressed by the teacher candidate and reflected in future planning.

Attendance Policy

The Pre-Clinical Experience commences and concludes on dates determined by the Director of Field Placements in consideration of the calendar of events of the cooperating school districts. The teacher candidate is scheduled to be in attendance in the cooperating school(s) for a total of at least a **minimum** of 50 hours. *The teacher candidate should work with the Cooperating Teacher to create a schedule of attendance that encompasses the 50 hours longitudinally during the semester. Once a schedule is determined, the teacher candidate needs to submit it to his or her Clinical Supervisor immediately.*

It is imperative that the teacher candidate realizes the importance of punctuality and attendance as they relate to the successful completion of the Pre-Clinical Experience. Further, regular and prompt attendance provides pupils with a model of a desirable life practice and is contributory to their sense of safety and welfare at the beginning of each school day. Therefore, the teacher candidate is expected to be prudent in attendance and punctuality unless there is a personal illness that necessitates the attention of a physician or threatens the health of others. Situations out of the control of the teacher candidate, such as a death in the immediate family or an automobile malfunction, may also be prohibitive to attendance at the school. In all such cases, **it is the responsibility of the teacher candidate to immediately notify the Cooperating Teacher by phone call and/or text of the attendance status for that day.** E-mailing the Cooperating Teacher, in and of itself, is not an acceptable form of communication, though the student may send an email to the CT afterwards for documentation. The Clinical Supervisor should also be notified by phone call/text. The time missed must be made up as soon as possible.

In addition to the 50 hour field experience, all seminars are mandatory. Punctuality and attendance can affect the teacher candidate's grade and is at the discretion of the Director of Field Placements. If the teacher candidate knows that he/she will be late or absent, the teacher candidate needs to notify the Director of Field Placements as soon as possible via email. **A Request for Absence form should be submitted to the Director of Field Placements at the closest date to the absence as possible whenever absence from a seminar occurs.**

Covid-19 Health and Safety Measures - Face Coverings

Teacher candidates should follow both the guidelines for Anderson University as well as the school district in which he or she is placed. If either AU or the district does not require wearing a mask, but the other one does, you will need to follow the guidelines for the institution that does require it. If neither require wearing a mask, it becomes the option of the teacher candidate if he or she wishes to wear it.

Disclaimer:

Teacher candidates are permitted and encouraged to continue in their placement upon conclusion of all requirements of the Anderson University College of Education program. However, continuing in the placement is contingent upon approval of the student's Cooperating Teacher and school district officials and/or building principals.

During this time, the teacher candidate is operating as an individual agent independent of the College of Education. Therefore, the University relinquishes all liability during this time of transition from teacher candidate to volunteer while at the school.

Dressing for Teaching

The Pre-Clinical Student is a representative of the College of Education of Anderson University and the education profession. Therefore, it is imperative that the Pre-Clinical Student dresses in a fashion that exemplifies the best qualities of both. The successful teacher dresses appropriately for work, dresses for success, and is a role model for students.

Although the College of Education does not have a specific dress code for the Pre-Clinical Student, it is expected that apparel will be chosen that is both professional and practical. Among other things, this means that the Pre-Clinical Student's clothes should be clean and free of wrinkles.

Because of the nature of activities characteristic of the classroom, it is strongly recommended that the Pre-Clinical Student exercise discretionary judgment in the amount and type of jewelry worn in the classroom. Jewelry typically associated with body piercing, such as studs or other types of jewelry worn in the tongue, eyebrows, nose, or lips may not be permitted. An excessive amount of studs or other types of jewelry worn in the ears may not be permitted.

In all cases, body art (ex.: tattoos) should be thoroughly covered while the Pre-Clinical Student is on the grounds of the cooperating school. Unnatural hair coloring (i.e. pink, green, purple) will not be allowed during the Pre-Clinical Experience. Students who have mustaches and/or beards must keep them short, well-trimmed and appropriately groomed.

Any appeal of this dress code policy will be made to the Dean of the College of Education.

The Pre-Clinical Student should be completely familiar with the dress code established by the respective school district and cooperating school. At any time the Pre-Clinical Student is in doubt concerning appropriate dress, the Cooperating Teacher, a school building administrator, Clinical Supervisor, or the Director of Field Placements should be consulted for clarification. Under no circumstances should a Pre-Clinical Student ignore the admonition of any official in the cooperating school or an official representative of Anderson University when a concern is addressed related to apparel and grooming.

Important: *Teacher candidates are reminded that they are considered guests while completing placement requirements in schools. Professional behavior and attire as well as successful progress must be maintained at all times within these classrooms. Therefore, if the Cooperating Teacher (CT) and/or the administration of the school feels there is sufficient reason to remove the candidate, the policy of the COE is to immediately acknowledge the removal. The candidate will not be allowed to return to that classroom without permission from the Director of Field Placements.*

Placement hours are embedded into the course work, so any removal from the placement may affect the final grade for the candidate and/or successful completion for the candidate.

Inclement Weather Information & Seminars

In the event of inclement weather, watch for Anderson University emails regarding the dismissal of classes. The email may come from the University Administration for the entire campus or from the Director of Field Placements for the Pre-Clinical seminar only. In addition, be aware of any other public school disruptions that would affect your placement school. If your school closes for any reason, you will need to make up the missed time during the semester.

However, on inclement weather days, it is ultimately left to the teacher candidate's judgment on attending the seminar when the teacher candidate's safety is in question. Personal safety should be of utmost priority in these situations. If the seminar is held, but the teacher candidate misses due to inclement weather, a Request for Absence form (found in the appendix) is submitted as soon as possible.

Academic Integrity

Students at Anderson University are expected to conduct themselves with integrity and to be honest and forthright in their academic endeavors. Just as academic honesty is vitally important to the value of a college education, academic dishonesty is a serious offense because it diminishes the quality of academic scholarship at Anderson University and defrauds society, the institution, faculty and other students. Additionally, academic dishonesty undermines the well-being of those who may eventually depend upon one's knowledge and integrity. Anderson University encourages the imposition of strict penalties for academic dishonesty and does so in order to protect the integrity of the grading system and to affirm the importance of honesty, integrity, and accountability in the University community. The policy on Academic Dishonesty is described in the Student Handbook. The forms of academic dishonesty addressed by this policy include plagiarism, fabrication, cheating, and academic misconduct.

Plagiarism is defined by dictionary.com as follows: "an act or instance of using or closely imitating the language and thoughts of another author without authorization and the representation of that author's work as one's own, as by not crediting the original author."

Collaboration and research are strongly encouraged in this course. Effective teachers use a variety of sources to plan instruction. Directly quoted material must be copied within quotation marks followed by the source in parentheses and paraphrased information must be accompanied by the source, as well.

Special note: All written work in this course for assignments and/or teaching demonstrations must represent a student's own personal work and learning. Students will not be allowed to use other students' old papers or projects or assignments, nor will they be allowed to re-use other students' old presentations or lesson plans. The penalty for re-using work previously submitted by another student will be a zero for the assignment and possible failure for the course. Failure of the course would require re-enrolling in a future semester and take the class in its entirety.

Expectations during the **FIRST WEEK** for Students Pre-Clinical Placement

- Take initiative
- Move around the classroom assisting students at the appropriate times, hand out papers, work on bulletin boards, etc.
- Work individually with students as needed upon approval from the Cooperating Teacher (CT)
- Discuss the handbook with the CT and emphasize the checklist
- “Actively observe” the CT (get away from the teacher’s desk) as he/she teaches; spend very little time at the teacher’s desk the first week when students are in the room
- Refrain from being on the computer and personal cell phone for any reason while students are in class
- Download a blank calendar for the semester. Fill it out with important public school dates (i.e. school holidays, PD days, Picture Day). Teacher candidate will want to avoid any “special” days that will not be appropriate times for teaching. Also, list Teacher candidate days to visit the class during the Pre-Clinical setting. Make a copy for the CT and Clinical Supervisor and keep the original.
- If the CT doesn’t offer any advice initially as to what to do, provide the CT with options. “Can I work individually with a student during seatwork time?” “Can I pass out the papers to the students?” “Would you like for me to take attendance or do the lunch count?”

Remember, don’t just sit there. Be involved in the classroom environment.

SCTS 4.0 Evaluations

The observer will provide narrative comments on the Clinical Student’s perceived strengths and areas that need improvement in each SCTS 4.0 Domain/Performance Standard area. In cases where areas for improvement are noticed, the supervisor’s commentary will include suggestions and recommendations for improvement. It is the Clinical Student’s responsibility, with the assistance of the Cooperating Teacher, to integrate these ideas into forthcoming instructional strategies in an effort to achieve sustained, perceptible improvement.

At the conclusion of each supervisor observation, the Clinical Student will meet with the supervisor to receive feedback related to the observer’s assessment of the Clinical Student’s competency in the SCTS 4.0 Domain/Performance Standards. The Cooperating Teacher should be prepared to assume the responsibilities related to the classroom during this meeting, which normally lasts approximately 20-30 minutes.

The Clinical Student should be mindful that the supervisor’s intent is to gain an understanding of the Clinical Student’s competency, based upon a specific assessment instrument, during the entire placement. Further, it is understood that contextual factors, such as nervousness, may adversely affect the Clinical Student’s teaching performance on the day of the Clinical Supervisor’s visit. Therefore, the

observation may or may not reveal characteristics that are typical of the Clinical Student’s regular performance. The Clinical Supervisor is aware of these matters on the occasion of each classroom visit and is seeking to observe teaching competency that is typical of the novice classroom instructor. It is the development of teaching skills over an appropriate period of time that will lead each member of the Evaluation Team to conclude whether the Clinical Student will be a successful classroom teacher. Clinical Supervisors may return for additional observations when areas of improvement are seen that would keep the student from successfully completing Clinical.

Clinical Supervisors and/or the Director of Field Placements may request a video of the entire lesson be recorded and submitted. This video may be used in a summative evaluation for the final grade.

Final Assessment

At the conclusion of the placement, the teacher candidate will receive a final assessment of “Exemplary,” “Proficient,” “Approaching Proficiency,” or “Unsatisfactory.” This final decision is derived from the accumulation of data collected by the Evaluation Team over the period of the placement. The final opinion is the result of consensus evaluations made by the Clinical Supervisor and the Cooperating Teacher regarding each of the SCTS 4.0 Domain/Performance Standards.

The Clinical Supervisor will meet with the respective Cooperating Teacher to formulate a consensus judgment related to each Domain/Performance Standard and the teacher candidate’s overall competency during the placement. The Cooperating Teacher will also verify all extra-classroom activities in which the teacher candidate has been involved. Additional documentation will be collected on the student’s attendance, the SCTS 4.0 Evaluation Rubrics, and the respective SPA Evaluation Rubrics that have been completed by the Clinical Supervisor and the Cooperating Teacher.

Final Grade Computation	
Requirement	Percentage
SC 4.0 Teaching Rubric Evaluation & Lesson Plan Observations	50 %
SPA Teaching Rubric Evaluation	50 %
Unit Work Sample	Met/3.0 or higher
Long Range Plans	Met/3.0 or higher

Three Lesson Plans	Met/3.0 or higher
Other Requirements Listed in Taskstream	Met/3.0 or higher

100 %

*The Pre-Clinical Student is expected to submit documents on or before the assigned date. In the case where extenuating and rare circumstances prevent the timely submission of a document, the Pre-Clinical Student must inform the Clinical Supervisor and request an extension. The extension must be approved by the Director of Field Placements. As a Pre-Clinical Student, who is about to become a qualified educator, you must observe the timely submission of all documents, as this is an expected and essential attribute of a professional. Part of your professionalism score will be based on your timeliness in uploading information.

Failure to meet all the above requirements, at an acceptable level, may result in unsuccessful completion of the course.

Final grades are generally derived using the observation scores from the Cooperating Teacher and Clinical Supervisor. However, a final grade for a student may be lowered by at least one letter grade if there has been unacceptable performance on Professionalism (SCTS 4.0 Domain IV) during the semester, regardless of the observations. The instructor of record also reserves the right to lower the final grade by one letter grade if any of the required assignments for Taskstream are not submitted at an acceptable level of 3.0 or higher, which could result in failure of the class.

Examples of unacceptable performance may include, but are not limited to: two or more unexcused absences for seminars, missing deadlines without prior approval, submitted work that does not meet expectations, and/or any professional issues in the public school as identified by the school administration or CT of the school.

Interpretation of the Final Assessment

As a result of consensus meetings and the consideration of data collected over the period of the placement, the Evaluation Team will assess the competency of the Clinical Student in each of the Performance Standards of the *SCTS 4.0* system and the criteria of the respective SPA Evaluation Instrument and reach a conclusion regarding the Clinical Student’s overall success. **The findings of the Evaluation Team will lead to an overall consensus rating of “Exemplary,” (1.85-4.0) which will result in a grade of “A;” “Proficient” (1.51-1.84), which will result in a grade of a high “B;” “Approaching Proficiency,” (1.30-1.50), which will result in a grade of a low “B;” or “Unsatisfactory” (1.29 and lower), which will result in a grade of C.**

For a student to pass EDU 443, completion of the course with an overall score of 1.30 or higher and a “Met” score on ALL of the following: Long Range Plans, Unit Work Sample, Three Lessons uploaded into Taskstream, SCTS 4.0 forms (Phone Call Log, Conference Log, School Responsibilities Log, Non-Assigned Observations) and the Attendance Certification document. A student receiving a final average grade of 1.29 or lower on the observations, which results in a grade of “C,” will be allowed to re-enroll and take the Pre-Clinical class again in its entirety upon the completion of a support plan implemented by the staff/faculty of the College of Education to continue towards state certification.

Exemplary

A teacher candidate who may be given this final rating has been rated at a level of “Exemplary” on the SCTS 4.0 evaluation instrument and on the respective SPA Evaluation instrument. This evaluation classification indicates the Evaluation Team has considered the teacher candidate highly and unusually successful at this level of performance. This classification is only awarded in very rare instances and is normally reserved for experienced, contracted professional educators.

Proficient

The teacher candidate who has achieved this rating has achieved a final rating of “Proficient” on the SCTS 4.0 evaluation instrument and on the respective SPA Evaluation instrument. In assigning this overall rating to the Teacher candidate, the Evaluation Team indicates the teacher candidate exhibits proficiency in the respective SCTS 4.0 Performance Standards and the SPA criteria that is indicative of the average teacher in his or her first year of teaching.

Approaching Proficiency

The teacher candidate who achieves this final rating has been rated at the level of “Approaching Proficiency” on the SCTS 4.0 evaluation instrument and on the respective SPA Evaluation instrument. The teacher candidate who has been rated in this category is on course for the Clinical experience, but has shown the possible need for additional support and assistance to be successful at the Proficient level.

Unsatisfactory

The teacher candidate who receives this final rating has been rated at the level of “Unsatisfactory” on the SCTS 4.0 Summative and on the respective SPA Evaluation instrument. The teacher candidate must schedule a meeting with the Dean of the College of Education and the Director of Field Placements to discuss possible plans for the future.

SCTS 4.0 Grading for Pre-Clinicals:

A: 1.85-4.0

B: 1.30-1.84

C: 1.29 and lower

SPA Scoring for Pre-Clinicals:

Met: 3.0 or higher

Failure to Show Progress in the Semester

In addition, should the teacher candidate fail to show satisfactory progress during the semester of his/her Pre-Clinical experience, the student may be given an adjusted plan for completion of the semester and be recommended to re-take the class again in a future semester. An adjustment in the plan may include

individual planning and miscellaneous assignments with the Clinical Supervisor and/or Advisor as well as formal observations in classrooms as arranged by the Director of Field Placements.

Should a situation occur where a student is removed from his/her placements, permanent removal from the Anderson University College of Education may be the result, based on the severity of the situation. This would occur without exception if the student is removed from three different placements within Pre-Clinical and/or Clinical settings.

Revised Pro Policy for Missing Deadlines with No Submission

- **PRO POLICY: First time offense:** Considered a warning. A CAP is written by the Clinical Supervisor with three working days (Monday-Friday) provided for submission; failure to meet the deadline for the first PRO POLICY will be considered second offense.
- **PRO POLICY: Second offense:** Student is temporarily suspended from his/her placement for one day; an email will be sent to the Cooperating Teacher (CT) and the Clinical Supervisor with the Director of Field Placements copied, explaining the reason for missing the day; a CAP is written by the Clinical Supervisor with a mandatory successful completion of submission within three working days; failure to meet the PRO POLICY requirements will result in third offense. A meeting with the Director of Field Placements and/or the Dean of the College of Education may be required.
- **PRO POLICY: Third offense:** Student is temporarily suspended from his/her placement for two days and an email is sent to the CT and the Clinical Supervisor with a copy to the Director of Field Placements explaining the reason for the suspension; a CAP is written by the Clinical Supervisor with a mandatory successful completion of submission within three working days; Failure to meet the PRO POLICY requirements will result in a mandatory meeting with the Director of Field Placements and/or the Dean of the College of Education.
- **Important Notes:** This policy will carry over in full effect from the Pre-Clinical experience to the Clinical experience. The policy does **not** start over each semester.

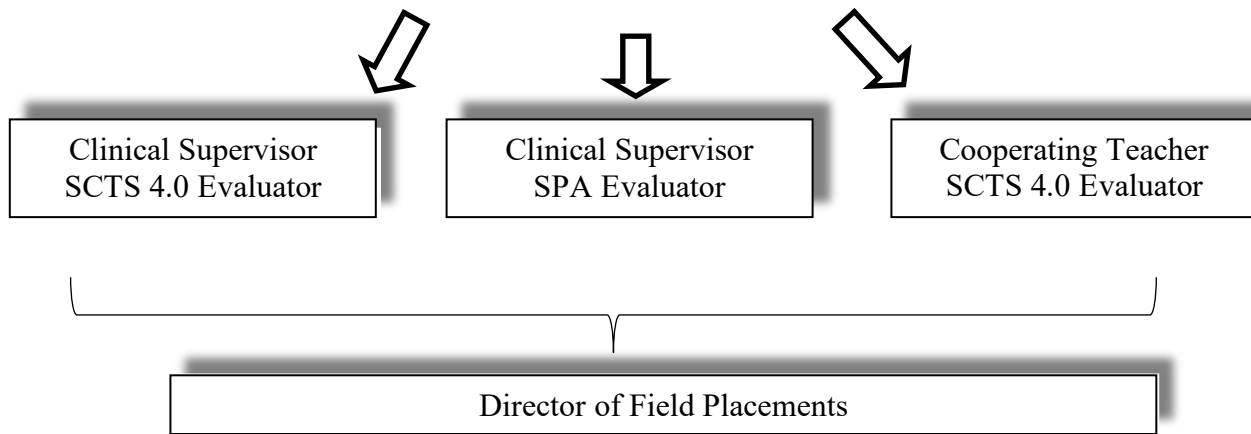
A third offense will be the last opportunity to remain in the COE Teacher Education Program. Should a student have another deadline infraction (4th violation) at any time during the Pre-Clinical/Clinical experience, the student will be suspended from the College of Education program for a period of one year from the current semester. At the end of the one-year period, the student may petition for re-entry into the TEP. If re-entry into the TEP is allowed, no additional offenses for any reason will be accepted for continuation in the program. If there is an additional deadline infraction or any other offense deemed unacceptable by the Dean of the College of Education upon re-enrollment, the student will be removed from the COE Teacher Education Program permanently.

The email to be used is located in the Appendix.

The student is to copy the Director of Field Placements when sending the email to the CT.

The Teacher Candidate Evaluation Team

Evaluation Team



The Teacher Candidate Evaluation Team

The Director of Field Placements assigns a Clinical Supervisor from the College of Education to teacher candidates who are working towards teacher certification. The supervisor assesses the teacher candidate using the *SCTS 4.0* evaluation instrument, and also assesses the teacher candidate using an evaluation instrument based on the Specialty Professional Association (SPA) standards of the respective SPA of the teacher candidate’s major program. This University representative will be designated as the Clinical Supervisor (CS). The teacher candidate's Cooperating Teacher (CT) will also function in an evaluative capacity with the Clinical Supervisor. These evaluators, along with the Director of Field Placements, compose the “Evaluation Team”.

The function of the Clinical Supervisor is to assess, in collaboration with the Cooperating Teacher, the ability of the teacher candidate to plan instruction and implement pedagogical techniques that facilitate the dissemination of content area subject matter while being sensitive to the pupils’ learning rates and abilities. Additionally, the Evaluation Team assesses the teacher candidate’s competency in managing the classroom and fulfilling professional responsibilities. Specifically, the teacher candidate is evaluated for competency in each of the four domains in the *SCTS 4.0* observations. The *SCTS 4.0* instrument is used to evaluate the Teacher candidate in a fashion that simulates the formal evaluation process of a teacher employed in the state of South Carolina.

The various *SCTS 4.0* Domain/Performance Standards measure competency in these respective areas:

DOMAIN I – INSTRUCTION

- A. Standards and Objectives - (SO)
- B. Motivating Students - (MS)
- C. Presenting Instructional Content – (PIC)
- D. Lesson Structure and Pacing – (LSP)
- E. Activities and Materials – (AM)
- F. Questioning – (QU)
- G. Academic Feedback - (AF)
- H. Grouping Students (GS)
- I. Teacher Content Knowledge - (TCK)
- J. Teacher Knowledge of Students – (TKS)
- K. Thinking – (TH)

L. Problem Solving – (PS)

DOMAIN II -PLANNING

- A. Instructional Plans – (IP)
- B. Student Work – (SW)
- C. Assessment – (AS)

DOMAIN III – ENVIRONMENT

- A. Expectations – (EX)
- B. Managing Student Behavior – (MSB)
- C. Environment – (EN)
- D. Respectful Culture – (RC)

DOMAIN IV – PROFESSIONALISM

- A. Growing and Developing Professionally – (GDP)
- B. Reflecting on Teaching – (RT)
- C. Community Involvement – (CI)
- D. School Responsibilities – (SR)

ASSESSMENT OF SCTS 4.0 PERFORMANCE STANDARDS

Domain I: INSTRUCTION

SCTS 4.0 Domain I emphasizes components of effective instruction that all lessons should contain. Following the AU Lesson Plan template assures that students address all the necessary components for this domain. Referring to the rubric and the areas found under this domain can best explain expectations for this domain and how best to meet them.

Domain II: PLANNING

SCTS 4.0 Domain II, PLANNING, contains a scoring standard for the “Long-Range Plan” (LRP), and shows strategies for facilitating student achievement of long-range learning and developmental goals. For the purposes of the teacher candidate, this document is developed in conjunction with the Cooperating Teacher and reflects the curriculum-related plans of the Cooperating Teacher, as they have been perceived for the semester or full academic year. If a teacher candidate is assigned to a Cooperating Teacher who has not developed a “Long-Range Plan,” the teacher candidate must formulate a “Long-Range Plan” with the assistance of the Cooperating Teacher.

The teacher candidate must submit a copy of the completed LRP in Taskstream for evaluation on or before the date designated on the Clinical Experience calendar. A minimum rating of “3.0” (MET) on all LRP components is required. Teacher candidates are expected to correct, add to, or adjust the LRP in order to meet the assessment requirements and to accommodate the actual application of the LRP.

Throughout the Pre-Clinical Experience, the Clinical Supervisor and Cooperating Teacher will be observing the teacher candidate to assess his or her competency in regard to SCTS 4.0. Data will be collected using not only the LRP but also the College of Education’s Unit Work Sample (UWS). The

Unit Work Sample, assessed under Domain II, “Planning,” is evaluated by the Clinical Supervisor. The Clinical Supervisor reserves the right to require the teacher candidate to resubmit one or more sections of the Unit Work Sample based on the results of the evaluation. A minimum rating of 3.0” (MET) on the Unit Work Sample is required.

Domain III: ENVIRONMENT

The teacher candidate is observed to assure that the classroom environment is perceived to be “safe” by all students, which is fostered by the teacher candidate demonstrating a nurturing and caring attitude. The teacher candidate must demonstrate equity in interactions, exemplify sensitivity to learners’ non-academic needs, encourage individual responsibility, and act on the belief that all students can learn. Further, the teacher candidate should value the diversity of the classroom as a context for teaching. The teacher candidate must maintain a classroom management system that clearly states the expectations for appropriate student behavior and include procedural systems that ensure the classroom operates efficiently.

Domain IV: PROFESSIONALISM

DOMAIN IV, “PROFESSIONALISM”, includes School Responsibilities beyond those associated with the classroom. The teacher candidate is expected to participate in all the extra-classroom activities for which the Cooperating Teacher is responsible as much as possible. These may include, but are not limited to, various duties such as Parent-Teacher Organization meetings, Parent-Teacher Conferences, In-Service Workdays, and faculty meetings. As an advocate for the students, the teacher candidate works with other professionals, businesses, and community groups in order to meet the needs of the students.

The teacher candidate must also maintain clear and effective communication with others. (Caregivers, administration, students, other teachers, counselors, etc.)

The teacher candidate exhibits responsibility, initiative and completes required tasks in an efficient and timely manner as well as proofreading all documents and correcting errors prior to submission. The Clinical Supervisor and Cooperating Teacher will complete section IV on the *SCTS 4.0* rubric, which assess the Professionalism of the teacher candidate’s proficiency in this area.

It is the responsibility of the teacher candidate to complete the “*SCTS 4.0* IV: PROFESSIONALISM” forms for School Responsibilities and the form for Conference and Communications and submit them on Taskstream. Copies of these forms are included in the Appendix.

VIDEO

Early in the Pre-Clinical experience, teacher candidates are to practice one or two lessons for the CT before the official observations take place. The teacher candidate may be asked to video a lesson to and create a web link to that lesson. This link may be placed on the teacher candidate’s

resume for the Education Networking Day. Also, if a video is required, it must be sent to the Director of Field Placements. The video link will be provided by the Director of Field Placements to school district personnel. District officials may share these videos to all of the building principals within their districts.

It is recommended teacher candidates record one of the practice lessons. If that lesson does not meet standards, based on feedback from the CT, record another lesson, which will be the link used on the resume and sent to the Director of Field Placements.

Pre-Clinical Experience Evaluation Team Evaluation Assignments		
Evaluator	Evaluation Instrument	Number of Evaluations
Cooperating Teacher	<i>SCTS 4.0</i> (informal)	min. 1 Practice (before graded observations begin)
Cooperating Teacher	<i>SCTS 4.0 & Lesson Plan Observ.</i>	2 Official Observations
Clinical Supervisor	Lesson Plan Observation	1 Official Observation

Preparation for Supervisors' Observations

In preparation for a supervisor's visit, the teacher candidate should prepare a location in the classroom that facilitates the supervisor's visit. It is preferable that an adult-size desk or table and chair be provided in an inconspicuous place. Both the Clinical Supervisor and the CT should receive a copy of the lesson plan no fewer than two days prior to the observation date. The supervisor's visit to a secondary classroom will encompass a time of approximately 30 minutes, and elementary classroom visits will last approximately 20-30 minutes. All observed lessons MUST be on the approved AU lesson plan template (activity plan template for Early Childhood).

THE COOPERATING TEACHER AS EVALUATOR

The Clinical Supervisor will visit the teacher candidate's classroom in collaboration with the student and the Cooperating Teacher. The Clinical Supervisor will complete one (1) *SCTS 4.0*/SPA observation of the teacher candidate. The Cooperating Teacher will complete two *SCTS 4.0* evaluations during the teacher candidate experience. It is strongly recommended that the Cooperating Teacher conduct at least one ungraded observation of the student's teaching with an informal assessment before any formal observations occur.

Teacher Candidate Assessment

A crucial function of the Cooperating Teacher is to assess, in collaboration with the University supervising representative, the ability of the teacher candidate to plan instruction and implement pedagogical techniques that facilitate the dissemination of content area subject matter, while being sensitive to the pupils' learning rates and abilities. Additionally, the Evaluation Team assesses the teacher candidate's competency in managing the classroom and fulfilling professional responsibilities beyond the classroom.

Obviously, the Cooperating Teacher will observe the teacher candidate for the 50 hour placement in a myriad of classroom situations. According to the degree that the Cooperating Teacher observes the teacher candidate, the faculty of the College of Education considers the evaluation by the Cooperating Teacher to be the most reliable source of feedback regarding the teacher candidate's ability to be an effective classroom teacher. **Therefore, the Cooperating Teacher is not under any obligation to arbitrarily assess a teacher candidate as "Exemplary" or "Proficient."** Upon the presentation of the appropriate documentation, the University faculty is disposed to be supportive of the Cooperating Teacher's opinion of the teacher candidate's competency and potential success as a classroom teacher.

The intent of the Clinical Supervisor's observation is to gain an understanding of the teacher candidate's competency based upon a momentary assessment during the entire placement. Further, it is understood that intangible factors, such as nervousness, may adversely affect the teacher candidate's teaching performance on the day of the Clinical Supervisor's visit. Therefore, the observation may or may not reveal characteristics that are typical of the teacher candidate's regular performance. The Clinical Supervisor is aware of these matters on the occasion of each classroom visit and is seeking to observe teaching competency that is typical of the learning student teacher in the Pre-Clinical setting. Therefore, the Evaluation Team will rely heavily on the Cooperating Teacher's assessment in reaching its consensus judgment.

Activities and Course Assignments

Long Range Plan

The "Long-Range Plan" is formulated for the purpose of providing the teacher with a "road map" for the year. Just as with any journey, the teacher needs to use some sort of personalized guide to help throughout the year. Without such a guide, a teacher may find that pacing and daily planning becomes haphazard or unfocused. With the "Long-Range Plan" in mind, the teacher can understand how everything fits together and gauge the short-term planning accordingly. As with any good plan, adjustments will inevitably have to be made. All good teachers evaluate and adjust their plans in an on-going fashion, in order to better meet the needs of their students.

Regardless of whether the Cooperating Teacher has a long-range plan, the teacher candidate will formulate one using the template that has been provided by the College of Education. Teacher candidate's Cooperating Teacher will be a very important resource for the completion of this document. Each section of the long-range plan has been aligned with specific *InTASC* principles and *SCTS 4.0* domain/performance standards. Additionally, directions accompany each section so the teacher candidate can know what is expected in its completion.

The following sections comprise the long-range plan:

- Student Information
- Long Range Learning and Developmental Goals
- Instructional Units
- Assessment of Student Performance
- Behavior Management and Classroom Management
- Read to Succeed
- Professionalism

******A Pre-Clinical teacher candidate does not have to complete sections II and IV of the LRP. However, all of these will be completed during EDU 490 (Clinical).***

A rubric based on a 4-point scale will be used to assess the long-range plan. The teacher candidate must obtain an overall minimum rating of “3.0” on the Long-Range Plan in order to successfully pass this requirement. The teacher candidate may be asked to resubmit the Long Range Plan at the discretion of the Cooperating Teacher and/or the Clinical Supervisor.

Unit Work Sample

The “Unit Work Sample” consists of a series of lesson plans that focus on one aspect of a content area over a period of one or two weeks. The unit is based on a logical collection of lessons that provide students with information about a subdivision of a subject. The teacher candidate is required to teach at least one unit of study and should use the Unit Work Sample template to formulate the instructional unit. Each section of the Unit Work Sample is aligned with specific *InTASC* principles and *SCTS 4.0* performance standards in order to measure the teacher candidate’s proficiency in the respective areas. The Unit Work Sample includes the following sections:

- Major Unit Objectives
- Unit Plan
- Unit Assessments
- Analysis of Student Performance
- Response to Formative Analysis
- Summative Results
- Professionalism

******As a Teacher candidate, each student is expected to plan three lessons that are related to the same topic to create a “mini-unit” work sample. The teacher candidate will submit these three lessons to Taskstream, one of which the teacher candidate MUST have actually taught. Due to the fact that teacher candidates may not be in the classrooms on consecutive days to teach a complete unit, the remaining lessons may not have been taught by the teacher candidate, but should still be included in the plans uploaded to Taskstream. If possible, teaching all three lessons would be preferable. At least one lesson from this mini-unit MUST have been taught and directly related to the Major Objective(s) listed in Section I. It is mandatory that at least one of these lessons be observed and scored.***

The Unit Work Sample is evaluated using the College of Education “Unit Work Sample Scoring Rubric.” The teacher candidate must obtain an overall minimum score of “3.0” (based on a 4.0 scale) on the UWS. The teacher candidate may be asked to resubmit the Unit Work Sample at the discretion of the Cooperating Teacher and/or the Clinical Supervisor.

Cooperating School Attendance Certification

The “Cooperating School Attendance Certification” must be completed and uploaded to Taskstream at the completion of the Pre-Clinical Experience placement hours. The Cooperating Teacher must sign this form and verify its contents for accuracy. Therefore, **it is suggested that the Cooperating Teacher review the form at the end of each week to verify the accuracy of the form.**

Remind the Cooperating Teachers: Please sign this form at the end of the Pre-Clinical Experience.

Caregiver Communication

Questions and Comments to Address with Caregivers when Placing Calls at Beginning of the Semester

These are suggestions for the teacher candidate to consider when calling or speaking in person to the caregiver of the students. It is recommended that the teacher candidate discuss potential topics with the CT before making any contact. It is also recommended that the CT be present when the teacher candidate is speaking with the caregivers. **If the caregiver is not available on a phone call, do not leave a message.** Instead, ask for a good time to call again or try again later. *If the teacher or school does not allow phone calls to be made, an option would be a parent night at the school or another function that has caregivers come to the school. If you have any questions about completion of this assignment, speak to your Clinical Supervisor.* The requirement must be met to indicate communication with caregivers in some way.

1. Introduce yourself: AU student; working with Mr./Ms. (CT) for this semester and will be in the classroom of their child;
2. Mention something positive about caregiver’s child if teacher candidate knows at the time of the contact;
3. Ask for an interest the student has when not in school (ex.: plays the guitar, likes a specific sports team, takes gymnastics, etc.) and make a note in the Comments section for future use; teacher candidate can use this when establishing the relationship with the student;
4. If the caregiver divulges personal information about his or herself (health info, etc.) make a note in the Comments section for future reference. Teacher candidate may refer back to that in future communications with the caregiver in show of support/interest;
5. Let the caregiver know the teacher candidate is calling to show support for their child; do not discuss anything of a negative nature unless the caregiver introduces the topic.

Observation of Non-assigned Classrooms

The teacher candidate should visit a minimum of **two** other classrooms during the Pre-Clinical Experience. The scheduling of these visits should be in consideration of the schedules of the Cooperating Teacher and the respective classroom teacher(s) whose class(es) will be visited. **It is requested that the teacher candidate visit another grade level and/or subject area in the assigned school, whenever possible** (ex.: visit a SPED class or Related Arts class if you are gen. ed. major).

Once a visit is completed, the teacher candidate should complete the “Non-Assigned Classroom Observation Report.”

***** **Cooperating Teacher Compensation Worksheet** *****

Each Cooperating Teacher for a teacher candidate receives a stipend of \$150.00 as compensation for assisting in the preparation of the student. This stipend is paid directly from Anderson University at the conclusion of Anderson University’s semester. ***In order for the request for compensation to be processed by the Payroll Office, the Cooperating Teacher must complete and submit in Taskstream the “Cooperating Teacher Pay Form”.*** The compensation worksheet will not be processed until all evaluation forms related to the student teacher and all other pertinent documents are completed in *Taskstream*. Information supplied on this state-mandated form remains confidential.

Reflecting on Teaching

Directions: Write a brief reflection (approximately one single spaced page) from an observed lesson. It is to be uploaded to Taskstream.

Be sure to include specific feedback from your CT or Clinical Supervisor and state specifically that these comments were from them and how you plan to implement their suggestions. Include both strengths and weaknesses.

Other possible questions to consider are below, but you are not limited to these questions.

- What did you learn from teaching this lesson?
- How will you adjust it in the future?
- Did you meet all of your students’ needs?
- How was your classroom management and behavior management and lesson pacing?
- What are you learning about yourself as a teacher and the teaching profession now that you have begun to see what it is really like?
- Any other items that show insight into your progress so far.

Weekly Reflections (at the discretion of the Clinical Supervisor)

While not required for submission into Taskstream, weekly reflections may be required by the Clinical Supervisor. If these are required, the weekly reflections should be dated and emailed to the Clinical Supervisor in a timely manner determined by the Clinical Supervisor. If required, it is mandatory for the teacher candidate to complete them in an acceptable form as approved by the Clinical Supervisor. Failure to do so may result in the lowering of the student grade by at least one letter.

**Interstate new Teachers Assessment and Support Consortium (INTASC)
Principles**

- Principle 1:* **Making content meaningful**
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of subject matter meaningful for students.
- Principle 2:* **Child development and learning theory**
The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.
- Principle 3:* **Learning styles/diversity**
The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- Principle 4:* **Instructional strategies/problem solving**
The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
- Principle 5:* **Motivation and behavior**
The teacher uses an understanding individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagements in learning, and self-motivation.
- Principle 6:* **Communication/knowledge**
The teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- Principle 7:* **Planning for instruction**
The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- Principle 8:* **Assessment**
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
- Principle 9:* **Professional growth/reflection**
The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
- Principle 10:* **Interpersonal relationships**
The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

SPA Standards

Each major program or add-on certification program offered by the College of Education is recognized by a Specialty Professional Association (SPA). Each respective SPA has standards that must be met by the unit in order for that program to be nationally recognized. Evidence that the standards are being met is provided by the unit in the form of data accumulated from requirements met by teacher candidates in

the respective program. The teacher candidate should be familiar with the respective SPA and its standards from courses that led to completion of the course work to this point.

One of the functions of Clinical Supervisor is to assess the teacher candidate's proficiency in all respective SPA standards that are applicable during the Clinical Experience. Each teacher candidate has access to review the rubric that reflects the respective SPA principles that will be evaluated during the Clinical experience. The teacher candidate should be thoroughly familiar with the respective rubric throughout the entire Clinical experience.

The following table provides websites that will give the teacher candidate current information on each respective SPA. As a future professional education, each teacher candidate should be familiar with the purpose of the respective SPA and resources that are available to assist the teacher in the classroom.

Education Programs and Affiliated Specialty Professional Associations		
Major Program or Add-on Certification Area	Specialty Professional Association	Web Address
Art Education (K-12)	National Association of Schools of Art and Design (NASAD)	http://nasad.arts-accredit.org/
Early Childhood Education (K-3)	National Association for the Education of Teacher candidateng Children (NAEYC)	http://www.naeyc.org/
Elementary Education (2-6)	Association for Childhood Education International (ACEI)	http://acei.org/
Music Education: Choral or Instrumental (K-12)	National Association of Schools of Music (NASM)	http://nasm.arts-accredit.org/
Physical Education (K-12)	American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)/National Association for Sport and Physical Education (NASPE)	http://www.aahperd.org/naspe/
Secondary English Education (9-12)	National Council of Teachers of English (NCTE)	http://www.ncte.org/
Secondary Mathematics Education (9-12)	National Council of Teachers of Mathematics (NCTM)	http://www.nctm.org/
Secondary Social Studies Education (9-12)	National Council for the Social Studies (NCSS)	http://www.socialstudies.org/
Special Education: Multicategorical (K-12)	Council for Exceptional Children (CEC)	http://www.cec.sped.org/

Taskstream Note:

After submitting work into Taskstream, verify successful submission by clicking on the “Scores/Results” tab and confirming the word “Submitted” and the date/time are in the Actions column beside the assignment.

Demo.Benchmark III.S.21

Template: Demo.Benchmark III.S.21

Scores/Results Summary

Print View Export to PDF

Area	Status	Actions	Results	History
Area I: Program Requirements				
Benchmark III Application	Submitted	Submitted : 03/02/2021 03:05:09 PM Cancel Submission	Where are my results?	History/Comments
Code of Ethics		Edit Work		
SC 4.0 Training Power Point	Evaluation Released	Submitted : 03/02/2021 03:08:29 PM	Meets Requirement Score/Results Report	History/Comments
Overall Grade Point Average	N/A	No work is required for this area		
Curriculum Grade Point Average	N/A	No work is required for this area		
Area II: Performance Requirements				
InTASC Standard 1 Artifact	In Progress	Edit Work Submit Work		
InTASC Standard 2 Artifact	Needs Revision	Edit Work	Evaluator Feedback Where are my results?	History/Comments

The teacher candidate is responsible for all of the information in this syllabus. The instructor reserves the right to modify the syllabus as deemed appropriate to maximize the learning potential of the students.

Pre-Clinical Grading Chart

Below is the chart for easy access to needed grades for each assignment. If a score is below the requirement, a CAP may be placed on the assignment and re-submission will be needed within three working days upon notification by the Clinical Supervisor.

Reminder: All assignments must be at these scores to be considered passing. The final grade will be from the observations of the Clinical Supervisor and the Cooperating Teacher.

Long Range Plan	3.0 or higher
Unit Work Sample/Student Work Sample	3.0 or higher
Lesson Plan/Activity Plan 1 from UWS/SWS graded by Clinical Supervisor	2.7 or higher
Lesson Plan/Activity Plan 2 from UWS/SWS graded by Clinical Supervisor	2.7 or higher
Lesson Plan/Activity Plan 3 from UWS/SWS graded by Clinical Supervisor	2.7 or higher
Lesson Plan/Activity Plan III Observation graded by Clinical Supervisor	2.5 or higher
Lesson Plan/Activity Plan III Observation graded by Cooperating Teacher	2.5 or higher
SPA Observation by Clinical Supervisor	3.0 or higher
SCTS 4.0 Observation by Cooperating Teacher	B: 1.30-1.84; A: 1.85-4.0
Reflecting on Teaching	3.0 or higher
Dispositions III by CT	No min. score required
Dispositions III by Clinical Supervisor	No min. score required
Caregiver Communication Log	3.0 (Met)
Conference Log	3.0 (Met)
School Responsibilities Log	3.0 (Met)
Portfolio and <i>InTASC</i> Reflections	3.0 (Met)
Non-Assigned Classroom Observations	3.0 (Met)
Attendance Sheet	3.0 (Met)