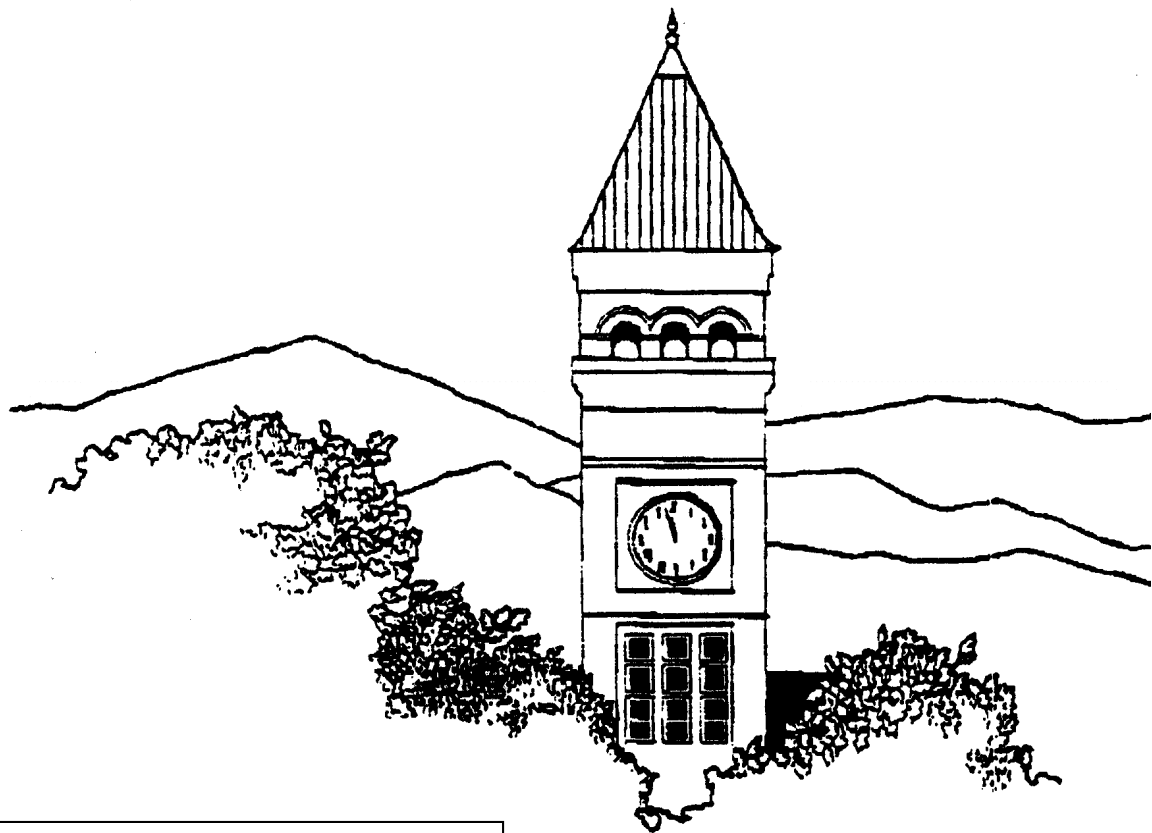


Eugene T. Moore  
School of Education  
**Handbook**

---

CLEMSON UNIVERSITY



2011-2012

## Table of Contents

Welcome	2
The Teacher Education Program at Clemson University	2
The Eugene T. Moore School of Education	3
College Mission Statement	7
Degrees Offered	8
Teacher Education Checklist	8
Education Orientation Class	10
Academic Advisors	10
Acceptance to the Professional Level of Teacher Education Program	11
Pre-Professional Skills Test (PPST)	13
Application for Student Teaching	13
Criminal Records Check	15
Application for Educator Certification	15
Principles of Learning and Teaching (PLT)	16
Praxis II Specialty Area Exam	15
Placement File	17
Diplomas	17
Invitations, Caps and Gowns	17
Transcripts	17
Students With Previously Earned Degrees	18
Withdrawal Grades	18
Academic Eligibility Policy	19
Teacher Education Enrollment Policies	19
Field and Practicum Experiences	19
Conduct Policies for Students Engaged in Field Experiences	20
Code of Conduct for South Carolina Educators	21
Roles and Responsibilities	22
Standards of Conduct for South Carolina Educators	22
Instructional Materials and Media Center	24
Services Available to Students	24
Student Organizations	25
ADEPT Performance Standards (APSS) and Key Elements	28

## WELCOME

Welcome to the College of Health, Education, and Human Development and particularly to the Eugene T. Moore School of Education. This handbook was created to assist you in meeting the requirements for your degree in education as well as the requirements for teacher licensure. The major source of information about academic policies is the *Clemson University Undergraduate Announcements* and should be your reference when you have a question. This handbook is a guide and is intended to be utilized as a supplement to the *Undergraduate Announcements*.

## THE TEACHER EDUCATION PROGRAM

### Historical Background

Teacher education at Clemson College was initiated in the summer of 1916 when the first education courses were organized for agriculture teachers. In 1918, Agricultural Education was added as a major under the Bachelor of Science degree in Agriculture.

During that same year, a separate administrative unit for Industrial Education was created and authorized to award a bachelor's degree in Engineering Industrial Education and Textile Industrial Education.

As Clemson College grew, so did the demand for Clemson-educated teachers. A teaching program in science was added in 1923. Mathematics and other areas in the Department of Arts and Sciences were included as teaching fields between 1925 and 1926.

In 1933, Clemson College was reorganized into six schools, one of which was the School of Vocational Education. Four-year degree curricula were offered in Agricultural Education, Industrial Education and Textile Industrial Education. The education program was expanded in 1934 with the formation of a Bachelor of Science degree in Education. The teaching fields in the B.S. degree program included science, mathematics, and other areas in arts and sciences taught in secondary schools.

The School of Vocational Education was changed to the School of Education in 1950. In 1955 the School of Education was disbanded. Mathematics, science, and social science were placed in the School of Arts and Sciences; Vocational Agriculture Education was placed in the School of Agriculture; and Industrial Education became part of the School of Engineering. This arrangement continued until 1965 when the School of Education was reorganized. Clemson College became Clemson University in 1964; and in 1969, the School of Education became the College of Education with Departments of Elementary and Secondary Education, Industrial Education and Agricultural Education. In addition to the departments named, the College of Education also included the Department of Aerospace Studies, the Department of Military Science, the Office of Educational Services, the Office of Extension and Public Relations, and the Office of Field Experiences. Agricultural Education was administered by the College of Agricultural Sciences in cooperation with the College of Education.

In 1995, Clemson University underwent major restructuring and reduced the nine colleges that existed at that time to four colleges. For the 1995-96 school year, the Teacher Education Program was housed in the College of Professional Studies. In 1996, a fifth college was added, the College of Health, Education, and Human Development. The teacher preparation programs were in the School of Education in this new College. Starting in Fall 2002 the School of Education has two departments, one of which involves all the teacher education units and programs except for industrial technology and vocational-technical education. In the Fall 2005, these programs were all combined into the Department of Teacher Education.

Agricultural Education is administered in a cooperative program by the College of Health, Education and Human Development and the College of Agriculture, Forestry, and Life Sciences.

The first education graduate degree offered was a Master of Science in Education in 1924. In subsequent years, the Master of Education, Master of Agricultural Education, and Master of Industrial Education degrees were added. Today the College of Health, Education, and Human Development's School of Education offers the Master of Education Degree with majors in Administration and Supervision, Clinical/Mental Health Counseling, Literacy, School Counseling, Student Affairs, Teaching and Learning, and Special Education; and Master of Arts in Teaching degrees in Middle Level Education and Secondary Math or Science. The Specialist in Education Degree in Administration and Supervision is also offered. The School of Education also offers a Masters in Human Resource Development.

The first doctoral program offered through the College of Education, a Doctor of Philosophy Degree in Curriculum and Instruction with specialty areas in Elementary Education, Literacy, Secondary Education, and Special Education was approved in 1992; and the Doctor of Philosophy Degree in Educational Leadership in P-20 Education was approved in 1993.

## **THE EUGENE T. MOORE SCHOOL OF EDUCATION**

### **Where We Are**

Like so many other institutions of higher education throughout the nation, Clemson University has undergone extensive restructuring and re-organization over the past few years. So comprehensive has that effort been at Clemson, in fact, that the State Commissioner of Higher Education characterized it in an interview as "by far the most substantial and energetic example of true restructuring in this state, reflecting the spirit and intent of this trend." In that process, Clemson reduced the number of colleges from nine to five and the number of vice presidents from nine to four, consolidated numerous offices and operations, eliminated positions and personnel, undertook privatization in some areas, and administratively reorganized for efficiency and effectiveness.

In 1995, the University moved to combine Education, Nursing, Health Science, and Parks, Recreation and Tourism Management into a new structure, the College of Health, Education, and Human Development. The School of Education is under the leadership of Director, Dr. Mike Padilla. The Teacher Education faculty is under the leadership of Dr. Suzanne Rosenblith while Dr. Rob Knoepfel heads the faculty of Leadership, Counselor Education, and Human and Organizational Development.

The college added another component: the Department of Family Youth Development which is combining with the Institute for Family and Neighborhood Life, a move which strengthened the focus on both the health and human development characteristics of the college and likewise provided collaborative opportunities with the education unit through shared interests and professional backgrounds of the faculty.

To a great extent, so many of the changes brought about by restructuring, in which the education unit has been actively involved, have been based on paper procedures and not in terms of students, degree programs, courses, schedules, academic standards, and the myriad of related operations. In effect, it is gratifying to report that the academic program has continued essentially without interruption: our same faculty have continued to teach our same students in the same course sequence in the same approved programs, with the same documented results, as this report will show.

## **Who We Are**

The undergraduate education unit at Clemson is not only one of the largest in the state but, based upon objective criteria and test data provided by the Commission on Higher Education, also academically among the strongest. We currently graduate approximately 200 undergraduate and 50 graduate new teachers a year. Our program, with its enrollment of approximately 800 undergraduate students, has served as the foundation for a need-based variety of master's degree offerings in several areas enrolling a total of about 600 graduate students.

The School of Education and its programs are accredited by NCATE and the SC State Department of Education. In addition, our programs are accredited by national specialized professional associations and meet program-specific standards. The Counselor Education programs are accredited by CACREP.

As a cohesive package, these degree programs constitute a comprehensive educational enterprise designed to serve the state's needs, from basic undergraduate programs to those offering the terminal degree. They are supported by a professional faculty of highly qualified individuals holding terminal degrees from regional and national research universities. In addition to serving the needs of its degree-oriented students on campus, the education unit is likewise responsible for a statewide program of off-campus offerings designed to serve the instructional inservice needs of schools and school districts, professional organizations, and similar agencies. This latter program of off-campus offerings constitutes the unit's responsibility for service and outreach as part of its mission as a land-grant university and is located in the university-wide office of Distance Education.

## **What We Do: Our Conceptual Framework**

The Eugene T. Moore School of Education Conceptual Framework guides our work as a unit. It is consensus-based and provides the foundation for all we do. It addresses the fundamental issues of what our students need to know (knowledge), what they need to be able to do (skills), what they value (dispositions), and how they interface with their communities, large and small (connections).

Our Conceptual Framework, simply stated, is to prepare caring, capable, and connected professionals for the twenty-first century.

As a unit, we have undertaken in-depth analyses of the accreditation, accountability, and assessment issues and mandates from our myriad stakeholders. Our efforts to synthesize these elements are illustrated through our Conceptual Framework.

The Conceptual Framework consists of four parts:

1. **Mission:** Our Mission of the Eugene T. Moore School of Education is to prepare caring and capable professionals through intellectually engaging experiences in theory, method, and research that connect them to the communities in which they live and serve.
2. **Commitment to Diversity:** The Eugene T. Moore School of Education is committed to providing all candidates with purposeful, challenging, and diverse experiences. It is through a range of diverse, carefully constructed, and challenging classroom-based instruction and field-based experiences that candidates will recognize the inherent dignity and value of all individuals, promote equity in education, and advocate on behalf of children, families, and communities.
3. **Guiding Principles:** Our Guiding Principles provide the philosophical underpinning of our programs. They are statements of our collective beliefs about our students, our profession, and ourselves.

As faculty and staff, we

- Respect the rights and responsibilities of all students and recognize diverse points of view
  - Act ethically and professionally to meet the students' intellectual and developmental needs
  - Accept our professional and ethical responsibility to help our students acquire comprehensive knowledge and skills in their specialty area that equip them to be effective educators, researchers and leaders
  - Are committed to excellent instruction represented by effective teaching practices, emerging technologies, and assessment
  - Encourage our students to make positive contributions that make their own lives and the lives of others potentially more fulfilling and productive
4. **Learner Outcomes:** Our Learner Outcomes become the basis for the results for our programs. They are what we expect our students to value, to know, and to be able to do. There are six learner outcomes or "elements" in the conceptual framework.

**Caring** comprises beliefs and actions.

- **Beliefs:** Our candidates are committed to ethical and democratic dispositions including respecting the rights and responsibilities of all and recognizing diverse points of view.
- **Actions:** Our candidates act in accord with the rights and responsibilities of all, are sensitive to developmental, social, and cultural differences, and encourage a democratic culture.

**Capable** consists of knowledge and practice.

- Knowledge: Our candidates are knowledgeable about the foundations of education and about their specialty area(s), including appropriate practices.
- Practice: Our candidates apply their knowledge through best practices that include the effective use of educational and information technology and appropriate assessments.

**Connected** contains communication and integration.

- Communication: Our candidates communicate effectively through a variety of representations (spoken, written, and digital).
- Integration: Our candidates synthesize their knowledge and practices to integrate interdisciplinary perspectives and applications by making connections to real life and by making global issues locally relevant.

4. **Assessment System:** Our Assessment System evolves from our mission, guiding principles, and learner outcomes. Each candidate is rated on each of the six elements of the conceptual framework at multiple times during his or her program. Ratings are based on a variety of candidate products (for example, electronic portfolios, reflections, lesson plans, and field experience evaluations). Initial candidates are rated four times in their program on a 4-point scale (unsatisfactory, developing, proficient, and distinguished) using a set of rubrics specific to each time period. Ratings of unsatisfactory and distinguished are accompanied by a detailed explanation. The assessment of advanced program candidates varies by program, with two to four assessment points, and two- to four-point rating scales. The ratings for all candidates are recorded in LiveText. Student performance data is aggregated annually into reports, and program faculty react to the reports by addressing any apparent weaknesses with programmatic changes. A yearly, written statement of program reflection is provided to the School of Education by program and degree area.

## COLLEGE MISSION STATEMENT

The College of Health, Education, and Human Development will be recognized for innovative, multidisciplinary instruction, research, and service that support and enhance human capabilities in all life stages and environments.

### Philosophy/Guiding Principles:

- We believe that we can best achieve our goals by establishing unique, collaborative partnerships with the state and the communities we serve.
- We value individuality and diversity for the breadth and depth they grant to College curricula, research programs, and service activities.
- We are a community of scholars energized by the opportunities to collaborate and cooperate within and among our disciplines.
- We believe real life, hands-on experience in multidisciplinary programs of study add value to the student experience and provide a distinct career advantage.
- We believe that the college infrastructure must support teaching, learning research, and service at a level that motivates, fulfills, and rewards faculty, staff and students.
- We believe that faculty must share a commitment to the success of each student and each other.
- We believe that we prepare leaders to apply knowledge and resources to improve the quality of life of this and future generations.
- We believe that reciprocity with stakeholders (students, faculty, staff, alumni, and employers) in the principle activities of the College is essential to our ongoing success.

## DEGREES OFFERED

<u>Program</u>	<u>Degree</u>
<b><u>Agricultural Education</u></b>	
Agricultural Education	B.S. *, M.Ag.Ed. *
<b><u>Leadership, Counselor Education and Human and Organizational Development</u></b>	
Administration and Leadership	M.Ed., Ed.S.
Student Affairs Counseling	M.Ed.
School Counseling	M.Ed.
Clinical/Mental Health Counseling	M.Ed.
Educational Leadership	Ph.D.
<b><u>Teacher Education</u></b>	
Curriculum and Instruction	Ph.D.
Early Childhood Education	B.A.
Elementary Education	B.A.
Mathematics Teaching	B.S.
Literacy	M.Ed.
Science Teaching	B.S.
Biological Sciences	
Physical Sciences	
Secondary Education	
Biological Sciences	B.A.
English	B.A.
Mathematics	B.A.
Social Studies (emphasis in one area listed)	B.S.
Economics	
History	
Political Science	
Psychology	
Sociology	
Special Education	B.A., M.Ed.
Master of Education in Teaching and Learning	M.Ed.
Master of Arts in Teaching in Middle School	MAT
Master of Arts in Secondary Mathematics and Science	MAT

\*Offered by the College of Agriculture, Forestry and Life Sciences in cooperation with the College of Health, Education, and Human Development.

## **TEACHER EDUCATION CHECKLIST**

Each student should keep a record of his/her progress toward graduation. One way of doing this is to refer to the checklist below, to record the date each item is successfully completed, and to give careful attention to the explanatory notes that follow the checklist.

### **DATE**

- \_\_\_\_\_ 1. **Complete the Education Orientation Class. Start the use of Live Text.**
  
- \_\_\_\_\_ 2. **Consult with your advisor each semester to take required courses for your major**
  
- \_\_\_\_\_ 3. **Meet the requirements to be accepted to the Professional Level of the Education Program in order to continue in the Education major (target to meet by completion of 45 credit hours)**
  
- \_\_\_\_\_ 4. **Complete application for student teaching**
  
- \_\_\_\_\_ 5. **Complete all the requirements for a Criminal Records Background Check and the Application for Educator Certificate**
  
- \_\_\_\_\_ 6. **Take and pass the appropriate Principles of Learning and Teaching (PLT) Exam (recommended to take after completing ED F 302, Educational Psychology)**
  
- \_\_\_\_\_ 7. **Take and pass the required Praxis II Specialty Area Exam(s) for your certification area**
  
- \_\_\_\_\_ 8. **Complete the Career Placement File during student teaching.**
  
- \_\_\_\_\_ 9. **Apply for graduation and order your diploma. Order invitations, cap and Gown.**
  
- \_\_\_\_\_ 10. **Request to have transcripts from all the colleges/universities you attended sent to the South Carolina Department of Education**

## EDUCATION ORIENTATION CLASS

The Education Orientation Class is a two (2) credit hour course which meets once a week for lectures and discussions on the teaching profession. For a minimum of ten weeks, students spend a minimum of one hour per week in schools assisting teachers, observing, and tutoring individuals. This course is required of all education majors and those seeking initial teacher certification. Students who have had a teacher cadet course in high school must enroll in the education orientation class. If the course has been taken through another accredited institution, an official transcript must be sent to the Clemson Admissions Office in order to receive elective credit for the course.

### Live Text for Education Majors

All undergraduate education majors are required to make a one-time purchase of LiveText (\$98). There are no exclusions to this policy. Students enrolled in ED105 or EDF 301, 302, 315, 334, and 335 are required to make the purchase as required on the syllabus of these courses. It can only be purchased at the Clemson University Bookstore either online or at the bookstore. Once it is purchased in one of the identified courses the requirement is covered for the remaining courses identified.

LiveText is an online web-based assessment data collection, archival, and report generation system used by many colleges and universities for the purpose of collecting student assessment data. You will be required in these courses and other junior/senior level courses to upload an assignment in LiveText.

LiveText also has features that a student may wish to utilize such as the development of a college experience portfolio. This portfolio, for example, could be used in a job interview.

Each education program must maintain program specialization recognition, and the School of Education must maintain accreditation in order for our programs to exist. In addition, there are state standards and requirements in program delivery that we must meet. As a result, student performance data associated with courses is scored based on a specific scoring rubric that meets program standards and is reported in aggregate form. Collection of these data is maintained in LiveText and allows us to continue to offer high-quality programs that prepare the best teachers.

***Complaint Policy: Students who have purchased and registered an account in LiveText have access to assessment scores through courses in which the assessments were scored. If a student has a concern or disagreement about an assessment system score please contact the School of Education Director, Dr. Michael Padilla (656-4444 or [padilla@clemson.edu](mailto:padilla@clemson.edu)).***

## ACADEMIC ADVISORS

Freshman and Sophomore education majors will be advised by the HEHD Academic Advising Center advisors in 309 Edwards Hall. After admittance to the Professional Level of the Education Program, generally during the semester the student has completed a minimum of 45 credit hours and is to complete sixty (60) credit hours, each student is assigned an academic advisor who is an education professor officed in Tillman and Holtzendorff Hall. Students must consult with their

academic advisors during the Fall and Spring On-line Registration periods. On-line Registration for the Spring Semester begins around November 1 and for the Fall Semester it begins around April 1. When registering for courses, a student should check to see if he/she meets the prerequisites for those courses. **Students are encouraged to contact their advisors at any time during the year when they have questions or concerns.** A student's Degree Progress Report is available on-line through the SIS (Student Information System) at all times for possible consultation.

## **ACCEPTANCE TO THE PROFESSIONAL LEVEL OF THE TEACHER EDUCATION PROGRAM**

In order to be admitted to the Professional Level of the Education Program, students must meet the two requirements listed below:

1. A minimum GPA of 2.50 at Clemson University
2. The applicable requirement listed below.  
Pass all three parts of the Praxis I Pre-Professional Skills Test (PPST)  
**OR** a student may be exempt from taking the PPST by meeting **one** of the following:
  - An SAT score of 1650 or better on the three part SAT or
  - An ACT composite score of 24 or better

- ❖ During a student's sophomore year, he/she will be evaluated for acceptance into the Professional Level of the Education Program and will be notified of acceptance or denial by letter sent to Clemson University e-mail account from the HEHD Academic Advising Center in 309 Edwards Hall.
- ❖ Acceptance is granted for undergraduates after the student has earned at least forty five (45) semester hours and will complete 60 credit hours during the semester.
- ❖ Those students who already have a bachelor's degree but are seeking initial certification (Post Baccalaureate Teacher Certification Program students) must meet the requirements for admittance to the Professional Level by the end of their first semester in the program.
- ❖ A student who does not meet the requirements for admission to the Professional Level will be conditionally placed in an Education Undeclared program (major code 301) for a period not to exceed one year. Students who fail to meet the GPA and PPST requirement within one year of the date of conditional admission may be dropped from the program.
- ❖ **Students who have not been admitted to the Professional Level of the Education Program will NOT be allowed to enroll in selected 300-level and any 400-level Education courses (including EDF, EDSP, ED EL, ED EC, ED SEC, and READ).**

## **PRAXIS I PRE-PROFESSIONAL SKILLS TEST (PPST)**

If a student is required to take the Praxis I PPST, he/she should pass the exam prior to entering their sophomore year at Clemson. The Praxis I Pre-Professional Skills Test (PPST) is designed to measure the reading, writing, and mathematical skills vital to all teacher candidates. If the student is required to take the Praxis I PPST, he/she must have passing scores on all three parts of the PPST in order to be admitted to the Professional Level of the Education Program.

The reading, writing, and mathematical assessments are available in two formats, paper-based (written) or computer-based as explained below:

- The Paper-based (written) Tests

The Reading and Mathematics tests are multiple-choice tests. The Writing test includes both a 30-minute multiple-choice and a 30-minute essay section.

The test codes are as follows:

0710	PPST Reading	1 hour session
0720	PPST Writing	1 hour session
0730	PPST Mathematics	1 hour session (calculators prohibited)

You may register for these tests online at [www.ets.org/praxis](http://www.ets.org/praxis). The paper-based test is offered on Saturdays seven times during the academic year and are available only at select locations which are shown when you register for the tests.

- The Computer-based Tests

The computer-based tests in Reading, Writing, and Mathematics contain computer-delivered questions that require selecting single responses, highlighting or providing a constructed response.

The test codes are as follows:

5710	Computerized PPST Reading
5720	Computerized PPST Writing
5730	Computerized PPST Mathematics (calculators prohibited)

The computer-based tests are offered by appointment with the testing center and may be taken Monday through Saturday.

Please request that the test scores be sent to Clemson University (code 5111) and the South Carolina State Department of Education (code 8108). You must include your social security number on the registration form in order for the scores to be entered electronically in the databases at the South Carolina State Department of Education and at Clemson University.

A study guide is available on line at <http://www.ets.org/praxis/index.html>

Passing scores as required by the South Carolina State Department of Education for the PPST are as listed.

	Written or Computerized Version
Mathematics	172
Reading	175
Writing	173

*If a student has trouble passing the reading portion of the PPST but has a good GPA, ask yourself the following questions: Did you finish the Reading test (have enough time)? Do you have to study in a very quiet setting? Are you easily distracted? Do you have to reread things several times usually? If you answered yes to one or more of these questions, you may have an undiagnosed learning disability (either ADD/LD/ADHD). It is imperative that you get a diagnosis and receive accommodations for extra time. We find that, in general, students who have these troubles while taking the Reading portion are not able to pass the exam without accommodations.*

## APPLICATION FOR STUDENT TEACHING

Students will apply for their Internship I and student teaching placement in the academic semester preceding the semester in which their block/practicum teaching methods courses are to be scheduled. Application forms for Internship I and student teaching placement will be provided to students the semester prior to taking the block/practicum teaching methods courses. Students will be placed only in school districts of the four counties (Anderson, Greenville, Oconee, and Pickens) in the vicinity of Clemson University.

*Students will not be placed in a school where they have relatives working or attending. Students will not be placed in the high schools they graduated from for Internship I or student teaching.*

**The following conditions must be met prior to registration for directed teaching:**

- 1) admission to the Professional Level of the Education Program**
- 2) completion of at least 95 semester hours and required prerequisite courses**
- 3) a minimum cumulative grade-point ratio of 2.5**

Student teachers are only permitted to miss three days during their student teaching experience. Therefore, if a student knows of any personal or medical reason that would cause them to miss more than three days of student teaching during the semester, they will not be permitted to enroll in student teaching that semester.

Exceptions to this policy will only be made under the following conditions:

1. Student files a written appeal and explanation to the Chair of Teacher Education at least two months prior to the start of the student teaching semester.
2. The student's written appeal must include specific suggestions about how to handle the situation.
3. The Chair of Teacher Education will convene a panel to include the Chair, a faculty member from the student's program area, and the Field Experiences Coordinator.
4. The panel will rule on the appeal and notify the student of the outcome, all within three weeks of the appeal being received.

Any questions concerning this policy should be directed to the Coordinator of Field Experiences, 100 Tillman Hall, phone 656-5095.

## CRIMINAL RECORDS CHECK

**A prior criminal record could prevent a person enrolled in a teacher education program in South Carolina from being certified as a teacher in this State in accordance with State Board of Education guidelines.**

Section 59-25-115 of the South Carolina Code of Laws specifies that before beginning the full-time clinical teaching experience in South Carolina, a teacher education candidate shall undergo a state criminal records check by the South Carolina Law Enforcement Division (SLED) and a national criminal records check supported by fingerprints by the Federal Bureau of Investigation (FBI). The cost associated with the FBI background checks are those of the applicant. Information reported

relative to prior arrests or convictions will be reviewed by the State Department of Education, and the State Board of Education when warranted, according to board guidelines. **A teacher education candidate with prior arrests or convictions of a serious nature that could affect his/her fitness to teach in the public schools of South Carolina may be denied the opportunity to complete the clinical teaching experience, and thus affect eligibility for initial teacher certification.** An individual who is denied this opportunity as a result of prior arrests or convictions, after one year, may request reconsideration under guidelines established by the State Board of Education.

The criminal records check will be handled through the Office of Teacher Certification at the South Carolina State Department of Education and will be considered a part of the Student Teaching pre-certificate phase of a person's application for a teaching credential. The Office of Field Experiences will contact students at the appropriate time to inform them of this requirement. The criminal background check is to be completed the semester prior to beginning the block/methods courses and no later than the deadline established by the South Carolina State Department of Education. The deadlines established by the South Carolina State Department of Education are June 15 for those entering the block/methods courses in the upcoming fall semester and February 15 for those entering the block/methods courses in the upcoming spring semester. **Failure to meet this deadline could prevent the student from student teaching.**

Provided the criminal records check is conducted within eighteen (18) months of the time the teacher candidate formally applies for a teaching certificate, the fingerprinting will not have to be repeated at the time of application. A graduate of a teacher education program applying for initial teacher certification must have completed the FBI fingerprint process within eighteen months of formally applying for initial teacher certification or the fingerprint process must be repeated. The background check normally requires six (6) to eight (8) weeks to process.

The Office of Field Experiences will contact students who have enrolled in the block/methods courses by the end of the registration period each semester at which time the students will be given detailed instructions to complete the criminal background check. The fingerprint process is done through *L -1 Identity Solutions* and students will register for an appointment online at the following website: <http://www.ibtfingerprint.com/> or through the South Carolina State Department of Education website:

<http://www.scteachers.org/cert/certpdf/livescanproceduresweb.pdf> . When registering for an appointment, the student will choose the reason for fingerprinting, **SC920060Z SDE-Teacher certification** so the results will be sent directly to the agency listed on the registration form.

Students submit their personal information on IBT's online system at least 24 hours prior to the fingerprinting session. Students must have the following at the fingerprinting appointment: South Carolina driver's license. If the student does not have a current South Carolina driver's license, he/she will need two forms of government issued ID such as another state's driver's license, passport, military ID, social security card, etc., one of which needs to be a photo ID. Students will receive a signed receipt at the end of your fingerprinting session which is to be kept by the student for his/her personal records.

Students must email Bill Millar, Coordinator of the Office of Field Experiences, at [hmillar@clemsun.edu](mailto:hmillar@clemsun.edu), after successfully completing the electronic fingerprint process. The Office of Field Experiences will use this email as verification that you have completed this requirement. **Failure to complete this process by the deadline established by the South Carolina State Department of Education could prevent the student from student teaching.**

## APPLICATION FOR EDUCATOR CERTIFICATION

Students must complete the *Application for Educator Certificate* which will be considered the Student Teaching pre-certificate phase of a person's application for a teaching credential and is to be completed the semester prior to beginning the block/methods courses and no later than the deadline established by the South Carolina State Department of Education. The deadlines established by the South Carolina State Department of Education are June 15 for those entering the block/methods courses in the upcoming fall semester and February 15 for those entering the block/methods courses in the upcoming spring semester. **Failure to meet this deadline could prevent the student from student teaching.**

The Office of Field Experience will contact students who have enrolled in the block/methods courses by the end of the registration period each semester at which time the students will be given detailed instructions to complete the application online. Students will complete the application online at the following South Carolina State Department of Education website: <https://scteachers.ed.sc.gov/apps/olca/olcastart.cfm> or at <http://www.scteachers.org> and click on *Apply for Certification* in the upper right hand corner of the web page.

**Submit Non-Refundable Application Fee** - An online credit card fee payment option is available and the student will be provided instructions as part of this online certification application process or you may refer to the following website: <http://www.scteachers.org/apps/olca/ccfpver.cfm> You also have the option to submit a check or money order for the required fee to cover the processing of your application materials. Checks or money orders should be made payable to the "South Carolina Department of Education" and can be mailed to the following address: Office of Teacher Certification, 3700 Forest Drive, Suite 500, Columbia SC 29204. The **required fee is Non-Refundable** and does not include the FBI fingerprint processing fee.

**Social Security Card** A photocopy of your social security card must be submitted to the South Carolina State Department of Education and mailed to the following address: Office of Teacher Certification, 3700 Forest Drive, Suite 500, Columbia SC 29204. Your application for certification will not be processed until the South Carolina State Department of Education receives a photocopy of your social security card.

Email Bill Millar, the Coordinator of the Office of Field Experiences, at [hmillar@clemsun.edu](mailto:hmillar@clemsun.edu), when you have successfully completed your application (to include mailing a copy of your social security card to the SC Department of Education). The Office of Field Experiences will use this email as verification that you have completed this requirement. **Failure to meet this deadline could prevent the student from student teaching.**

## PRINCIPLES OF LEARNING AND TEACHING (PLT) EXAM

The Principles of Learning and Teaching (PLT) exam is part of the Praxis II series of test and is required for all students seeking permanent certification. Students must take the exam that is

approved and required by the South Carolina State Department of Education. Please refer to the following South Carolina State Department of Education website for the appropriate Principles of Learning and Teaching (PLT) exam required for your teaching area: [http://www.scteachers.org/Cert/Certpdf/required\\_examinations.pdf](http://www.scteachers.org/Cert/Certpdf/required_examinations.pdf). Descriptions of the question categories in each of the Principles of Learning and Teaching exams and the test dates are found online at: <http://www.ets.org/praxis/index.html>. Students may register for this exam at the following website: [www.ets.org/praxis](http://www.ets.org/praxis). The Praxis II Specialty Area Exams and the PLT are offered only as a written exam. They are NOT offered as a computer based exam.

Students must request that all test scores be sent to both Clemson University (code 5111) and to the South Carolina State Department of Education (code 8108). This is not done automatically. When registering for the Praxis II exam(s) and the PLT, you must enter your social security number. If you do not fill in a social security number on your registration form, your score will not be entered in the database at the South Carolina State Department of Education or at Clemson University.

Students are required to take this exam and report their scores prior to graduation. It is recommended that the student take the Principles of Learning and Teaching (PLT) exam after completing ED F 302, Educational Psychology. A score report for the PLT must be on file at Clemson University in order to receive a grade for student teaching. If a score report is not sent to Clemson University by Educational Testing Services (ETS), it is the student's responsibility to submit a copy of this report to the Office of Field Experiences in 100 Tillman Hall. Students will not be recommended for certification until passing the PLT.

## **PRAXIS II SPECIALTY AREA EXAM**

The Praxis II Specialty Area examination is designed primarily for one's undergraduate major or the area in which one is seeking certification. Students must take the exam that is approved and required by the South Carolina State Department of Education. Please refer to the following South Carolina State Department of Education website for the appropriate Praxis II Specialty Area exam required for your teaching area: [http://www.scteachers.org/Cert/Certpdf/required\\_examinations.pdf](http://www.scteachers.org/Cert/Certpdf/required_examinations.pdf). Descriptions of the question categories in each of the specialty areas and test dates are found online at: <http://www.ets.org/praxis/index.html>. Students may register for this exam at the following website: [www.ets.org/praxis](http://www.ets.org/praxis). The Praxis II Specialty Area Exams and the PLT are offered only as a written exam. They are NOT offered as a computer based exam.

Students must request that all test scores be sent to both Clemson University (code 5111) and to the South Carolina State Department of Education (code 8108). This is not done automatically. When registering for the Praxis II exam(s) and the PLT, you must enter your social security number. If you do not fill in a social security number on your registration form, your score will not be entered in the database at the South Carolina State Department of Education or at Clemson University.

A student should take this examination(s) during the semester immediately preceding the student teaching semester or at the beginning of the student teaching semester. The majority of one's teaching major courses should have been completed prior to taking the specialty area

examination(s). A score report for the Praxis II Specialty Area examination(s) must be on file at Clemson University in order to receive a grade for student teaching. If a score report is not sent to Clemson University by Educational Testing Services (ETS), it is the student's responsibility to submit a copy of this report to the Office of Field Experiences in 100 Tillman Hall. Students will not be recommended for certification until he/she has passed the specialty area examination(s).

## PLACEMENT FILE

The placement file should be completed in the senior year. Forms and directions are explained and made available to students during the student teaching semester and are available in the Educational and Career Services Office in the Michelin@Career Center in The Hendrix Center. The placement file contains Praxis test scores, a resume, an academic and personal data sheet, and three references from persons who know the student well. References generally included are from the student teaching classroom supervisor, the university supervisor, and one other Clemson faculty member who knows the student well.

Representatives from a number of school districts visit the campus for **UPREP** (University Placement and Recruitment for Educators Program) during the Spring Semester each year to interview prospective teachers. Information is furnished to students by the Educational and Career Services Office and includes the dates of interviews and the procedure to be followed in making appointments for interviewing with representatives of the different school districts.

## DIPLOMAS, INVITATIONS, CAPS AND GOWNS

Forms for ordering diplomas are available in the Registrar's Office, 104 Sikes Hall. The deadline date for each graduation is published in the *Clemson University Undergraduate Announcements* under the "Academic Calendar" Section.

Invitations may be ordered through the Clemson University Bookstore. Students should check the deadline dates with the bookstore a semester in advance of graduation. Caps and gowns for graduates are available for purchase through the Clemson University Bookstore several weeks prior to the date of graduation.

## TRANSCRIPTS

In order to meet the requirements for teacher certification, the South Carolina Department of Education requires official transcripts from **all** the colleges and universities you attended. The Clemson University transcript does not list the courses that you took at other institutions. Therefore, if you took courses somewhere other than Clemson, you will need to request that a transcript be sent from that institution directly to the South Carolina State Department of Education, Office of Teacher Certification, 3700 Forest Drive, Suite 500, Columbia, SC, 29204. Students may pick up a Transcript Request Form from the Transcript Office in 104 Sikes Hall or refer to the following website: <http://www.registrar.clemson.edu/html/transcript.htm> The form is completed and returned to 104 Sikes Hall **no earlier than two weeks prior to graduation**. The Transcript Office will require a fee for each Clemson University transcript.

## STUDENTS WITH PREVIOUSLY EARNED DEGREES

The Post Baccalaureate Teacher Certification Program is for individuals who have received undergraduate degrees from accredited institutions and are eligible to receive initial certification in any approved teacher education program at Clemson University. The requirements may be met through a combination of previously earned credit and through courses taken at Clemson. Steps for this procedure are:

1. The student must first meet the requirements for admittance to the Teacher Certification Program. This includes submitting an application, a one page essay, and copies of transcripts. The student must submit this package of information to the HEHD Academic Advising Center in 309 Edwards Hall.
2. If a student is seeking admission to a competitive application education majors (Early Childhood, Elementary, Special Education, Secondary Education Social Studies or Secondary Education English), the student must follow the competitive application dates and deadlines to be considered for a space in the program.
3. If the student is admitted to the program, the transcripts are evaluated for general education, professional education requirements, and specialty area requirements. In some situations an advisor in the major area of study may be asked to evaluate the transcripts for content in the teaching major.
4. Course requirements that have been satisfied and deficiencies in course requirements are recorded on the appropriate program sheet. The copy is forwarded to the student, a copy is sent to the Admissions Office, and a copy is placed in the files in the College of HEHD Academic Advising Center.
5. The student is assigned to an advisor for subsequent advising.

A student must be admitted to the Professional Level of the Education Program area after successfully completing one semester of course work at Clemson University and meeting the requirements for admittance to the Professional Level of the Education Program.

Generally, the student is eligible for certification when all requirements noted on the program sheet have been met, and successful scores have been achieved on the PPST (if required), the appropriate Specialty Area Examination(s), and the Principles of Learning and Teaching (PLT) exam.

## WITHDRAWAL GRADES

A grade of “W” indicates that the student withdrew from the course or was withdrawn by the instructor after the first two weeks of class and prior to the last seven weeks of classes, not including the week of examinations. Each undergraduate student is allowed to withdraw or be withdrawn with a grade of *W* from no more than 17 credit hours of coursework during the entire academic career at Clemson University. Transfer students may withdraw from no more than a total of 14 credit hours of coursework. A student who exceeds these limits of hours shall have final grades recorded. More details may be found in the *Clemson University Undergraduate Announcements* in the section on Academic Regulations.

## **ACADEMIC ELIGIBILITY POLICY**

Students who fail to maintain a cumulative grade-point ratio of 2.0 or higher will be placed on academic probation. A student on academic probation will be subject to suspension or dismissal if his/her cumulative grade-point ratio is below the minimum cumulative grade-point ratio (MCGPR) for continuing enrollment.

The “Academic Eligibility Policy” in its entirety is found in *the Clemson University Undergraduate Announcements* in the section on Academic Regulations. Please refer to this section for details.

## **TEACHER EDUCATION ENROLLMENT POLICY**

A student must maintain the grade-point average required by Clemson University for continuing enrollment. Grade-point averages may be checked at the end of a semester or summer term. Students enrolled in an approved teacher education program or listed as Education Undeclared must have a cumulative grade-point ratio of 2.0 or higher for registration in a majority of the required education courses numbered at the 300 level. All students must have a 2.5 grade-point ratio and have exempted or passed all parts of the PPST for registration in selected 300 level courses and a majority of the courses numbered 400 or higher.

Any student who desires to enroll in education courses must meet the required prerequisite, the cumulative grade-point, and test exam requirements established for education majors. Please see the current *Clemson University Undergraduate Announcements* for complete details on these and other regulations regarding admission and academic regulations.

## **FIELD AND PRACTICUM EXPERIENCES**

The general education components in the teacher education program comprise the major portion of the freshman and sophomore years. Courses in the sciences, composition, literature, speech, art, music, mathematics, and social sciences provide learning opportunities through which students acquire knowledge and develop competence in the skills of analysis, synthesis, and evaluation. Students are provided opportunities to correlate the knowledge and skills acquired through general education and their theoretical studies with practical application, as they participate in required in-school field experiences during several professional courses beginning in the freshman year and culminating with student teaching.

Students in each department begin this experience with an introductory orientation course that includes observation and participation in classroom situations in the public schools. These early experiences include serving as a teacher’s aide, administering tests, tutoring individual students, and becoming generally familiar with the organization and operation of the classroom and school.

The second-level experience usually occurs in the sophomore year and is correlated with child/adolescent growth and development courses and may include simulated experiences as well as classroom observation. This experience is designed to aid the student in understanding concepts and

principles of growth and development and to help the student develop skills in gathering pertinent developmental information through observations of students.

The third-level experience occurs in the junior year or the first semester of the senior year and focuses on instruction through structured observations and direct participation in a public school classroom. Specific activities are integrated with on-campus in-class instruction prior to and following the classroom visits.

The final laboratory experience for the undergraduate student is full-time student teaching under the guidance of a cooperating teacher and a university supervisor in a public school for a period of sixteen (16) weeks (72 days). Regular classroom observations and conferences with the student teacher and the cooperating teacher are arranged by the university supervisor. At the beginning of the semester of directed teaching, each student will purchase the *Student Teacher Compact Disc (CD)*, which will include the *Student Teacher Handbook*. This handbook will contain the syllabus for the directed teaching course as well as standards for student teachers and an explanation of the ADEPT criteria. ADEPT, the South Carolina system for Assisting, Developing, and Evaluating Professional Teaching, is the evaluation criteria used for student teaching. Student Teachers are expected to complete the requirements for ten performance standards and their associated key elements as outlined in the *Student Teacher Handbook*.

### **CONDUCT POLICIES FOR STUDENTS ENGAGED IN FIELD EXPERIENCES**

The principal of a school is legally responsible for all that takes place within the school, and the classroom teacher is responsible to the principal. The student must fit into the organizational framework of the school. For this reason, the policies listed below must be followed very closely:

1. The primary purpose of the public school is to enable its pupils to learn and develop according to the objectives determined by that school. Therefore, the welfare of the pupils must come first.
2. University students are to conduct themselves as professional individuals in accordance with expectations for faculty members in the local school.
3. University students are sent to a particular school in a cooperative relationship, and the local school has final jurisdiction over all aspects of the educational program in that school.
4. University students are to be well-groomed and maintain their professional appearance according to the acceptable standards for faculty members of the local school. It is the responsibility of the student assigned to work in a school to become familiar with and adhere to standards governing dress and grooming in that school.
5. Unexcused absences are not allowed in the internship situations, and students are to obtain authorization from the University supervisor in cases of emergencies requiring an absence from their assigned duties.

6. University students are expected to refrain from becoming involved with students in their schools in social activities not sponsored by the school. This includes activities, which might come after the work in the schools is finished but while the student remains an undergraduate or graduate student at the University.
7. Under no circumstances should a university student try to negotiate their own field placements without obtaining official permission from the Office of Field Experiences. If you do so, then the Office of Field Experiences will not honor that placement.

## **CODE FOR CONDUCT**

### **Clemson University School of Education Students.**

Students are ambassadors for Clemson University and are guests in the schools. Remember, you have only one chance to make a good first impression. Schools/districts have long memories.

1. Students will sign in at the main office upon arrival.
2. All Clemson University students must follow the rules and conduct required of the faculty of the participating school.
3. Clemson University students will abide by the dress code and conduct of the participating school. In addition, the following must be observed:

#### **Professional dress will be required.**

**For example, in most schools, the following would be inappropriate: Tank tops, jeans, short skirts, shorts, T-shirts, bare midriffs, flip-flops. No obvious body piercing, other than ear lobes.**

***EXCEPTION: PE classes – students would dress appropriately to participate.***

4. Absolutely no smoking or use of any tobacco is allowed on school grounds or at school events.
5. Clemson University students will arrive at school at least ten minutes before their assigned time.
6. If a Clemson University student must be late or absent, that student must call the school and inform the secretary 24 hours in advance, or as soon as possible in an emergency.
7. Failure to follow the above rules may jeopardize your participation in the practicum experience and student teaching program.

## **ROLES AND RESPONSIBILITIES**

The Coordinator of Field Experiences has the primary responsibility for coordinating school/agency-based field experiences in the Teacher Education Program. The coordinator cooperates with designated personnel in each school district to see that all field experiences are operated within existing regulations of the state, the university, and the school districts. This liaison role involves requesting placements through appropriate school district/agency personnel and communicating concerns/problems between the personnel on the university campus and the personnel at the cooperating districts/schools/agencies. Clemson University students are not permitted to contact schools to arrange their own field placements.

Students are placed for school-based field experiences in public schools where there is evidence of well-planned curriculum and adequate teaching resources; where teachers in the requested fields are properly certified; where teachers exemplify professional competencies and effectiveness in interpersonal relationships; and where both teachers and administrators indicate an interest in having teacher education students in the school and demonstrate a positive and professional attitude toward teacher education in general.

In general, problems are solved through direct conferences with concerned parties. The Office of Field Experiences will make the final decision on changes to field placements. A request for change in assignments may originate with the supervisory teacher, the school principal, other district personnel, or the university student.

## **STANDARDS OF CONDUCT FOR SOUTH CAROLINA EDUCATORS**

### **“Just Cause”**

South Carolina Code Ann. § 59-25-160 (1990) lists reasons that the State Board of Education may consider in determining “just cause” to suspend or revoke a teaching certificate:

- Incompetence
- Willful neglect of duty
- Willful violation of the rules and regulations of the State Board of Education
- Unprofessional conduct
- Drunkenness
- Cruelty
- Crimes against the laws of this state or the United States of America
- Immorality
- Any conduct involving moral turpitude
- Dishonesty
- Evident unfitness for the position for which the individual is employed, and
- Sale of/or possession of narcotics

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

- Sanctions that the State Board of education can impose upon an educator:
- Public reprimand

Suspension (up to three years), which may be accompanied by certain conditions such as drug and alcohol testing, psychiatric counseling, specialized coursework, or other appropriate conditions

Revocation where the teacher can reapply for a certificate after three years, and  
Permanent revocation

### **The process for suspension or revocation of a teaching certificate:**

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

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

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

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

*Of note: The majority of teachers in South Carolina who have their certificates suspended or revoked do so because of inappropriate relationships or actions towards a student. South Carolina teachers have lost their teaching certificates for*

- Pursuing a personal, inappropriate relationship with a student
- Touching a student in any way that is deemed inappropriate
- Engaging in a physical altercation with a student
- Supplying alcohol or drugs to a student
- Using a school computer to view or download pornography
- Sending or receiving prurient emails, including child pornography
- Violating test security
- Violating state or federal laws involving drugs or alcohol or other illegal behavior
- Embezzling public funds
- Committing breach of trust, and
- Breaching a teaching contract

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides incentive to attain and maintain the highest possible degree of ethical conduct.

-Code of Ethics of the Education Profession

## INSTRUCTIONAL MATERIALS AND MEDIA CENTER

The Teacher Education Program maintains the Education Media Center, which includes a library of curriculum materials, a production area and AV hardware and software for loan. The Center is located in Room 212 Tillman, and includes a wide variety of textbooks and other K-12 appropriate instructional materials. There are also educational methods books, a juvenile collection, professional journals, videos, computer software and educational kits and manipulative. The Media Center also houses a collection of standardized diagnostic testing materials, to be used by students in measurement courses under direct faculty supervision.

A comprehensive variety of AV equipment is available for checkout to faculty and students for instructional use, including camcorders, TV/VCR units, portable overhead projectors, cameras and computer projection equipment.

## SERVICES AVAILABLE TO STUDENTS

**Academic Success Center:** The University provides tutoring, supplemental instruction, and academic workshops to students through the Academic Success Center. This center is located on the third floor of the Cooper Library. Students should refer to their website for further information: <http://www.clemson.edu/asc/>

**Career Center:** The Michelin Career Center is located on the third floor of the Hendrix Center. General contact phone number is 656-6000. Some of the general services offered through the Career Center are as follows:

- Counseling on College Majors and Career Direction
- Career Resource Library
- On-Campus Recruiting
- Workshops on Job Searching, Networking, Resume Writing, Interviewing, and Job Searching
- Internship Placement Assistance
- Career Fairs
- Local part-time, off-campus job listings
- Senior files containing available federal, state, and other various job vacancies

**Career Planning:** The Career Planning Department assists students with their career decision-making. Through professional counseling, career interest test, and up-to-date career information, the center assists students in their choice of college major and career direction. The center also assists students with decisions regarding Graduate and Professional School options.

**Experimental Education Department:** The Experimental Education Department assists students in finding part-time, off-campus jobs through the Job Location Development Program (JDL), volunteer positions, and internships in the corporate and non-profit sectors.

**Career Placement:** This department coordinates on-campus recruiting for full-time positions with Fortune 500 and small to midsize companies. Through workshops the student is prepared to develop a winning resume to develop interviewing skills for a career.

**Educational Career Services:** This office is designed to assist student teachers and others who may be interested in obtaining full-time employment in the field of education. This office also maintains vacancy listings and school district addresses throughout the United States and overseas.

**Alumni Career Services:** This service is designed to assist Clemson Alumni who have been out of college for six months or more through outreach programs. Those programs are as follows: Career Development Seminars, Clemson Career Network, The Annual Tiger Alumni Career Conference, and Networking on the Worldwide Web.

Visit their website at <http://career.clemson.edu/> for additional information.

**Counseling and Psychological Services (CAPS):** Located in Redfern Health Center. Phone 656-2451. While the college experience is often referred to as “the best years of one’s life,” it may be one of the most stressful times. Many students experience developmental or personal concerns, which interfere with their academic performance. In any community, depression, anxiety, drug or alcohol abuse, or other serious problems may stress the population.

The CAPS counselors help students function well in order to profit by their educational experience. The counselors prefer to work with the student before their concerns develop into serious problems. CAPS provides a variety of services including individual and group counseling, testing for learning disabilities and ADHD, workshops on topics such as assertiveness training, stress management, test anxiety, and full range of consultative services centering on student adjustment in higher education. The student may call 656-2452 to sign up for one of the workshops.

**Office of Student Disability Services:** Students with disabilities should contact the Office of Student Disability Services in Redfern Health Center (656-6848). Clemson University is committed to providing educational opportunities for all students and assisting them in making their college experiences successful and positive. Student Disability Services coordinates the provision of reasonable accommodations for students with disabilities. All reasonable accommodations are individualized, flexible, and confidential based on the nature of the disability and the academic environment.

## STUDENT ORGANIZATIONS

**Alpha Tau Alpha** is a national professional honorary fraternity organized to develop a true professional and fraternal spirit among teachers and teacher trainees in Agricultural Education. Activities include those designed to promote high academic achievement as well as to foster a fraternal bond among the members. Membership is open to Agricultural Education students with high academic accomplishments who exhibit an outstanding professional attitude. The Kappa Chapter has been active since its organization at Clemson in May 1932 and has been recognized by the National Alpha Tau Alpha for its accomplishments.

**Faculty Advisor:** Tom Dobbins, Ph. D.

**The Council for Exceptional Children (CEC)** is the largest international professional organization for individuals who are interested in furthering the rights, education, and quality of life of exceptional children and adults (e. g. learning disabled, mentally retarded, gifted and

talented). Clemson University's award winning chapter has been active in working with area handicapped children, promoting professional development for individuals who work with exceptional children, and being involved in state wide workshops and conferences. Membership in Clemson's CEC chapter is open to non-education as well as education majors on campus. The Clemson University Chapter of the Council for Exceptional Children (CEC) is the student organization affiliated with the International CEC. Clemson's student chapter promotes positive outcomes for individuals with disabilities and organizes an annual Special Olympics for students with disabilities from Oconee and Pickens Counties.

**Faculty Advisor:** Janie Hodge, Ph.D.

**Kappa Delta Pi** is an International Honor Society in Education that recognizes outstanding scholarship, leadership, and service to education. Membership invitations are extended to students in the School of Education who have reached full junior standing, have achieved a GPR of 3.4 or above, have expressed the intent to continue in the field of Education, and have been admitted to the Professional Level of the Education Program. Graduate students must attain a GPR of 3.75 or above on a minimum of 18 credits toward a degree. Kappa Delta Pi is an international honor society dedicated to scholarship and excellence in Education. The Mu Upsilon chapter at Clemson University was chartered in 1972 and is the oldest chapter in the state of South Carolina. Kappa Delta Pi is committed to recognizing excellence and fostering mutual cooperation, support, and professional growth for educational professionals. Students interested in membership must meet eligibility requirements and submit an application for membership. For more information, please email [kdp@clemson.edu](mailto:kdp@clemson.edu)

**Faculty Advisor (Counselor):** Mindy Spearman, Ph.D.

**SC Association for the Education of Young Children (SCAEYC)** is the state affiliate of the National Association for the Education of Young Children and the student organization of SCAEYC represents Clemson University's affiliation with both SCAEYC and NAEYC. Students who are majors in early childhood education, elementary education, or related fields that prepare students to work directly with children from birth through grade 3 are eligible for membership. Membership in the student organization also includes membership in the state and national organizations. Benefits include the nationally refereed journal, *Young Children*, reduced costs to attend conferences, and the opportunity in professional development events that prepare students for their future roles as teachers. National Association for the Education of Young Children (NAEYC) is the nation's largest and most influential organization of early childhood educators and others dedicated to improving the quality of programs for children from birth through third grade. Founded in 1926, NAEYC celebrated its 75th anniversary with over 100,000 members and a national network of nearly 450 local, state, and regional Affiliates. NAEYC Affiliate Groups work to improve professional practice and working conditions in early childhood education and to build public support for high quality early childhood programs.

**Faculty Advisor:** Dee Stegelin, Ph.D.

**Phi Delta Kappa** is an international professional fraternity for men and women in education. Membership is composed of recognized leaders in the profession and graduate students whose leadership potential has been identified. Members come from a wide range of educational endeavors. They are classroom teachers, administrators, college and university professors, and specialists of many types. They represent research and teaching interests and ideals that make possible group action for the promotion of free public education. Implementation of the ideal of high quality leadership through research, teaching, and other professional services helps to realize this goal.

**The Student National Education Association (SNEA)** is open to any student in education whether he/she is just starting a college experience, is ready for student teaching or is returning for certification courses to begin a second career. The South Carolina Education Association/National Education Association Student Program (SCEA/NEA) is part of the nation's largest educational organization—there are over two million members in the NEA. Student members participate in a variety of programs and projects. Benefits of membership include the opportunity to keep up-to-date on current education news and trends through regular publications and liability insurance for protection while involved in working with school children, even when only observing a class. More information is available at the following web site: <http://www.thescea.org>

**Palmetto State Teachers Association (PSTA)** membership is available to all who are interested in education from pre-school through the university level, active or retired educators, student teachers, paraprofessionals, and friends of education. Student membership is open to any student in education in South Carolina's college or universities. PSTA provides its members legal services, insurance, legislative voice, professional development, publications, reasonable dues, scholarship funds, and a variety of other benefits. Information and membership applications are available in the School of Education Media Center, 212 Tillman Hall.

**Clemson University Council of Teachers of English (CUCTE)** The Clemson University Council of Teachers of English is a recognized student affiliate of the National Council of Teachers of English (NCTE) and South Carolina Council of Teachers of English (SCCTE). Our members include students at the undergraduate and graduate levels, and faculty in both English and Education who are interested in improving literacy at the elementary, middle, secondary and college levels.

CUCTE was formed during the 1998 academic year in order to provide opportunities for students to learn more about literacy programs in our schools and to interact with area teachers of literacy. Our members participate in service projects aimed at literacy development and participate in professional development activities at the local (UWP), state (SCCTE) and national level (NCTE). For membership information, call (864) 250-6712.

**Faculty Advisor:** Rebecca Kaminski, Ed.D.  
**email:** [krebecc@clemsun.edu](mailto:krebecc@clemsun.edu)

**Clemson University Student Educators (CUSE)** The Clemson University Student Educators (CUSE) is the student organization affiliated with the South Carolina Education Association and the National Education Association. Membership provides benefits as well as opportunities for personal growth and professional development.

**Faculty Advisor:** Bob Green, Ed.D. and Lienne Medford, Ed.D.

**Clemson University International Reading Association (IRA) Student Council** The Clemson University IRA Student Council is a professional organization affiliated with the International Reading Association. Its purpose is to promote reading, reading instruction, and to provide pre-service teachers the opportunity to join a professional organization. Members must be a student, faculty, or staff member of Clemson University. Members must attend at least one meeting per semester. Meetings are held in September, November, January, and April. For more information, please e-mail [jmcnair@clemson.edu](mailto:jmcnair@clemson.edu) or [sdashle@clemson.edu](mailto:sdashle@clemson.edu).

**Faculty Advisor:** Jonda C. McNair, Ph.D.

## **ADEPT Performance Standards (APSs) and Key Elements**

### **APS 1 Long-Range Planning**

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

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

#### **KEY ELEMENTS**

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

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

The teacher begins the long-range planning process by gaining a thorough understanding of students' prior achievement levels, learning styles and needs, cultural and socioeconomic backgrounds, and individual interests. The teacher gathers this information from a variety of sources, including student records (e.g., permanent records, individualized education programs) and individuals such as other teachers, special-area professionals, administrators, service providers, parents, and the students themselves. From this information, the teacher identifies the

factors that are likely to impact student learning. The teacher then uses this information to develop appropriate plans for meeting the diverse needs of his or her students.

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

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

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

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

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

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

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

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

## APS 2

### Short-Range Planning of Instruction

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

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

#### KEY ELEMENTS

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

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

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

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

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

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

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

### **APS 3 Planning Assessments and Using Data**

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

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

#### **KEY ELEMENTS**

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

### **3.A The teacher develops/selects and administers a variety of appropriate assessments.**

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

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

The teacher routinely obtains student baseline data, analyzes the data to determine student learning needs, and uses this information to develop appropriate instructional plans. At appropriate intervals throughout instruction, the teacher analyzes student performance on informal assessments (e.g., individual and group performance tasks, quizzes, assignments) and formal assessments (e.g., tests, projects, portfolios, research papers, performances) to determine

the extent to which both individual students and groups of students are progressing toward accomplishing the learning objectives. On the basis of these analyses, the teacher determines the impact of instruction on student learning and makes appropriate decisions about the need to modify his or her instructional plans.

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

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

## **APS 4**

### **Establishing and Maintaining High Expectations for Learners**

An effective teacher establishes, clearly communicates, and maintains appropriate expectations for student learning, participation, and responsibility.

In this context, the term *participation* refers to student effort.

#### **KEY ELEMENTS**

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

**4.A The teacher establishes, communicates, and maintains high expectations for student achievement.**

The teacher's expectations are appropriately challenging for the grade and/or ability levels of the particular students. The teacher communicates the learning objectives so that students clearly understand what they are expected to know and be able to do. The teacher reviews and/or clarifies the objectives as necessary.

**4.B The teacher establishes, communicates, and maintains high expectations for student participation.**

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

**4.C The teacher helps students assume responsibility for their own participation and**

## **learning.**

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

## **APS 5 Using Instructional Strategies to Facilitate Learning**

An effective teacher promotes student learning through the effective use of appropriate instructional strategies.

The term *instructional strategies* refers to the methods, techniques, technologies, activities, or assignments that the teacher uses to help his or her students achieve the learning objectives.

### **KEY ELEMENTS**

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

#### **5.A The teacher uses appropriate instructional strategies.**

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

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

**5.C The teacher uses instructional strategies effectively.** The teacher uses instructional strategies that actively engage his or her students and that ultimately result in meaningful

learning for them. All students receive opportunities to experience success.

## **APS 6 Providing Content for Learners**

An effective teacher possesses a thorough knowledge and understanding of the discipline so that he or she is able to provide the appropriate content for the learners.

In this context, the term *content* refers to the particular aspects of the discipline that are being taught, including subject matter, concepts, principles, processes, and related skills. Central to this standard is the content competence of the teacher. From this in-depth knowledge of the discipline, the teacher must select the content that is appropriate for his or her students and then organize the content in ways that best facilitate student learning.

### **KEY ELEMENTS**

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

#### **6.A The teacher demonstrates a thorough command of the discipline that he or she teaches.**

The teacher provides content that is accurate and current. The teacher's presentations, demonstrations, discussions, responses to students' questions, and methods of engaging the students indicate a thorough knowledge and understanding of the content. The teacher identifies and explains/demonstrates conceptual relationships and/or procedural steps. The teacher identifies and corrects students' content errors.

#### **6.B The teacher provides appropriate content.**

The content of the teacher's lessons is aligned with the applicable curriculum requirements, grade-level academic standards, and/or student learning objectives. Whenever possible, the teacher draws lesson content from multiple sources and presents it in ways that expose students to a variety of intellectual, social, and/or cultural perspectives.

#### **6.C The teacher structures the content to promote meaningful learning.**

The teacher's instruction goes beyond the simple presentation of factual knowledge. The teacher aligns the content with the learning objectives and ensures that students are provided with opportunities to acquire the knowledge and to use the cognitive processes that are necessary for successful problem solving. The teacher is able to identify and to explain and/or demonstrate key concepts and skills as well as their broader relationships and applications. The teacher guides student learning by presenting concepts and/or procedures in a logical sequence and in clear and sufficient detail. The teacher uses appropriate examples to help make the content relevant, meaningful, and applicable to the students. When students experience difficulties in mastering the content, the teacher is able to identify and address the sources of the problems. 14

## APS 7

### Monitoring, Assessing, and Enhancing Learning

An effective teacher maintains a constant awareness of student performance throughout the lesson in order to guide instruction and provide appropriate feedback to students.

In this context, the term *monitoring* refers to any methods the teacher uses during the lesson to collect information about his or her students' understanding of the content. *Assessing* includes any formal or informal measurement tools, activities, assignments, or procedures a teacher uses during the lesson to evaluate the students' performance and their progress toward meeting the learning objectives. *Enhancing learning* refers to actions a teacher takes during the lesson as a direct result of monitoring and assessing in order to improve or extend student learning.

Both APS 3 (Planning Assessments and Using Data) and APS 7 involve teacher decision making on the basis of the results of student assessments. However, APS 3 deals with decision making that occurs prior to and after instruction. In contrast, APS 7 deals with the decision making that occurs *during* the actual lesson. In other words, the key elements of APS 7 occur "in flight."

#### KEY ELEMENTS

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

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

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

#### **7.B The teacher enhances student learning by using information from informal and formal assessments to guide instruction.**

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

**7.C The teacher enhances student learning by providing appropriate instructional feedback to all students.**

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

## **APS 8**

### **Maintaining an Environment That Promotes Learning**

An effective teacher creates and maintains a classroom environment that encourages and supports student learning.

In this context, the term *environment* refers to both the physical surroundings and the affective climate of the classroom. This standard focuses on environmental factors that a teacher can reasonably be expected to control.

#### **KEY ELEMENTS**

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

**8.A The teacher creates and maintains the physical environment of his or her classroom as a safe place that is conducive to learning.**

The teacher's classroom arrangement allows all students to see, hear, and participate during instruction. The classroom is free from clutter and distractions that impede learning. The teacher ensures that all materials are safely and properly stored and that all applicable safety regulations and precautions are followed. Classroom displays feature items of educational relevance and interest, including current samples of student work as appropriate.

**8.B The teacher creates and maintains a positive affective climate in his or her classroom.**

The teacher conveys confidence in his or her ability to teach the lesson content and to work with diverse groups of students. The teacher exhibits the enthusiasm necessary to generate interest in the subject matter and the patience and sensitivity necessary to assist and support all students, regardless of their social and cultural backgrounds or intellectual abilities. The teacher shows respect for the feelings, ideas, and contributions of all students and encourages the students to do likewise.

**8.C The teacher creates and maintains a culture of learning in his or her classroom.**

The teacher exemplifies and emphasizes initiative, industriousness, inquisitiveness, and excellence and, by doing so, encourages the students to do likewise. The teacher facilitates cooperation and teamwork among students and provides them with appropriate incentives and rewards for learning. The teacher works to ensure that every student feels a sense of belonging in

the classroom. To the extent appropriate, the teacher invites student input and suggestions when designing instructional activities and events.

## **APS 9**

### **Managing the Classroom**

An effective teacher maximizes instructional time by efficiently managing student behavior, instructional routines and materials, and essential non-instructional tasks.

#### **KEY ELEMENTS**

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

##### **9.A The teacher manages student behavior appropriately.**

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

##### **9.B The teacher makes maximal use of instructional time.**

The teacher ensures that his or her students are engaged in meaningful academic learning throughout the instructional period. Instructional materials, resources, and technologies are useable, well organized, and accessible. In general, instruction is characterized by a smooth flow of activity.

##### **9.C The teacher manages essential non-instructional routines in an efficient manner.**

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

## **APS 10**

### **Fulfilling Professional Responsibilities**

An effective teacher is an ethical, responsible, contributing, and ever-learning member of the profession.

## KEY ELEMENTS

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

### **10.A The teacher is an advocate for the students.**

The teacher collaborates with colleagues, administrators, and other student-oriented professionals (e.g., curriculum specialists, counselors, library media specialists, speech-language therapists, nurses) to determine the needs of his or her students and to plan and provide them with the appropriate learning experiences and assessments. The teacher establishes appropriate professional relationships with agencies, businesses, and community groups that support the well-being of students.

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

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

### **10.C The teacher is an effective communicator.**

Both inside and outside the classroom, the teacher's spoken and written language is clear, correct, and appropriate for each target audience (e.g., students, parents, colleagues, related professionals). The teacher communicates with parents/guardians on a regular basis about goals and expectations for student learning, behavioral rules and consequences, assignments, suggestions for supporting student learning at home, assessment results, and student progress and performance. The teacher responds appropriately to parental concerns. The teacher uses a variety of formats (e.g., telephone contacts, meetings, conferences, letters/newsletters, Web sites, report cards, notes, e-mails, interactive journals) to maintain effective and ongoing communication with others.

### **10.D The teacher exhibits professional demeanor and behavior.**

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

### **10.E The teacher is an active learner.**

The teacher is a reflective practitioner who systematically collects, synthesizes, and evaluates student-achievement data in order to accurately identify his or her own professional strengths

and weaknesses and to gain professional insight and vision regarding ways to enhance student learning. As a result of this self-assessment, the teacher collaborates with his or her supervisor(s) to develop an appropriate individualized professional growth plan. Additionally, the teacher regularly seeks out, participates in, and contributes to activities that promote collaboration and that support his or her continued professional growth (e.g., participation in professional associations, courses, conferences, workshops, seminars).