Early Experience, Practicum & Block Courses, Internship Guide 2016-2017

Supplemental handbook to the 2016-17 Guide to Educator Preparation at Furman University

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Overview

Furman University’s teacher education program prepares students to become elementary, secondary, foreign language (PK-12), and music (PK-12) educators. The purpose of this handbook is to supplement the Guide to Educator Preparation at Furman University with specific information about upper-level field placements including Early Experience (all candidates), Senior Practicum (elementary, secondary, and foreign language candidates), and Teaching Internship (all candidates). Please refer to the Guide to Educator Preparation at Furman University to learn about the SC Code of Conduct, Event/Concern reports, Program Assessment Transition points, etc. Additional information is included in course syllabi.

Partnership with School Districts

Furman partners with local school districts for field and clinical practice experiences. The partners agree that:

- Furman University initiates arrangements (with the appropriate school administrator) for the field experiences connected to required courses prior to the Teaching Internship (including foundation and methods courses, Early Experience, and Senior Practicum).
- Furman University, in cooperation with the designated school district administrator, approves the cooperating teachers, and the school district will make the official placements for the Teaching Internship experiences.
- Furman University and the school district should avail teacher candidates of effective teaching practices.
- The Furman University Teacher Education Program assumes direct responsibility for teacher candidates and shall be notified if there are concerns or issues related to the field experience performance of any teacher candidate.
- Furman University will make school administrator(s) and cooperating teachers aware of its explicit expectations for teacher candidates during their field experiences and Teaching Internship.
- The school where a field experience or internship placement occurs will assume responsibility for providing information about the school’s culture, policies, and procedures, as well as the professional expectations for candidates.

Teacher to Teacher Program or program extended into the fifth year (all candidates except Music certifiers)

The goal of this unique partnership program is the development of competent and confident teachers who are scholars and leaders in the profession. To meet this objective, Furman University has entered into formal partnerships with local school districts to provide elementary, secondary, and foreign language teacher candidates with the highest quality of available placements. The partnerships illustrate enthusiastic collaboration among all participants, including the candidates.

The unique structure of the Teacher to Teacher Program assures multiple levels of support and supervision for candidates. Candidates are guided by a university supervisor and a district mentor who serve as liaisons with district personnel, school administrators, cooperating teachers, and mentors, establishing important connections among the district, school, and Furman University. Additionally, university supervision ensures guidance on translating theory into practice, while district mentorship ensures additional hands-on weekly support in planning, instruction, learning environment, and professionalism.
Candidates do not have to officially apply to the Teacher to Teacher Program. All elementary, secondary, and foreign language candidates who have been admitted to the Teacher Education Program and who remain in good standing are eligible to participate in the Teacher to Teacher Program. Additional information on the Teacher to Teacher Program can be found in the Guide to Educator Preparation at Furman University.

Music candidates complete a traditional student teaching internship with mentoring from a university supervisor and cooperating teachers and support from school administrators.

The Coordinator of the Teacher to Teacher Program coordinates the school-based experiences throughout the senior and induction years. For purposes of Early Experience, the Coordinator’s responsibilities are the same as those of the university supervisors. Additionally, the Coordinator serves as a liaison to partnerships between Furman University and the school districts participating in the Teacher to Teacher Program, meets with district and school personnel, and schedules regular evaluations of the Teacher to Teacher Program with district personnel, principals, cooperating teachers, and candidates. The Coordinator of Assessment and Accreditation conducts regular evaluations and assists with accreditation standards, standards training and programming with district personnel, principals, cooperating teachers, and teacher candidates.

**Cooperating Teachers**

An essential participant in virtually all of the Teacher Education Program’s upper-level field placements is the cooperating teacher. District mentors, instead of cooperating teachers, work with candidates who complete their teaching internship as the teacher of record during the fifth year of study. Research has long substantiated that the most important factor in the development of confident and competent educators is the model of teaching and professionalism demonstrated by the cooperating teacher. More than any other person, the cooperating teacher affects the attitude, the work habits, and the teaching style of prospective educators. Teachers selected for this important responsibility should demonstrate exemplary professional qualifications and dispositions. The Memorandum of Understanding with partner school districts outlines the qualifications of cooperating teachers that may be selected to work with Furman candidates during Early Experience, Senior Practicum, and Clinical Practice. All cooperating teachers are trained by Furman University so they understand assignments, evaluation forms, and use of scoring rubrics.

**Professional Qualifications**

Cooperating teachers should have
- a professional teaching certificate;
- a minimum of three years of successful teaching experience in the field(s) of certification;
- completed ADEPT/PAS-T training;
- a demonstrated impact on student academic growth;
- the recommendation from the principal for assuming the added responsibility of mentoring a teacher candidate;
- a willingness to participate in the Teaching Internship and acceptance of the supervision and guidance of a teacher candidate;
- good mental and physical health practices, enthusiasm, and self-confidence to enable her/him to assume the added responsibility of mentoring a teacher candidate;
• a willingness to treat the teacher candidate with fairness and respect;
• the ability to recognize the teacher candidate as a developing professional who will need support and guidance;
• an understanding and practice of the belief that all children can learn;
• an open-mindedness and the willingness to listen;
• a willingness to share ideas and materials with the teacher candidate;
• the ability to clearly articulate his/her expectations for the teacher candidate;
• an understanding and practice of effective principles of teaching, learning, and classroom management;
• a willingness to share the candidate’s strengths and weaknesses with the university supervisor;
• the ability to communicate effectively with upper-level teacher candidates (baccalaureate and post-baccalaureate), demonstrating the capacity to work cooperatively;
• the ability to critique the teacher candidate’s knowledge, skills, and dispositions, and provide useful comments (oral and written) on the teacher candidate’s performance, midterm and final ADEPT evaluations, and formal lesson evaluations;
• an understanding and ability to demonstrate the appropriate use of technology, including web-based applications for teaching and learning;
• a willingness to support developmentally appropriate research-based instructional practices; and
• the ability to communicate openly, directly, and effectively with the candidate and university supervisor(s) and able to model and assess the candidate on the dispositions articulated by Furman’s Teacher Education Program.

District Mentors
District mentors are master teachers assigned to Furman Teacher to Teacher Program induction teachers or, as stated earlier, candidates who complete their teaching internship as teachers of record during the fifth year of study. District mentors are provided release time and compensated by the school district in which the induction teacher is employed. They provide critical guidance and advice to the induction teacher on pedagogical strategies and professional duties/responsibilities. District mentors, as school district employees, provide district personnel officials with feedback concerning the induction teacher’s performance throughout the first year of teaching; as such, they provide the district with information that can be used to determine whether to renew the induction teacher’s contract. They collaborate closely with university supervisors and school administrators on monitoring and assessing the induction teacher’s professional growth and development. Although they participate in the two ADEPT/SCTS evaluations that take place during the Teaching Internship, they do not assign the induction teacher’s grade for the Teaching Internship (the university supervisor does so). District mentors must possess the same skills and dispositions required of cooperating teachers. Additionally, they must be authorized to participate in the Teacher to Teacher Program by an appropriate official in a partner school district.

University Supervisors
University supervisors serve as links between the cooperating teachers, district mentors, school and district officials, and the university. They are involved in the orientation, supervision, and evaluation of candidates during all upper-level school placements. All supervisors are trained by
Furman University to communicate and discuss assignments and use evaluation forms and scoring rubrics. They meet regularly to assist in the design of the experiences required of candidates and to plan ways in which they will support the growth and development of candidates. University supervisors are expected to
• become acquainted with the educational programs and personnel of the placement schools;
• prepare candidates for their placements and assist in the orientations for the candidates and cooperating teachers;
• help the cooperating teacher and/or district mentor and the candidate to develop a cooperative relationship;
• serve as resource persons for the cooperating teacher, district mentor, and the candidate;
and
• visit and observe/evaluate the candidate during
  • Early Experience (minimum of two visits, if possible, with one involving observation/evaluation of a mini-lesson, if possible);
  • Senior Block/Practicum (weekly visits, if possible, with an ADEPT formal lesson observations and an ADEPT midterm and final and Dispositions Growth Assessment evaluation; and
  • Teaching Internship (minimum of six visits, but weekly visits recommended when possible/necessary, with ADEPT formal lesson observations and an ADEPT midterm and final and Dispositions Growth Assessment evaluation.

Professional Qualifications

University supervisors should
• possess content expertise in the area of their candidate's subject matter;
• possess relevant P-12 teaching experience in the candidate's subject matter and grade level;
• communicate openly, directly, and effectively with the candidate and cooperating teachers(s);
• understand Furman Teacher Education Program’s vision, mission and model dispositions articulated by the vision and mission;
• possess sufficient time within their teaching load to assume the responsibility of supervising one or more candidates;
• possess previous experience in supervising candidates or have been mentored in supervising candidates by an experienced member of the department;
• possess understanding of the South Carolina ADEPT system by completion of Furman ADEPT Orientation, and Furman Dispositions and be able to assess candidate knowledge, skills and dispositions;
• pass the certification test following ADEPT/SCTS rubric training.

Possible Challenges for Co-Teachers and Induction Teachers

Novice teachers, even those working in a cooperating teacher’s classroom, can face a variety of challenges. Cooperating teachers, district mentors, and university supervisors should keep the following points in mind when working with co-teachers and/or induction teachers:
• ANXIETY. It is a new situation and the co-teacher may not know exactly what to expect or where they will fit into the scheme of things. Please explain everything in detail. Do not assume that the co-teacher will know all that you know.
• TIME MANAGEMENT. Co-teachers and even induction teachers do not always have a
clear sense of how much time it will take to carry out a lesson or a single procedure. Please
give guidelines and suggestions about lesson length and how to gauge time limits while
teaching. Help the co-teacher become aware of student needs during a lesson. They
may become so caught up in covering the lesson that they forget to notice that the students
are no longer engaged.

• TRANSITIONING. Tips on how to transition smoothly between lesson activities will be
helpful so that class discipline does not become overwhelming for either the co-teacher or
the induction teacher.

• GIVING INSTRUCTIONS. Help your co-teacher give detailed, step-by-step instructions to
students. Also help them know when to give instructions.

• AWARENESS OF THE WHOLE CLASS. Co-teachers and induction teachers may need
help in recognizing that they are calling on just a few students or that just a few are
involved in the lesson. Help them to teach students, not just lessons.

• DISCIPLINE. Co-teachers are often challenged by individual student behavior or whole-
class inattentiveness. They often fear alienating students or making students dislike
them, and so they do not take an assertive role in the classroom. Help them to develop
confidence in their own authority, and to follow your procedures for discipline.

Early Experience

All candidates in Furman’s Teacher Education Program participate in a site-based interaction
with a classroom teacher known as Early Experience. Undergraduate candidates participate in
Early Experience when they are rising seniors. Early Experience occurs during the first 1-2
weeks of the K-12 school year. Candidates advance to this stage only when they have met all
program transition point requirements found in the Guide to Educator Preparation at Furman
University and the Education Department web site.

Early Experience provides candidates with an orientation to the community, district, school, and
classroom placement that elementary, secondary, and foreign language candidates will use the
site for their applied teaching sites during the Senior Block/Practicum, and that music
candidates will use as the site for their Teaching Internship. Early Experience builds on
previously developed content knowledge, pedagogical skills, dispositions, and experiences;
encourages teacher candidates to apply what they have learned in a reflective manner; involves
them in the day-to-day culture of a public school; and prepares them to teach students with
diverse abilities, learning styles, experiences, and interests. Candidates are typically referred to
as “co-teachers” during Early Experience.

Reporting to School

Teacher candidates will be notified of the appropriate time to report on the first day of Early
Experience. Upon arriving at their assigned school, candidates should proceed to the office
and ask for instructions on reporting to their cooperating teacher or the principal.

Requirements of Co-Teachers

During Early Experience, candidates (“co-teachers”) are expected to

• act professionally at all times and maintain confidentiality in all information received
about students and families;
• work with the cooperating teacher(s) in all instructional and non-instructional areas of responsibility (including specially assigned duties, team and/or faculty meetings, PTA meetings, parent conferences, etc.);
• independently teach one or more mini-lessons, if time and opportunity allow (the specifics are to be determined by the cooperating teacher, who will provide the lesson plans);
• follow all school and district rules and guidelines;
• report promptly to school, meetings, and other functions; and
• turn in all assignments on time.

Other Suggested Activities

Although the experiences of candidates will vary according to the setting, cooperating teacher, grade level, subject areas, and the interests and abilities of the co-teacher, the following are suggested activities that may assist the co-teacher in gaining an understanding of the school and classroom placement, and in developing competence as an educator. Time permitting, the co-teacher should
• meet not only the principal, but also the assistant principal, office personnel, other teachers (including special education, related arts, and physical education), media specialist, technology specialist, lunchroom and custodial staff;
• become familiar with the layout of the school building;
• visit the media and technology centers and become familiar with the hardware, software, materials, services, and procedures that could potentially support teaching throughout the year;
• become familiar with district and school policies and procedures, including school codes of conduct and disciplinary referrals;
• learn to use copiers, laminating machine, computers, and other technologies available in the school;
• learn the names of students;
• work with individual students and small groups under the supervision of the cooperating teacher;
• assist with routine tasks such as taking lunch counts and recording attendance;
• ask the cooperating teacher his/her preferred way of communicating with students and families (e.g. electronic newsletters, web-based applications, school and classroom websites, paper communications);
• ask questions about lesson plans, daily routines, classroom organization, student work, classroom technology, instruction and classroom management;
• participate in other activities designated by the cooperating teacher; and
• be inquisitive in a constructive manner without burdening the cooperating teacher with too many questions.

They may also be required to
• interview a lifelong community member (to be arranged with school personnel);
• interview one of the following school staff members (to be arranged with school personnel):
  o Assistant principal
  o School counselor
  o Related arts or special education personnel
  o ESOL teacher
  o School nurse
  o Other community member
• collect demographic background and other assessment information on the students in the candidate's classroom;
• administer interest, multiple intelligences (where appropriate), and/or learning style inventories on each student in the classroom and then analyze/present the findings in a graphic format. (Candidates who have multiple classes of students will select several students in each class to inventory for a total of 20-25 students);
• complete the procedures and routines chart that will be provided during an Early Experience seminar; and
• review the ADEPT/SCTS Indicators and the national Specialty Professional Association (SPA) standards and practice identifying/creating artifacts that demonstrate those standards.

Appendix 2 provides Routine Procedures to organize information gathered by the co-teacher during Early Experience. It is up to the co-teacher to verify if his/her university supervisor requires that the candidate provide him/her with completed copies of these charts.

Attendance

Daily attendance at the placement school is a professional expectation of Early Experience. Candidates must contact the cooperating teacher and university supervisor in case of an emergency that delays or prevents him/her from attending school. Afterschool seminars are scheduled for candidates during Early Experience. Attending all seminars is required unless absences are pre-approved by the university supervisor. Appropriate medical documentation is required in case of illness.

Practicum (all candidates except Music)

Candidates must successfully complete Early Experience and meet the requirements of the program transition point in order to begin the Practicum. During fall term of the senior year, elementary, secondary, and foreign language candidates in the Teacher to Teacher Program are enrolled in courses at Furman University; however, they are expected to continue to make weekly visits to one of the classes at their placement school. They may also be required to attend seminars at Furman related to the methods courses that begin during Early Experience and/or the Spring Block.

During the spring term of the senior year, elementary, secondary, and foreign language candidates will return to their placement schools to participate in a full-time field experience known as the Senior Block. All undergraduate students must meet the program transition point requirements to participate in the Senior Block. All post-baccalaureate students must complete all courses required for certification prior to participating in the Senior Block.

As co-teachers during the practicum, candidates will gradually assume all the teaching and administrative responsibilities of the cooperating teacher. These responsibilities require that at least three weeks of the practicum be full-time teaching.

During the Senior Block/Practicum, co-teachers will have one university supervisor who is primarily responsible for support and supervision. Cooperating teachers are strongly encouraged to contact the university supervisor in a timely manner if any problems arise.
Typically, the university supervisor will confer with the cooperating teacher during most visits. Additionally, other university faculty will visit periodically to evaluate specific aspects of the co-teacher’s performance (e.g. teaching dispositions, assessment strategies, integration of technology, classroom management).

Note: Participating school districts will not honor contracts that might have been previously offered to candidates if the candidate does not successfully complete all aspects of the Senior Block/Practicum, as indicated by the cooperating teacher and university supervisor on the candidate’s final evaluation.

**Table 1. Co-Teacher, University Supervisor, and Cooperating Teacher Responsibilities**

<table>
<thead>
<tr>
<th>Teacher Candidate Responsibilities</th>
<th>Cooperating Teacher Responsibilities</th>
<th>University Supervisor Responsibilities</th>
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<tbody>
<tr>
<td><strong>Throughout:</strong></td>
<td><strong>Throughout:</strong></td>
<td><strong>Throughout:</strong></td>
</tr>
<tr>
<td><strong>Reflection:</strong> Please complete reflections throughout the term as noted in the syllabus. These should be completed on LiveText and sent to your university supervisor, Teacher to Teacher Program coordinator, and all block instructors.</td>
<td><strong>Weekly evaluation:</strong> Please complete a weekly evaluation beginning the first full week that the candidate is in schools and ending the last full week of their full-time teaching using the Weekly Cooperating Teacher Evaluation form. Please send to both the university supervisor and the candidate. Please date and provide evidence for the standards the candidate has demonstrated for that particular week. Continue to add evidence each week to the same document so that throughout the experience it will show where the candidate is strong and what areas the candidate needs improvement. <em>All forms and documents are located at: <a href="http://www2.furman.edu/academics/education">http://www2.furman.edu/academics/education</a></em></td>
<td><strong>Formative Observation:</strong> For each observed visit, the university supervisor will provide the candidate with feedback. For at least one observation with a pre- and post-conference the university supervisor will use the Lesson Observation Formative Evaluation &amp; Feedback Form. This form will also be used to document and collect evidence for the candidate’s Midterm and Final Evaluation Conference Form for other observations.</td>
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<tr>
<td><strong>Conference Form:</strong> Please participate in the creation of the Midterm and Final Evaluation Conference Form. The university supervisor will send and ask for feedback and additional evidence from the teacher candidate throughout the experience.</td>
<td><strong>Conference Form:</strong> The university supervisors will conduct protocol visits with both the cooperating teacher and the candidate to explain the course requirements and to review the candidate’s schedule. University supervisors will use the Lesson Observation Formative Evaluation &amp; Feedback Form. This form will also be used to document and collect evidence for the candidate’s Midterm and Final Evaluation Conference Form for other observations.</td>
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<tr>
<td><strong>Lesson Plan:</strong> For all lessons taught it is required that the candidate prepare complete lesson plans and have them ready for observations in a three ring binder in chronological order. <strong>Lesson Plan Expectations handout for specifics.</strong></td>
<td><strong>First Two Weeks:</strong></td>
<td><strong>First Two Weeks:</strong></td>
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<td><strong>First Two Weeks:</strong></td>
<td><strong>Observation of Teaching:</strong> It is important during the first two weeks of the practicum for the candidate to re-familiarize themselves with the classroom routines and to observe his/her cooperating teacher, gradually</td>
<td><strong>First Visits:</strong> University supervisors will conduct protocol visits with both the cooperating teacher and the candidate to explain the course requirements and to review the candidate’s schedule. University supervisors</td>
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<td></td>
<td><strong>Creation of Schedule:</strong> Collaborate with the candidate as they create a schedule for their practicum experience. This experience will include when they will teach their unit work sample and take over full-time teaching. The candidate will</td>
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**Creation of Schedule:** The candidate will work with his/her cooperating teacher to create a schedule for their teaching experience, planning out when he/she will teach the unit work sample and the gradual build up to three weeks of full-time teaching. 

**Unit Work Sample:** This is a 2-3 week integrated unit plan the candidate will create for part of the senior block course work this term. We highly recommend that our candidates teach their unit work sample before Furman’s spring break. Please see course syllabi for due dates and specific requirements for this assignment.

**Build Up to Full-Time Teaching:** Begin taking over teaching responsibilities, starting with the unit work sample subjects and gradually building up to the full-time teaching experience. Collaborate with the cooperating teacher on creating a schedule to ensure a minimum of three weeks full-time teaching will be met during the practicum.

**3 Weeks of Full-Time Teaching:** During this time candidates are expected to have full lesson plans prepared and available for all lessons taught. It is the candidate’s responsibility to provide evidence for Professionalism through the Professionalism Self-Assessment form as part of the midterm and final conference.

**Support of Candidate’s 3 Week of Full-Time Teaching:** The candidate will begin full-time teaching. It is important that we support him/her during this experience with valuable feedback and with time spent as the instructional leader in the classroom. The more experience he/she receives the more prepared he/she will be during their induction year.

**Formative Observation:** Please conduct one announced formative observation of the candidate during their instruction of a planned lesson using the [Lesson Observation Formative Evaluation & Feedback evaluation form.](#)

**Build Up to Candidate’s Full-Time Teaching:** Gradually release teaching responsibilities to the candidate. We recommend that the candidate begin teaching one subject area and then add as the candidate gains confidence. The candidate will teach his/her planned unit work sample.

**Evidence Collection:** The university supervisor will continue to collect evidence for the candidate’s performance on the Midterm and Final Evaluation conference document.

**Formative Observation on Unit Work Sample:** The university supervisor will conduct at least one formative observation of the candidate during the implementation of their unit work sample.

**Pre-Post-Lesson Conference:** The university supervisor will use the pre-observation form to conduct the pre-observation conference. Following the pre-observation conference the university supervisor will use the [Lesson Observation Formative Evaluation & Feedback Form.](#) Following the observation, the university supervisor will use the post-observation form to conduct the post observation conference.

**Formative Observation:** Will discuss required forms with the cooperating teacher.

need to teach a unit work sample that is a two to three-week unit. The candidate is also expected to teach a minimum of three weeks full-time. We recommend that he/she begin with the unit work sample and gradually build up to full-time teaching.
## Last Two Weeks of Experience

### Final Conference: During the last two weeks of the candidate’s teaching experience, the university supervisor along with the cooperating teacher and the teacher candidate will participate in a three-way practice ADEPT/SCTS/Dispositions final conference. In this conference, the candidate will use the evidence compiled in the Midterm and Final Evaluation conference document to discuss how he/she has grown throughout the experience, citing his/her strengths as well as areas of teaching practice that he/she would like to focus future growth.

It is the candidate’s responsibility to provide evidence for Professionalism through the Professionalism Self-Assessment form. This form is part of a reflection that will provide evidence for the midterm and final conference.

### Last Two Weeks of Experience

**Final Conference:** During the last two weeks of the candidate’s teaching experience, the university supervisor along with the cooperating teacher will participate in a three-way practice ADEPT/SCTS/Dispositions final conference with the candidate. In this conference, the group will use the evidence compiled in the Midterm and Final Evaluation conference document to discuss how the candidate has grown throughout the experience, citing the candidate’s strengths as well as areas for improvement.

The cooperating teacher will complete a Dispositions Growth Assessment form independently. (The university supervisor will also complete an independent Dispositions Growth Assessment form.)

### Last Two Weeks of Experience

**Final Conference:** During the last two weeks of the candidate’s practicum, the university supervisor along with the cooperating teacher and the candidate will participate in a three-way practice ADEPT/SCTS/Dispositions final conference. In this conference, the group will use the evidence compiled in the Midterm and Final Evaluation conference document to discuss how the candidate has grown throughout the experience, citing the candidate’s strengths as areas for improvement.

The university supervisor will complete a Dispositions Growth Assessment form independently. (The cooperating teacher will also complete an independent Dispositions Growth Assessment form.)

## Formal Assessments During Practicum

In order to provide the best support for growth and development, cooperating teachers and university supervisors are expected to provide regular written and oral feedback to the co-teachers. A weekly evaluation of the co-teacher, based on ADEPT/SCTS Indicators and Furman Dispositions Growth Assessment (DGA), should be submitted by the cooperating teacher to the university supervisor at the end of each week of the Senior Block/Practicum. Feedback should be shared among all participants (cooperating teacher, co-teacher, and university supervisor). If a situation arises, however, when a cooperating teacher or a co-teacher feels a need to talk with a university supervisor first, full confidentiality is exercised between the parties involved.

University supervisors will observe a minimum of four lessons. One of the lessons observed before midterm will include a pre- and post-conference using the ADEPT/SCTS model. A midterm and final, three-way conference -- based on ADEPT/SCTS indicators and Dispositions Growth Assessment (DGA) scores -- will occur. This evaluation will determine whether a candidate is/is not recommended for an internship/induction placement.

Evaluations, templates, guides, and other resource documents can be found on the Department of Education web site.
Attendance

Candidates must successfully complete the Senior Block/Practicum in order to be endorsed for a fall-only internship or induction year position. Candidates must contact the cooperating teacher and university supervisor in case of an emergency that delays or prevents them from attending their placement school. Candidates who miss more than two consecutive days at the placement school without notifying the cooperating teacher and university supervisor risk failing the practicum course that constitutes part of the Senior Block/Practicum. Afterschool seminars are scheduled for candidates during the Senior/Block Practicum. Attending all seminars is required unless absences are pre-approved by the university supervisor. Appropriate medical documentation is required in cases of illness. All assignments during the Senior Block/Practicum must be turned in on time.

Scheduling Outside Commitments

Candidates are not permitted to take additional courses during the Senior Block/Practicum, and are advised to limit their involvement in extra-curricular activities during this period. For this reason, candidates should make every effort to complete Furman’s Cultural Life Program (CLP) prior to the Senior Block/Practicum. They should consult with their university supervisors regarding participation in activities that could interfere with or jeopardize their performance in the Senior Block/Practicum.

Candidates preparing to teach Spanish and/or French must participate in an official ACTFL (American Council on the Teaching of Foreign Languages) Oral Proficiency Interview (OPI) prior to recommendation for certification. The first attempt must be taken no later than January 15 of the senior year. Should the candidate not reach the “Advanced Low” rating as described in the ACTFL Proficiency Guidelines, Furman’s Modern Languages & Literatures Department will set up opportunities to assist the candidate to improve his/her language skills. The candidate will need to repeat OPI at the completion of the remediation.

Secondary certifiers may complete the EDU-472 (Practicum: Secondary Teaching) in either a middle school or high school setting. However, in order to be recommended for grades 9-12 certification, secondary certifiers must complete EDEP-670 (Teaching Internship) in a secondary school (grades 9-12).

Teaching Internship

Options

Candidates advance to the Teaching Internship only after they meet all program transition point requirements, including resolution of any pending Event/Concern Report. Candidates are not permitted to contact schools to arrange their own internships. Additionally, internships are not permitted at a high school attended by the candidate or in any school in which there is a family member employed. The internships are divided into the following categories:

- Music candidates complete their Teaching Internship with one cooperating teacher, or two if in a dual placement, during the spring term of the senior year.
**Elementary, secondary, and foreign language candidates** recommended for an induction year position are eligible to apply/receive (but not guaranteed to receive) a teaching contract. Pending vacancies and funding, induction teaching contracts may be offered to candidates who receive passing scores on Praxis content exams and have Furman and school district approval. When they do, they are granted a one-year Internship Certificate from the SC Department of Education. Upon successful completion of the Teaching Internship (typically at the end of the 4th/5th month of the induction year) and all other Teacher Education program requirements, the induction teacher receives Furman’s endorsement for a SC Initial Teaching Certificate. More information may be found in the *Guide to Educator Preparation at Furman University*.

Candidates who satisfactorily complete all Senior Block courses (including the Practicum), and who are eligible to enroll in the Teaching Internship (EDEP-670), may gain provisional graduate admittance for study in summer session prior to the completion of the teaching internship. Successful completion of all Senior Block courses is required before students are allowed to enroll in graduate level courses.

**Elementary, secondary, and foreign language candidates** who complete a **fall-only teaching internship rather than an induction year contract** are assigned to a cooperating teacher during the fall term after graduation from Furman. The internship is offered only in the fall term in order to

- enable candidates to enhance knowledge, skills, and dispositions learned during the spring practicum and prior field experience;
- collaborate with peers and facilitate collegial dialogue among peers and university supervisors participating in seminars held throughout the semester;
- facilitate coordination between partner school districts and Furman University so that staff and resources can be used effectively and efficiently;
- reduce student expenses; and
- make students eligible for certification, and potentially employment, earlier in the fifth year of study.

Once candidates have enrolled in EDEP-670 (Teaching Internship) as a fall-only internship, only those who have been recommended for an induction year position may apply for and accept a full time teaching position with a partner school district during the fall semester. Candidates should be aware that State Board of Education regulations require that an educator be under contract and employed full time for 152 days of a 190 school year (.8 FTE) in order to receive experience credit for a full year.

When enrolled in the Teaching Internship, “co-teacher” refers to music and fall-only candidates. “Induction teacher” refers to elementary, secondary, and foreign language candidates in the Teacher to Teacher Program.

For more information on the Teacher to Teacher Program and fall-only internship and induction year internships and positions, please reference the *Guide to Educator Preparation at Furman University*.

**Co-Teacher/Induction Teacher Responsibilities**

Among other duties and responsibilities, co-teachers and induction teachers will

- assess the instructional needs of students and develop long-range units and daily lesson
plans that are appropriate for diverse learners and students of different ability levels within the classroom;

• plan and create classroom environments (both physical and social) that facilitate learning and promote cooperation, respect for all students, and responsibility for learning;

• design short-range instructional units that are sequenced logically; are appropriate for the age and abilities of students; set high expectations for learners; and present a variety of intellectual, social, and cultural perspectives;

• implement a variety of instructional procedures that are logical and responsive to individual differences;

• plan, develop, and use a variety of appropriate assessment procedures to improve instruction for all learners and create in students a sense of responsibility for their own participation and performance;

• observe and develop strategies for communicating with families and for incorporating parents (and the community) into the educational program;

• develop strategies for managing student behavior, facilitating classroom routines and transitions, and monitoring student learning;

• become involved in the total school program; demonstrate effective interpersonal and team relations; work with teachers, administrators, school staff, and other school officials; examine personal strengths and areas for improvement;

• review and analyze professional development plans and outline ways in which personal teaching skills may be enhanced;

• demonstrate effective oral and written communication skills; and

• analyze, evaluate, and reflect on teaching practices and experiences in order to improve teaching and further clarify philosophical beliefs about teaching, learning, and effective classroom management.

Attendance

Candidates must successfully complete the Teaching Internship in order to be endorsed for certification by the Teacher Education Program. Daily attendance and punctual behavior at the placement school are professional requirements of the Internship. Induction-year candidates must contact the relevant school official (usually the principal or assistant principal), the district mentor, and the university supervisor in case of an emergency that delays or prevents him/her from attending school. Music and fall-only candidates must contact the cooperating teacher and the university supervisor. Ongoing communication is crucial and required in the event that candidates have to miss more than two consecutive days.

Any candidate who misses more than two consecutive days at the placement school without notifying a university supervisor can be subject to failure in the Internship. Candidates will be dropped from the internship if absent for five or more school days. A grade of “F” will be recorded unless the absences are due to providential reasons, in which case a grade of “W” may be assigned after consultation with the Director of Teacher Education and the Director of Graduate Studies (if the candidate is a graduate student). Appropriate medical documentation is required in cases of illness. Furthermore, afterschool seminars are usually scheduled for candidates during the Internship. Attending all seminars and timely completion of all assignments are requirements unless absences are pre-approved by the university supervisor.
Scheduling and Outside Commitments

Candidates are not permitted to take additional courses during the Teaching Internship (except induction teachers, who take coursework during their internship). Candidates are also advised to limit their involvement in extra-curricular activities during the Internship. For this reason, they should consult with their university supervisors regarding participation in activities that could interfere with or jeopardize their performance in the Internship. Note: Music candidates should make every effort to complete their CLP requirements prior to the Internship.

Formal Assessments During the Teaching Internship

Candidates successfully complete the Teaching Internship only when they have met all program requirements for the last program transition point, including resolution of any pending Event/Concern Report. Co-teachers/induction teachers are formally assessed at several different points during the Teaching Internship. An overview of these assessments is provided below. All assessments are linked to the South Carolina ADEPT system and Furman’s Dispositions Growth Assessment (DGA). Successful completion of the Teaching Internship includes, but is not limited to, satisfactory performance on the ADEPT/SCTS Indicators and the DGA. Evaluations, templates, guides and other resource documents can be found on the Department of Education web site.
Table 2. Formal Assessments During the Teaching Internship

<table>
<thead>
<tr>
<th>Minimum Required Activity</th>
<th>Who</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Protocol Visit</td>
<td>US, DM/CT, Candidate</td>
<td></td>
</tr>
<tr>
<td>US Unannounced Lesson Observation (formative)</td>
<td>US</td>
<td>Complete <em>Lesson Observation Formative Evaluation &amp; Feedback Form</em></td>
</tr>
<tr>
<td>US POP Cycle Lesson Observation (formative before midterm)</td>
<td>US</td>
<td>Complete <em>Pre-conference Form, Lesson Observation Formative Evaluation &amp; Feedback Form, and Post-conference Form</em></td>
</tr>
<tr>
<td>DM/CT Announced Lesson Observation (formative)</td>
<td>DM/CT</td>
<td>Complete <em>Lesson Observation Formative Evaluation &amp; Feedback Form</em></td>
</tr>
<tr>
<td><strong>Midterm Conference (summative)</strong></td>
<td>US, DM/CT, Candidate</td>
<td><em>Midterm/Final Evaluation SCTS Form</em> completed by US taking into account his/her &amp; DM/CT lesson observations and other assignments/documents including dispositions completed to date. Conference takes place with candidate. Candidate will write a Midterm Conference reflection within 7 days of conference to provide evidence for any indicators that were found to be “Not Observable”.</td>
</tr>
<tr>
<td>DM/CT POP Cycle Lesson Observation (formative after midterm)</td>
<td>DM/CT</td>
<td>Complete <em>Pre-conference Form, Lesson Observation Formative Evaluation &amp; Feedback Form, and Post-conference Form</em></td>
</tr>
<tr>
<td>US Unannounced Lesson Observation (formative)</td>
<td>US</td>
<td>Evaluation using <em>Lesson Observation Formative Evaluation &amp; Feedback Form</em></td>
</tr>
<tr>
<td>US Invitation Lesson Observation (formative)</td>
<td>US</td>
<td>Evaluation using <em>Lesson Observation Formative Evaluation &amp; Feedback Form</em> (to also address any not observable indicators from midterm and any Refinement identified in Post Conference and other feedback.)</td>
</tr>
<tr>
<td>Secondary candidates only, Content knowledge Lesson Observation (formative) to be completed before the Final Conference</td>
<td>Arts &amp; Sciences faculty member</td>
<td>Narrative assessment submitted to the University Supervisor</td>
</tr>
<tr>
<td><strong>Final Conference (summative)</strong></td>
<td>US, DM/CT, Candidate</td>
<td><em>Midterm/Final Evaluation SCTS Form</em> completed by US taking into account his/her lesson observations, TT4 &amp; other reflections, DM lesson observations and/or CT lesson observations and weekly evaluations, and dispositions. US and DM/CT complete independent Dispositions Growth Assessment (DGA) evaluations and a consensus evaluation. Conference takes place with candidate.</td>
</tr>
</tbody>
</table>
Other Individuals Who Support the Teaching Internship

The principal creates a supportive climate focusing on student learning that integrates the co-teacher/induction teacher into the school culture. Most principals have developed a procedure that insures the appropriate assimilation of the co-teacher/induction teacher. This may include introducing him/her to school personnel; defining the responsibilities of the principal and other building administrators and specialists; and explaining the philosophy and plans of the school, including procedures that need to be followed.

In the event of unacceptable performance of the co-teacher/induction teacher, the university recognizes the principal’s prerogative to notify the Teacher to Teacher Coordinator and the Education Department Chair. Superintendents also recognize the importance of preparing competent and confident teachers who are scholars and leaders in the profession. They are responsible for establishing policies related to school-based experiences during the senior year and the Teaching Internship; for acting as a liaison among the partner schools, Furman University, their respective Boards of Trustees, and the community; and for monitoring the effectiveness of Furman co-teachers/induction teachers in their respective districts.

Fall-only and Music Teaching Internship Additional Guidelines

After the co-teacher has reported to the school office and, if convenient, has met the principal, he/she will report to the cooperating teacher. If students are already present, the cooperating teacher should introduce the co-teacher to the class, welcoming his or her involvement in the classroom. If possible during this first day, the co-teacher should be introduced to members of the staff in the same professional manner in which other staff members are introduced; given a tour of the school; given general information about the school and community; and given a copy of the class schedule and other relevant information or materials. If possible, the co-teacher should have a special desk or table in the classroom for her or his use.

The following are additional guidelines for the cooperating teacher in orienting his/her co-teacher to the classroom. The cooperating teacher should

• allow the co-teacher to gradually assume all the teaching and administrative responsibilities of that cooperating teacher;
• familiarize the co-teacher with school facilities, resources, and policies regarding the use of materials, equipment, and technology;
• include the co-teacher in faculty and curriculum planning meetings, as appropriate, so that the co-teacher can begin to learn collaboration and leadership skills in the school setting;
• provide the co-teacher with textbooks, teachers’ manuals, curriculum standards, and school handbooks, classroom SLOs, and if appropriate, access to student test and other assessment data;
• explain the day-to-day routines and procedures for attendance, lunch count, grades, conduct, cumulative folders, etc.;
• demonstrate how to use a variety of resources to enhance lessons and to supplement texts and manuals including technology, digital resources, and web-based applications;
• explain management and discipline procedures; indicate how a situation will be handled if inappropriate behavior occurs when both you (the cooperating teacher) and the co-teacher are in the classroom;
• share, as appropriate, with co-teacher student information including students with disabilities
and special needs and involve co-teacher in meetings about students with disabilities and special needs;
• offer regular and consistent feedback; be very specific in offering praise as well as constructive criticism; some cooperating teachers and co-teachers like to use a notebook for an ongoing conversation of comments and questions;
• be prepared to give step-by-step guidance;
• include, when appropriate, the co-teacher in parent conferences, including IEP conferences, or telephone conversations; guide them to use diplomacy and appropriate communication skills so that parent communication is effective;
• correct the co-teacher’s mistakes in private;
• understand that co-teachers are vulnerable and sensitive to approval and acceptance; help them see beyond “How am I doing?” to “How are the students doing?”;
• remember to ask the co-teacher for his/her opinion in some matters, and be sure to give them credit when their ideas are used.

The following table provides a suggested sequence for music candidates during the Spring Teaching Internship.

Table 3: Sequence of Co-Teacher Responsibilities for Music Candidates During the Teaching Internship (Note: For dual placements, this timetable can be halved for each school. For example, instead of beginning with a two-week phase (Weeks 1-2), interns should complete the tasks in one week.)

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Responsibilities</th>
</tr>
</thead>
</table>
| **Weeks 1-2**  
ADEPT APS 1, 4, 10 | The co-teacher should:  
• familiarize him/herself with routines/procedures of the school and cooperating teacher;  
• learn names of students;  
• identify, in consultation with the cooperating teacher, which classes to teach first. |
| **Weeks 3**  
ADEPT APS 4-10 | The co-teacher should:  
• begin teaching at least one class;  
• initially use the cooperating teacher’s instructional and assessment materials unless otherwise determined;  
• monitor and assess student behavior;  
• attend department/faculty meetings;  
• frequently confer/debrief with the cooperating teacher. |
| **Weeks 4**  
ADEPT APS 2-10 | The co-teacher should:  
• gradually assume all the teaching duties of the cooperating teacher;  
• begin to use his/her own instructional and assessment materials;  
• monitor and assess student behavior;  
• begin assuming the administrative duties of the cooperating teacher;  
• attend department/faculty meetings;  
• communicate closely with the cooperating teacher in regard to instructional effectiveness. |
| **Weeks 5-12**  
ADEPT APS 2-10 | The co-teacher should:  
• assume all of the teaching and administrative duties of the cooperating teacher;  
• monitor and assess student behavior;  
• attend department/faculty meetings;  
• attend student-parent conferences;  
• maintain close communication with the cooperating teacher and, as needed, with parents. |
and administrators;
• participate in an ADEPT & Dispositions midterm conference and evaluation.

<table>
<thead>
<tr>
<th>Weeks 13</th>
<th>ADEPT APS 2-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>The co-teacher should:</td>
<td></td>
</tr>
<tr>
<td>• gradually relinquish half of teaching load back to the cooperating teacher;</td>
<td></td>
</tr>
<tr>
<td>• continue monitoring and assessing student behavior;</td>
<td></td>
</tr>
<tr>
<td>• continue communicating/meeting with parents and administrators as needed;</td>
<td></td>
</tr>
<tr>
<td>• continue attending department/faculty meetings;</td>
<td></td>
</tr>
<tr>
<td>• confer with the cooperating teacher about observing in other classrooms.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Weeks 14</th>
<th>ADEPT APS 2-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>The co-teacher should:</td>
<td></td>
</tr>
<tr>
<td>• gradually relinquish remainder of teaching back to the cooperating teacher;</td>
<td></td>
</tr>
<tr>
<td>• gradually relinquish administrative duties back to the cooperating teacher;</td>
<td></td>
</tr>
<tr>
<td>• meet with parents and/or administrators to provide closure as needed;</td>
<td></td>
</tr>
<tr>
<td>• continue attending department/faculty meetings;</td>
<td></td>
</tr>
<tr>
<td>• conduct observations in selected classrooms;</td>
<td></td>
</tr>
<tr>
<td>• confer with the cooperating teacher in regard to any final duties/responsibilities;</td>
<td></td>
</tr>
<tr>
<td>• participate in a final ADEPT &amp; Dispositions conference and evaluation.</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 1

Glossary of Terms

Candidate: A Furman student who is seeking certification. The candidate is called a “co-teacher” during Early Experience and the Senior Practicum. During the Clinical Practice (Teaching Internship), the candidate is called a “co-teacher” if he/she is placed in the classroom of a cooperating teacher, or an “induction teacher” if the candidate is completing an internship concurrently with the first year of teaching under the auspices of Furman’s Teacher to Teacher Program.

Co-teacher: Furman candidate participating in the Early Experience and Senior Practicum (see “candidate” above).

Internship: Teaching Internship (formerly “student teaching”). This occurs during the spring term of the senior year for music candidates and during the fall term of the fifth year for all other candidates.

Cooperating Teacher: K-12 teacher in whose classroom a Furman candidate has been placed for a field experience, Early Experience, or the Teaching Internship.

District Mentor: School district employee who is given release time to assist in supervising a first-year teacher participating in Furman’s Teacher to Teacher Program.

Early Experience: Period of 3-4 weeks prior to the fall term of the candidate’s senior year during which he/she assumes certain responsibilities in a K-12 classroom.

Fall-only Internship: A candidate who completes the Internship in a Cooperating Teacher’s classroom during the Fall term after graduation.

Induction Teacher: A candidate who has become a first-year teacher under the auspices of Furman’s Teacher to Teacher Program. The candidate completes his/her teaching internship as an official classroom teacher under the guidance of a district mentor and university supervisor in the fall term of the induction year.

Senior Block/Practicum: An extended field experience that occurs during the spring term of the senior year. During this experience, candidates assume the teaching responsibilities in a cooperating teacher’s classroom. This is not the same as, or an equivalent to, the Teaching Internship. Rather, it serves as an opportunity for candidates to demonstrate their readiness to proceed to the Teaching Internship, either as an induction teacher or as the co-teacher in the classroom of a cooperating teacher.
Teacher to Teacher Program: Sometimes referred as “program extended into the fifth year”, this is an innovative component of Furman University’s Teacher Education Program. Approved by the State Department of Education, it involves a partnership with local school districts. All elementary, secondary, and foreign language candidates are eligible to participate if they meet ongoing criteria. Teacher to Teacher Program participants may become induction teachers (pending vacancies, funding, passing scores on Praxis content exams, adequate demonstration of knowledge, skills, and dispositions, and Furman/school district approval), typically at the start of the K-12 academic year following their graduation from Furman. Thus, instead of completing their Teaching Internship with a cooperating teacher, candidates in the Teacher to Teacher Program complete their Teaching Internship during the fall term of their first year of teaching. Until successful completion of the internship (which usually occurs in early December), candidates are compensated at approximately 75 percent of the salary of fully-certified first-year teachers. Candidates who are unable to enter or continue in the Teacher to Teacher Program can complete the Teaching Internship with a cooperating teacher during the fall term after graduation, though they do not receive any compensation for doing so.

University Supervisor: Furman faculty member assessing a candidate’s performance in a K-12 setting.
**APPENDIX 2:**

**Routines and Procedures During Early Experience**

<table>
<thead>
<tr>
<th><strong>Some may not apply to your classroom.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson Plans</strong></td>
</tr>
<tr>
<td>How is planning conducted? (team, individual, by subject, etc.) When?</td>
</tr>
<tr>
<td>How do the plans indicate relationship to the SC Curriculum Standards? To your professional organization standards (by content area)?</td>
</tr>
<tr>
<td>What is the lesson plan format required by the principal? When are they due? Attach an example.</td>
</tr>
<tr>
<td>Where are resources housed to support the implementation of plans?</td>
</tr>
<tr>
<td><strong>Daily Routines</strong></td>
</tr>
<tr>
<td>What are students expected to do when they first arrive in the classroom?</td>
</tr>
<tr>
<td>How is attendance taken? What is done if a student is late?</td>
</tr>
<tr>
<td>Lunch count/choices?</td>
</tr>
<tr>
<td>What are the procedures for students sharpening pencils, retrieving materials, throwing away papers, going to the restroom, getting water/snacks, etc.?</td>
</tr>
<tr>
<td>What are the end-of-the-class/day routines?</td>
</tr>
<tr>
<td>How much time (average) is spent daily on non-instructional routines/tasks?</td>
</tr>
<tr>
<td><strong>Classroom Organization</strong></td>
</tr>
<tr>
<td>Include a sketch of the classroom arrangement.</td>
</tr>
<tr>
<td>Is the teacher able to see all students at all times?</td>
</tr>
<tr>
<td>Does the furniture and size of the classroom allow for flexibility of arrangement? (i.e. individual quiet spaces, small group activities, whole group instruction, interest centers, etc.)</td>
</tr>
<tr>
<td>What are the expectations/procedures for keeping the room organized and needed materials readily available?</td>
</tr>
<tr>
<td>How is wall space utilized? Does it support instruction and learning?</td>
</tr>
<tr>
<td><strong>Student Assignments</strong></td>
</tr>
<tr>
<td>Where are daily assignments posted? Are all students able to see and understand the postings? Are they required to write down assignments/homework? If so, in a designated notebook?</td>
</tr>
<tr>
<td>Where/how do students turn in assignments?</td>
</tr>
<tr>
<td>How are assignments returned to students? Are all returned with constructive feedback? Some? How does the teacher make this determination?</td>
</tr>
</tbody>
</table>
Are students permitted to re-do or correct work? What types of assessments and grading are used? Note different methods, and include an example of rubrics used

How many grades per subject are recorded each week? What are they? (tests, homework, in class work, etc.)

How often do parents see products of student learning? How is this done?

If a student misses assignments due to absence, how is this handled?

Management Procedures

What are the expectations of student behavior during whole group instruction? Small group? Individual seatwork or testing?

What are the expectations of student behavior in the halls, cafeteria, playground, assemblies, etc.?

### Beyond Routines and Procedures During Early Experience

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What happens if there is an accident in or outside of the classroom?</td>
<td></td>
</tr>
<tr>
<td>How does the teacher address disruptive behavior?</td>
<td></td>
</tr>
<tr>
<td>What does the teacher do for early finishers? Late finishers?</td>
<td></td>
</tr>
<tr>
<td>Is there a specific management plan in use? If so, please describe.</td>
<td></td>
</tr>
<tr>
<td>How often is parent contact made? How is this done? (phone, note, newsletter, etc.)</td>
<td></td>
</tr>
</tbody>
</table>

### Classroom Technology

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many computers are available for student use?</td>
<td></td>
</tr>
<tr>
<td>What are the procedures for student use?</td>
<td></td>
</tr>
<tr>
<td>What operating system is used?</td>
<td></td>
</tr>
<tr>
<td>What student software is available? Who determines the software use?</td>
<td></td>
</tr>
<tr>
<td>Who do you contact when there are problems?</td>
<td></td>
</tr>
<tr>
<td>Is the use of classroom computers part of the daily or weekly routine?</td>
<td></td>
</tr>
<tr>
<td>How does the teacher begin and end lessons?</td>
<td></td>
</tr>
<tr>
<td>What does the teacher do to engage students in learning? To focus and maintain that engagement?</td>
<td></td>
</tr>
<tr>
<td>Describe how the teacher paces lessons.</td>
<td></td>
</tr>
<tr>
<td>What does the teacher do to structure lessons?</td>
<td></td>
</tr>
<tr>
<td>Give examples of ways the teacher differentiates instruction and assessment to meet the interests/learning preferences of all students.</td>
<td></td>
</tr>
<tr>
<td>What are the varied instructional strategies employed? (direct instruction, hands-on, cooperative learning, problem-based, inquiry, project based, etc.)</td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>How does the teacher relate new learning to student experiences and previously learned material? How frequently?</td>
<td></td>
</tr>
<tr>
<td>How and when does the teacher incorporate technology and other audio-visuals?</td>
<td></td>
</tr>
<tr>
<td>How does the teacher relate with students?</td>
<td></td>
</tr>
<tr>
<td>How do students relate with the teacher? With you?</td>
<td></td>
</tr>
<tr>
<td>What strategies does the teacher use to motivate and encourage students?</td>
<td></td>
</tr>
<tr>
<td>How would you describe the classroom “atmosphere”?</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 3:

SC Expanded ADEPT and the Furman Program Orientation

---

Changes for SC Teacher Evaluation

<table>
<thead>
<tr>
<th>ADEPT</th>
<th>Expanded ADEPT</th>
</tr>
</thead>
<tbody>
<tr>
<td>FourDomains</td>
<td>FourDomains</td>
</tr>
<tr>
<td>• Planning, Instruction, Environment, Professionalism</td>
<td>• Planning, Instruction, Environment, Professionalism</td>
</tr>
<tr>
<td>Performance Standards</td>
<td>Standards/Objectives</td>
</tr>
<tr>
<td>• APSs 1-10 in SAFET (or PAS-T for example in Greenville District)</td>
<td>• NIET adopted as South Carolina Teaching Standards (SCTS) Observational Rubric (or alignment of SCTS to PAS-T in Greenville District, for example)</td>
</tr>
<tr>
<td></td>
<td>Student Growth (SLOs, standardized tests)</td>
</tr>
</tbody>
</table>
Purpose of SC Expanded ADEPT system

1. To continuously develop educators at all performance levels through an evaluation system that:
   ✓ is valid, reliable, and fair
   ✓ produces actionable and constructive feedback that supports professional growth
2. To re-focus our attention on intended student outcomes, allowing educators to align and strengthen professional practice to support those intended student outcomes

Expanded ADEPT’s role in higher education

- to make decisions regarding a teacher candidate’s recommendation for initial certification
- as a measure of each teacher preparation program’s report card
- to meet state and national teacher preparation program accreditation standards
Expanded ADEPT & teacher preparation

Expanded ADEPT for teacher preparation program candidates

- Internship is the capstone Expanded ADEPT experience for teacher candidates; Practicum is practice
- Teacher candidates must be assisted and evaluated relative to all Expanded ADEPT Standards/Objectives
- Teacher Candidates must receive formative assistance and summative evaluations from both university and P-12 faculty

Teacher preparation candidate evaluation at Furman University

Modeling the Enhanced ADEPT system

- Each teacher candidate in practicum and internship is provided with feedback in order to enhance his or her professional knowledge and skills, and professional dispositions.
- Each teacher candidate in practicum and internship receives a determination regarding his or her overall performance relative to the ADEPT South Carolina Teaching Standards and a Furman Dispositional Assessment

Formative

Summative
Dual roles for supervising faculty & cooperating teachers

Facilitator (Coach)
- Provide Coaching and Support
- Provide Formative Feedback
- Explain and Guide
- Demonstrate/Coach

Evaluator (Gate Keeper)
- Make Determinations
- Analyze and Critique Performance
- Document and Evidence

Formative

Summative

Teacher candidate evaluations

<table>
<thead>
<tr>
<th>Spring Practicum</th>
<th>University Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperating Teacher</td>
<td></td>
</tr>
<tr>
<td>Regular written &amp; oral feedback to candidate</td>
<td>Regular written &amp; oral feedback to candidate</td>
</tr>
<tr>
<td>Regular communication with supervisor &amp; candidate</td>
<td>Regular communication with cooperating teacher, candidate, &amp; team of supervisors</td>
</tr>
<tr>
<td>Weekly evaluations</td>
<td>Two formal ADEPT/SCTS dispositions lesson evaluations with pre- and post-conferences</td>
</tr>
<tr>
<td>One formal lesson observation evaluation</td>
<td>Two informal lesson observations (using lesson evaluation standards/objectives &amp; dispositions)</td>
</tr>
<tr>
<td>Midterm consensus evaluation of ADEPT standards/objectives &amp; dispositions with candidate</td>
<td>Final consensus evaluation of ADEPT standards/objectives &amp; dispositions with candidate</td>
</tr>
</tbody>
</table>

Evaluation forms and rubrics can be found on Department of Education website: furman.edu/academics/education
Teacher candidate evaluation rubrics

<table>
<thead>
<tr>
<th>Evaluation rubric</th>
<th>Competencies measured</th>
</tr>
</thead>
<tbody>
<tr>
<td>South Carolina Teaching Standards (ADEPT/SCETS) Rubric</td>
<td>Knowledge, Skills, Professionalism: Four ADEPT Domains of Planning, Instruction, Environment, Professionalism and standards/objectives within</td>
</tr>
<tr>
<td>- to be used by University Supervisors only; University supervisors and faculty will be trained and certified on rubric</td>
<td></td>
</tr>
<tr>
<td>Furman Dispositions Assessment Rubric – to be used by University Supervisors and Cooperating Teachers</td>
<td>Furman's Dispositions: Timeliness, Attendance, Appearance/Dress, Honesty, Confidentiality, Polite/Attitude/Self-efficacy, Caring, Sensitivity to Cultural Differences, Sensitivity to Individual Differences, Cooperation/Rapport, Communication, Initiative, Active Learner, Reflectiveness/Responsiveness to Feedback</td>
</tr>
</tbody>
</table>

Evaluation forms and rubrics can be found on Department of Education website: furman.edu/academics/education

Thoughts in Closing

- All supervisors have been provided training on the program assignments, templates, evaluation forms, and rubrics and will meet with cooperating teachers to provide direction and training.
- A teacher candidate’s recommendation at the end of practicum is for a internship certificate-induction year contract, so the role you play is very important for the decision of recommendation.
- Some candidates may not quite be ready for an induction year school contract and need extra time with the alternative of a “fall-only” internship with a cooperating teacher and supervisor.
- [http://www.furman.edu/academics/Education](http://www.furman.edu/academics/Education)
- We could not prepare effective teachers without your dedication and support of our program. Thank you!