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OVERVIEW

Furman University’s Teacher Education Program prepares students to become elementary, secondary/foreign language, and music educators. The purpose of this handbook is to provide information about the various upper-level field placements that are required of these students (usually referred to as “candidates” or “co-teachers”).

The placements described in this handbook include:

- Early Experience (for all candidates);
- Senior Block/Practicum (for all elementary and secondary/foreign language candidates);
- Teaching Internship (for all candidates).

This handbook also provides information about the Teacher to Teacher Program, a specialized component of the Teacher Education Program for elementary and secondary/foreign language candidates.

Conduct for Candidates Engaged in Field Experiences and Internships

The cooperating teacher is legally responsible for the classroom students at all times. Because of this legal responsibility, it is very important that the cooperating teacher be in or near the classroom at all times. *If the cooperating teacher is absent, the school must provide a substitute.*

The principal of a school is legally responsible for all that takes place within the school and on immediate property. Classroom teachers and other school personnel are directly responsible to the principal. Candidates and university faculty are guests in the schools and must therefore fit into the school community and abide by the school’s policies and expectations. For this reason, the guidelines listed below must be followed:

- The primary purpose of the public school is to facilitate student learning and development according to South Carolina Board of Education regulations, state standards, and district expectations. Therefore, the welfare of students must be the first priority.
- University students and teacher candidates are to conduct themselves as professional individuals in accordance with expectations for faculty members in the school.
- The school has final jurisdiction over all aspects of the educational program in that school.
- University students and teacher candidates are to be well-groomed and maintain their professional appearance according to the acceptable standards for faculty members of the school. It is the candidate’s responsibility to become familiar with and adhere to standards governing dress and grooming in that school.
- Unexcused absences are not allowed in field experience situations, and candidates must notify the school and university faculty member ahead of time if they must miss a scheduled field experience appointment.
- Candidates are expected to refrain from becoming involved with students in their school placements in social activities not sponsored by the school. This includes activities that might occur after school and while the candidate remains an undergraduate student at the university.
- Candidates must exhibit integrity and character consistent with the “Standards of Conduct for South Carolina Educators” as set forth by the South Carolina Department of Education and the standards of ethical principles set forth by appropriate professional associations.
- Candidate should refrain from any inappropriate contact or communication with students, on
or off school grounds. If there is any doubt as to what constitutes “inappropriate," you should confer with the cooperating teacher and/or university instructor/supervisor.

Knowledge or Suspicion of Child Abuse or Neglect

According to S.C. Code Chapter 7, Article 1, sub-article 3: Section 20-7-501 any person acting in a professional capacity in contact with children and who has a “reason to believe that a child’s physical or mental health or welfare has been adversely affected by abuse and neglect” must report said abuse, either orally by telephone or otherwise, to the county department of social services or to a law enforcement agency.

As practicum students, interns, or volunteers, Furman University students may develop relationships with students that will result in knowledge of abuse. Furman University students are required to:

• notify the classroom (cooperating teacher) of the suspicion or child’s admission of the abuse
• notify the university instructor or supervisor over the said program that a student has acknowledged said abuse and that this has been reported to the cooperating teacher
• ask the teacher (or the school administrator if the matter is referred to him/her) to verify, in writing, that you have reported this and that the school will notify county authorities.

*IF the school fails to act on the information the candidate has provided, or refuses to acknowledge the candidate’s report in writing, the candidate is required to make a report to DSS or county law enforcement (under the direction of the university supervisor) reporting the claim.*

As mandated by law, any knowledge or suspicion of abuse must be reported. Different schools and districts may have different procedures, and we encourage all of our candidates to abide by these procedures; however, a report must be filed.

All abuse reports offered by students must be credible. As an approved guest in the school, it is the candidate’s responsibility to report the student’s story of abuse or neglect to the cooperating teacher and principal and for them to qualify the veracity of a student's report. It is not the candidate’s job to investigate or determine if the student's report is, indeed, abuse or neglect. The law requires the candidate to report suspected abuse or neglect, and for the appropriate state agency to investigate.

Often, students will come to Furman candidates and say, “I’ve got a secret but I don’t want you to tell anyone. Will you keep my secret because … I’m scared, afraid,” etc.

The standard response should be, “Thank you for trusting me enough to keep your secret; however, if this is about someone hurting you or your being in any type of danger, I can’t keep that a secret. I need to do what is best to protect you.”

**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 concurrently with their first year of
teaching; see Section V below.)

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 following criteria form the basis for selecting cooperating teachers to work with Furman’s candidates during Early Experience, Senior Practicum, and Clinical Practice:

**Professional Qualifications:**

- a professional teaching certificate
- a minimum of three years of successful teaching experience in the field(s) of certification
- completed ADEPT/PAS-T training
- recommendation by the principal for assuming the added responsibility of mentoring a teacher candidate
- willingness to participate in the Teaching Internship and acceptance of the supervision and guidance of a teacher candidate
- demonstration of good mental and physical health practices, enthusiasm, and self-confidence sufficient to enable her/him to assume the added responsibility of mentoring a teacher candidate
- willingness to treat the teacher candidate with fairness and respect
- ability to recognize the teacher candidate as a developing professional who will need support and guidance
- understanding and practice of the belief that all children can learn
- demonstration of open-mindedness and the willingness to listen
- willingness to share ideas and materials with the teacher candidate
- ability to clearly articulate his/her expectations for the teacher candidate
- understanding and practice of effective principles of teaching, learning, and classroom management
- understanding and demonstration of the appropriate use of technology
- willingness to share the candidate’s strengths and weaknesses with the university supervisor
- ability to communicate effectively with upper-level teacher candidates (baccalaureate and post-baccalaureate), demonstrating the capacity to work cooperatively
- 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

**Professional Dispositions**

Cooperating teachers express a genuine interest in guiding candidates to assume full responsibilities in the classroom. They communicate openly, directly, and effectively with the candidate and university supervisor(s). In addition, cooperating teachers are expected to model the dispositions articulated by Furman’s Teacher Education Program.
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. University supervisors will:

• 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;
• visit and observe/evaluate the candidate during:

  1. Early Experience (minimum of two visits, if possible, with one involving observation/evaluation of a mini-lesson, if possible)
  2. Senior Block/Practicum (weekly visits, if possible, with a practice ADEPT evaluation as a summative assessment)
     Teaching Internship (minimum of six visits, but weekly visits recommended when possible/necessary)

Qualifications: University Supervisors must—

• possess content expertise in the area of their candidate’s subject matter (typically not applicable for candidates in the advanced programs for other school personnel);
• possess relevant P-12 teaching experience in the candidate’s subject matter and grade level; or administrative experience when supervising candidates in the advanced programs for other school personnel.
• possess the knowledge, skills, and dispositions indicated in Furman's Conceptual Framework;
• possess sufficient time within his/her 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 an ADEPT Seminar and annual Furman ADEPT Orientations).

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 typically participate in Early Experience when they are rising seniors; graduate students participate in Early Experience during a comparable point in their progress through the Teacher Education Program. 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 requirements, including resolution of any Event/Concern Reports.

Early Experience provides candidates with an orientation to the community, district, school, and classroom placement that elementary, secondary/foreign language candidates will use as 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. They will also be given directions to their school placement. 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;
- 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;

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• learn to use copiers, laminating machine, computers, and other technologies available in the school;
• learn the names of students;
• ask about the cooperating teacher’s long-range plans and review them;
• 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 providing feedback (e.g. via sticky notes, a notebook of comments provided regularly, or a chat after school);
• participate in other activities designated by the cooperating teacher;
• be inquisitive in a constructive manner without burdening the cooperating teacher with too many questions.

Appendices 1 and 2 at the end of this handbook provide charts 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 cases of illness.

TEACHER TO TEACHER PROGRAM

Introduction

The goal of this unique 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 teacher candidates with the highest quality of available placements. The partnerships are taken seriously and need to illustrate enthusiastic collaboration among all participants, including the candidates.

The Teacher to Teacher Program begins with Early Experience and continues through field placements in methods courses and the spring Senior Block/Practicum for elementary and secondary/foreign language candidates. It culminates in the Teaching Internship following graduation, which is concurrent with the fall term of the induction year (i.e., first year) of teaching.

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 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 provides guidance on translating theory into practice, while district mentorship provides direction in dealing with the realities of the community, school, and classroom.
Candidates do not have to officially apply to the Teacher to Teacher Program. All elementary and secondary/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.

**Early Experience**

During Early Experience, candidates in the Teacher to Teacher Program are required to meet the expectations outlined in Section IV. They may also be required to:

- interview a lifelong community member (to be arranged by school personnel);
- interview the principal (to be arranged by the candidate);
- interview one of the following (to be arranged by school personnel):
  
  1. assistant principal;
  2. school counselor;
  3. school board member;
  4. representative parent within the school setting;
  5. related arts or special education personnel;
  6. other community member;

- acquire data on the candidate’s school (school improvement plan);
- collect 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 either one class or three students in each class to inventory);
- complete the procedures and routines chart that will be provided during an Early Experience seminar;
- review the ADEPT Performance Standards and the national Specialty Professional Association (SPA) standards. Practice identifying/creating artifacts that demonstrate those standards.

**District Mentors**

District mentors are master teachers assigned to induction teachers who are participants in the Teacher to Teacher Program. 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. While they participant in the two ADEPT 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 that).
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.

**Teacher to Teacher Coordinator**

The Coordinator of the Teacher to Teacher Program is jointly employed by Spartanburg District Six and Furman University to coordinate the school-based experiences throughout the senior year and during the induction year. For purposes of Early Experience, the Coordinator’s responsibilities are the same as those for 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.

**Director of Program Development and Evaluation**

The Director of Program Development and Evaluation shares some key responsibilities for the Teacher to Teacher Program with the Teacher to Teacher Coordinator. The Director works with district partnerships, meets with district and school personnel along with or in place of the Teacher to Teacher Coordinator, and conducts regular evaluation of the Teacher to Teacher Program with district personnel, principals, cooperating teachers, and teacher candidates. For purposes of the Early Experience, the Director’s responsibilities are the same as those for the university supervisors.

**SENIOR BLOCK/PRACTICUM**

During fall term of the senior year, elementary and secondary/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 they begin during Early Experience and/or the Spring Block.

During the spring term of the senior year, elementary and secondary/foreign language candidates will return to their placement schools to participate in a full-time field experience known as the Senior Block/Practicum. All undergraduate students must have completed all courses required for graduation and certification prior to participating in the Senior Block. All post-baccalaureate students must have completed all courses required for certification prior to participating in the Senior Block. Furthermore, any/all Event/Concern Reports must have been resolved prior to the Senior Block.

As co-teachers during this practicum, candidates will gradually assume all the teaching and administrative responsibilities of the cooperating teacher. These responsibilities will last most of the rest of the term, typically 5-7 weeks.

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, www.furman.edu/academics/education
other university faculty will visit periodically to evaluate specific aspects of the co-teacher’s performance (e.g. assessment strategies, integration of technology, classroom management, multicultural education).

**Routine Feedback to the Co-Teacher**

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 Performance Standards, should be submitted by the cooperating teacher to the university supervisor at the end of each week of the Senior Block/Practicum; this evaluation is available on the education department’s website. 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.

**Final Evaluation of the Co-Teacher at the End of the Senior Block/Practicum**

A final, three-way conference, based on ADEPT standards, will occur between the cooperating teacher, co-teacher, and university supervisor at the end of the Senior Block/Practicum. The format of this evaluation will be a practice ADEPT assessment. **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.**

**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. Otherwise all assignments during the Senior Block/Practicum must be turned in on time.

**Scheduling and Outside Commitments**

Candidates are not permitted to take additional courses during the Senior Block/Practicum, and are also advised to limit their involvement in extra-curricular activities during this period. For this reason, candidates should make every effort to complete their CLP requirements 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.

**Foreign Language Candidates**

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 in grades 9-12.

**TEACHING INTERNSHIP (“CLINICAL PRACTICE”)**

As noted above, all candidates must complete the Teaching Internship, though the timing and structure of the internship differ according to the licensure area and whether a candidate is in the Teacher to Teacher Program.

Candidates are not permitted to contact schools to arrange their own internships. Also, internships are not made at a high school attended by the candidate or in any school in which there is a family member employed.

Candidates advance to the Teaching Internship only when they have met all program requirements, including resolution of any Event/Concern Reports. The internships are divided into the following categories:

- **Music candidates** complete their Teaching Internship with a cooperating teacher during the spring term of the senior year.

- **Elementary and secondary/foreign language candidates** who are **not** in the Teacher to Teacher Program complete their Teaching Internship with a cooperating teacher during the fall term after graduation from Furman. The internship is offered **only** in the fall term in order to:
  a. enable students to best demonstrate the knowledge, skills, and dispositions learned during the spring practicum;
  b. collaborate with peers and facilitate collegial dialogue among peers and university supervisors participating in seminars held throughout the semester;
  c. facilitate coordination between partner school districts and Furman University so that staff and resources can be used effectively and efficiently;
  d. reduce student expenses;
  e. make students eligible for certification, and potentially employment, earlier.

- **Elementary and secondary/foreign language candidates** who are in the Teacher to Teacher Program are eligible to receive (but not guaranteed) an induction teaching contract—pending vacancies, funding, passing scores on PRAXIS II exams, and Furman/school district approval. To be an induction teacher in a K-12 public school classroom (and to be deemed “highly qualified”), Teacher to Teacher participants are granted a one-year Intern Teaching Certificate from the South Carolina Department of Education. Upon successful completion of the Teaching Internship (which typically occurs concurrently during the first 4-5
months of the induction year) and all other Teacher Education Program requirements, the induction teacher receives Furman’s endorsement for an Initial Teaching Certificate.

- For candidates who 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.

**Employment of Candidates Seeing Induction Year Positions**

Furman University is not directly involved or influential in the offering of contracts for the induction year and therefore cannot be held responsible for those who may not be employed as induction teachers in a partner school district. The process of employment is separate from the completion of the certification requirements.

As per the Teacher to Teacher Program guidelines, the Department of Education does not object to candidates seeking induction year employment and accepting a position in charter schools. However, the charter schools in which they accept positions MUST participate in the State evaluation system that allows teachers to qualify for a professional certificate through completion “of the induction program, the ancillary requirements (including any additional testing requirements approved by the State Board of Education), and the formal evaluation approved by the State Board of Education” [The South Carolina Educator Certification Manual, September, 2003 (Revised March, 2012, p. 14)].

As noted above, candidates who do not secure an induction year contract are placed in a fall-only Teaching Internship. They may continue to interview for an induction position provided they schedule interviews so that they do not conflict with the regular school day. Candidates must inform the university supervisor and the cooperating teacher prior to any interviews. State Board of Education regulations require that an educator be under contract and employed full-time for 152 days out of a 190 day school year in order to receive experience credit for a full year. If a candidate is a late hire and the contract does not meet this specification, the candidate will not receive credit for a full year of experience.

**Welcoming the Co-Teacher**

In the information that follows, “co-teacher” refers to music and non-Teacher to Teacher candidates, and “induction teacher” refers to elementary and secondary/foreign language candidates in the Teacher to Teacher Program.

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 co-teachers should be allowed 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. This is where they begin to learn collaboration and leadership skills in the school setting.
- Provide the co-teacher with textbooks, teachers’ manuals, curriculum standards, and school handbooks.
- 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.
- 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.
- 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.
- When appropriate, include the co-teacher in parent 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 an elementary or secondary/foreign language co-teacher during a fall-only Teaching Internship:
Table 1: Sequence of Co-Teacher Responsibilities During the Fall-Only Internship

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Responsibilities</th>
</tr>
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</table>
| Weeks 1-2 ADEPT APS 1, 4, 10 | The co-teacher should:  
  • familiarize him/herself with routines and procedures of the school and cooperating teacher;  
  • learn names of students;  
  • identify, in consultation with the cooperating teacher, which classes to teach first. |
| Weeks 3-4 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 5-6 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 7-14 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;  
  • arrange for two content observations by arts and sciences faculty members (secondary candidates only);  
  • participate in an ADEPT midterm conference. |
| Weeks 15-16 ADEPT APS 2-10 | The co-teacher should:  
  • gradually relinquish half of teaching load back to the cooperating teacher;  
  • continue monitoring and assessing student behavior;  
  • continue communicating/meeting with parents and administrators as needed;  
  • continue attending department/faculty meetings;  
  • confer with the cooperating teacher about observing in other classrooms. |
| Weeks 17-18 ADEPT APS 2-10 | The co-teacher should:  
  • gradually relinquish remainder of teaching back to the cooperating teacher;  
  • gradually relinquish administrative duties back to the cooperating teacher;  
  • meet with parents and/or administrators to provide closure as needed;  
  • continue attending department/faculty meetings;  
  • conduct observations in selected classrooms;  
  • confer with the cooperating teacher in regard to any final duties/responsibilities;  
  • participate in a final ADEPT conference. |
<table>
<thead>
<tr>
<th>Sequence</th>
<th>Responsibilities</th>
</tr>
</thead>
</table>
| Weeks 1-2 | The co-teacher should:  
| ADEPT APS 1, 4, 10 |  
|          | • 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 | The co-teacher should:  
| ADEPT APS 4-10 |  
|          | • 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 | The co-teacher should:  
| ADEPT APS 2-10 |  
|          | • 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 | The co-teacher should:  
| ADEPT APS 2-10 |  
|          | • assume all of the teaching and administrative duties of the cooperating teacher;  
|          | • monitor and assess student behavior;  
|          | • attend department/faculty meetings;  
|          | • maintain close communication with the cooperating teacher and, as needed, with parents and administrators;  
|          | • participate in an ADEPT midterm conference. |
| Weeks 13 | The co-teacher should:  
| ADEPT APS 2-10 |  
|          | • gradually relinquish half of teaching load back to the cooperating teacher;  
|          | • continue monitoring and assessing student behavior;  
|          | • continue communicating/meeting with parents and administrators as needed;  
|          | • continue attending department/faculty meetings;  
|          | • confer with the cooperating teacher about observing in other classrooms. |
| Weeks 14 | The co-teacher should:  
| ADEPT APS 2-10 |  
|          | • gradually relinquish remainder of teaching back to the cooperating teacher;  
|          | • gradually relinquish administrative duties back to the cooperating teacher;  
|          | • meet with parents and/or administrators to provide closure as needed;  
|          | • continue attending department/faculty meetings;  
|          | • conduct observations in selected classrooms;  
|          | • confer with the cooperating teacher in regard to any final duties/responsibilities;  
|          | • participate in a final ADEPT conference. |
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.

Specific Classroom Responsibilities of the Co-Teacher and Induction Teacher

Among other duties and responsibilities, co-teachers and induction teachers will perform the following during the Teaching Internship:

- 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 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.
• 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 a best practice course 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.

Assessments During the Teaching Internship

Candidates successfully complete the Teaching Internship only when they have met all program
requirements, including resolution of any Event/Concern Reports. Co-teachers/induction teachers are
formally assessed at several different points during the Teaching Internship. An overview of
these assessments is given in Table 3. Unless otherwise noted, the dates for assessment visits
will be unannounced. All assessments are linked to the South Carolina ADEPT system. An
orientation will be provided to cooperating teachers, district mentors, university supervisors, and candidates explaining how Furman specifically incorporates ADEPT Performance Standards in its assessments. Successful completion of the Teaching Internship includes, but is not limited to, receiving a "met standard" for all Performance Standards on the final ADEPT evaluation and a "met standard" on all items in the Dispositions Assessment.

Table 3: Assessments During the Teaching Internship

<table>
<thead>
<tr>
<th></th>
<th>Formative Assessments</th>
<th>Summative Assessments</th>
<th>ADEPT Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Supervisor</td>
<td>Completes a minimum of one assessment before and after midterm</td>
<td>Completes a minimum of one assessment between the midterm and final formal ADEPT evaluation</td>
<td>Participates in three-way midterm and final formal ADEPT evaluation</td>
</tr>
<tr>
<td>Cooperating Teacher/District Mentor</td>
<td>Completes a minimum of one assessment before and after midterm</td>
<td>Completes a minimum of one assessment between the midterm and final formal ADEPT evaluation</td>
<td>Participates in three-way midterm and final formal ADEPT evaluation</td>
</tr>
<tr>
<td>Co-Teacher/Induction Teacher</td>
<td>N/A</td>
<td>N/A</td>
<td>Participates in three-way midterm and final formal ADEPT evaluation</td>
</tr>
<tr>
<td>Arts and Sciences Faculty Member</td>
<td>Completes two content knowledge assessments (secondary candidates only)</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Please note: The university supervisor and the cooperating teacher (or district mentor) must complete the Dispositions Assessment (a separate evaluation form) on each candidate no sooner than three weeks after the Midterm ADEPT Evaluation and no later than two weeks prior to the Final ADEPT Evaluation. In cases where the cooperating teacher or district mentor and the university supervisor disagree over a candidate’s Dispositions Assessment, the two parties will meet with the Department Chairperson prior to the Final ADEPT Evaluation for resolution of the matter. Candidates must receive “met standard” on all dispositions in order for successful completion of the teaching internship.

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 Director of Program Development or the Teacher to Teacher Coordinator.

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.

**Enrollment in Graduate Courses Prior to the Teaching Internship**

Candidates who satisfactorily complete all Senior Block courses (including the Practicum experience), 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.
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.

Clinical Practice: 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.

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.

Leaders: Educators who are willing and able to initiate meaningful improvements and ongoing renewal.

Scholars: Educators who maintain mastery of subject matter and knowledge of research-based pedagogy.
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: This is an innovative component of Furman University’s Teacher Education Program. All elementary and secondary/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 II exams, 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 concurrently during the fall term of their first year of teaching (with guidance from a university supervisor and a district mentor). 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 1: Routines and Procedures During Early Experience**

Some may not apply to your classroom.

<table>
<thead>
<tr>
<th>Lesson Plans</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>How is planning conducted? (team, individual, by subject, etc.)</td>
<td>When?</td>
</tr>
<tr>
<td>How do the plans indicate relationship to the SC Curriculum Standards?</td>
<td>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?</td>
<td>Attach an example.</td>
</tr>
<tr>
<td>Where are resources housed to support the implementation of plans?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Daily Routines</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What are students expected to do when they first arrive in the classroom?</td>
<td></td>
</tr>
<tr>
<td>How is attendance taken? What is done if a student is late?</td>
<td></td>
</tr>
<tr>
<td>Lunch count/choices?</td>
<td></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>
<td></td>
</tr>
<tr>
<td>What are the end-of-the-class/day routines?</td>
<td></td>
</tr>
<tr>
<td>How much time (average) is spent daily on non-instructional routines/tasks?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Classroom Organization</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Include a sketch of the classroom arrangement.</td>
<td></td>
</tr>
<tr>
<td>Is the teacher able to see all students at all times?</td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>--------</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>
<td></td>
</tr>
<tr>
<td>What are the expectations/procedures for keeping the room organized and needed materials readily available?</td>
<td></td>
</tr>
<tr>
<td>How is wall space utilized? Does it support instruction and learning?</td>
<td></td>
</tr>
<tr>
<td><strong>Student Assignments</strong></td>
<td></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>
<td></td>
</tr>
<tr>
<td>Where/how do students turn in assignments?</td>
<td></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>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>How many grades per subject are recorded each week? What are they? (tests, homework, in class work, etc.)</td>
<td></td>
</tr>
<tr>
<td>How often do parents see products of student learning? How is this done?</td>
<td></td>
</tr>
<tr>
<td>If a student misses assignments due to absence, how is this handled?</td>
<td></td>
</tr>
<tr>
<td><strong>Management Procedures</strong></td>
<td></td>
</tr>
<tr>
<td>What are the expectations of student behavior during whole group instruction? Small group? Individual seatwork or testing?</td>
<td></td>
</tr>
<tr>
<td>What are the expectations of student behavior in the halls, cafeteria, playground, assemblies, etc.?</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 2: 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>
<tr>
<td><strong>Classroom Technology</strong></td>
<td></td>
</tr>
<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>Question</td>
<td>Answer</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</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>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: Conceptual Framework of the Teacher Education Program

Vision Statement
The Teacher Education Program at Furman University prepares educators who are scholars and leaders.

Mission of the Program
Furman University prepares teachers and administrators to be scholars and leaders who use effective pedagogy, reflect thoughtfully on the practice of teaching, and promote human dignity. Furman is committed to a program of teacher education that calls for collaborative, interdependent efforts throughout the academic community.

Furman’s Teacher Education Program is anchored in the university’s commitment to the liberal arts—encompassing the humanities, fine arts, mathematics, and social and natural sciences as the essential foundation for developing intellectually competent educators. Furthermore, all candidates develop the following Proficiencies as they progress through the Teacher Education Program:

- mastery of subject matter
- mastery of pedagogical knowledge
- the ability to teach diverse learners
- the ability to reflect on scholarship and practice
- the belief that all learners can succeed
- fair and respectful behavior

Philosophy
Our educational past ... is not to be viewed as completed, or isolated from our educational present. Rather, the varying contexts in which leading educators, philosophers, and ideologists interacted with their environments are viewed as episodes in an ongoing educational experience. (Gutek, 2001, p. 4)

The works of many educators, philosophers, researchers, and practitioners give direction to the program of teacher preparation at Furman University. Inspired by the scholarship of Dewey (1904, 1933, 1938) and the work of Bruner (1960, 1966), Piaget (1954, 1970), Vygotsky (1978), Bronfenbrenner (1972, 1979), and Gardner (2006), among others, we embrace the historical shift in pedagogy from teaching as a mechanical process of delivering information to a concept of more informed practice based on thinking, reflecting, and understanding (Aaronsohn, 2005; Marzano, 2012; Schon, 1987; van Manen, 2003; Zemelman, Daniels, & Hyde, 2012). We are involved in the efforts to promote an education profession in which practice is grounded in theoretical understanding, research (Boyer, 1990; Duckworth, 2006), and extensive field experiences (Posner, 2009). We endorse the work of those who have promoted the importance of depth of subject matter knowledge in the preparation of teachers (Leung, 2002: Sherin, 2002; Shulman, 1987).
Furthermore, we believe that learning is cultural and social, and that one of the greatest challenges in educating children for the 21st century is the search for a socially-just curriculum that engages all students and brings meaning to their lives (Darling-Hammond, 2010; Gay, 2010; Nieto, 2004; Oakes & Lipton, 2006). We believe that changes in the educational system can be brought about by educators who are caring and thoughtful (Noddings, 1984; Oakes & Lipton, 2006; Posner, 2000; van Manen, 2003); inspire others to participate actively in school improvement (Gurthrie & Schuermann, 2010; Marzano, Waters, & McNulty, 2005); and join their colleagues for purposes of renewing schools and teacher preparation programs (DuFour, DuFour, & Eaker, 2005; Goodlad, Mantle-Bromley, & Goodlad, 2004; Sato, Wei, & Darling-Hammond, 2008).

Further, this philosophy is augmented by additional commitments to technology and diversity in all aspects of education:

**Technology**

*Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.* (International Society for Technology in Education (ISTEnets-t, 2008, p. 1).

In preparing educators as scholars and leaders, Furman’s teacher education program acknowledges the crucial role of technology as a means to locate information, transmit knowledge, gain conceptual understanding, and achieve occupational ambitions. Teachers and students must therefore acquire the knowledge, skills, and dispositions that will enable them to solve problems and use technology as a tool for collaborating and communicating. This objective is all the more urgent in light of the explosive growth of digital media, including personal handheld computing devices, notepads, and "cloud" computing.

Following the lead of the International Society for Technology in Education (ISTEnets-t, 2008), Furman’s teacher education program, in defining technological literacy as a requirement for its candidates, incorporates a broad definition. Thus, we believe that technological literacy involves:

- competence in operating information technologies;
- the ability to use technology in creative and innovative ways;
- the ability to assess and apply a variety of technologies in the classroom based on student needs and learning styles;
- appreciation of technology as a means, rather than an end, in the instructional process;
- competence in using technologies for collaboration and communication;
- understanding of, and sensitivity to, the social, ethical, and economic issues related to technology, including the concept of “digital citizenship.”
- competence in using technology for functional skill development (e.g., eye contact for social skills, functional math, functional reading).
Diversity

Any student who emerges into our culturally diverse society … with a monocultural perspective on the world can legitimately be considered educationally ill-prepared. (Nieto 2004, p. xv)

Furman’s teacher education program is committed to preparing educators who, as scholars and leaders, understand and appreciate the diverse nature of learners and their cultures. Our society’s concern for addressing diversity can be traced to the common school movement of mid-nineteenth-century America. Horace Bushnell, a leading thinker of the time, expressed the widespread concern that popular prejudices would be reinforced unless students were exposed to diversity: “Never brought close enough to know each other, the children, subject to the great well known principle that whatever is unknown is magnified by the darkness it is under, have all their prejudices and repugnancies magnified a thousand fold” (Bushnell, 1853, p. 184). So, too, did Horace Mann believe that common schools would promote tolerance and democracy: “It is here [in the common school] that the affinities of a common nature should unite [children] together so as to give the advantages of pre-occupancy and a stable possession to fraternal feelings, against the alienating competitions of subsequent life” (Mann, 1837, cited in Cremin, 1957).

The teacher education program at Furman recognizes the continuing role that schools and teachers play in fostering acceptance and celebration of diversity, both individually and collectively. Recent studies suggest that teachers unable to model these dispositions cannot transmit or promote positive attitudes toward diversity among their students; nor can such teachers impart to their students the academic and social skills necessary for understanding, or competing in, a diverse world (Banks, 2007; Darling-Hammond, 2010; Lindsey, Robins & Terrell 2009). In addition to enhancing their instructional repertoire, we believe that exposure to diversity will enable candidates to confront and, if necessary, modify their own attitudes toward different cultures. This not only leads to more effective teaching, but it also promotes the larger cause of inclusiveness (Giroux, 2005; Rasool & Curtis, 2004; Marshall & Oliva, 2010).

Content, Pedagogy, and Dispositions

The Teacher Education Program of Furman University prepares educators who are scholars and leaders, based on the following Indicators:

1. Educators who are scholars and leaders have in-depth knowledge and understanding of the fundamentals and concepts of their discipline. (CONTENT) They:

   a) demonstrate content knowledge, as well as the historical, political, social, and philosophical foundations of education, through inquiry, synthesis, and critical analysis;

   b) understand the interrelationship of curriculum, instruction, and assessment to help all students learn;

www.furman.edu/academics/education
c) know and can implement national/state/district curricula and learning standards;

d) are able to meet the standards set by all national/state/ and district content assessments;

e) use accurate and current content from multiple sources to make subject matter meaningful to all students*.

* The Unit uses the phrase all students to encompass students who represent all characteristics of diversity, including but not limited to, gender, race, religion, creed, sexual orientation, geographic origin, socioeconomic background, and varied abilities.

2. Educators who are scholars and leaders use evidence-based practice for effective teaching and communication. (PEDAGOGY) They:

   a) articulate their own philosophy of education and use it to guide their practice;
   b) demonstrate effective long- and short-range planning using appropriate organization and time management strategies;
   c) establish and maintain high expectations for all students;
   d) use a variety of assessments to inform instruction;
   e) implement differentiated instructional strategies that address multiple learning styles;
   f) demonstrate ethical use of current educational technologies to enhance instruction, assessment, and student performance;
   g) consider school, family, and community contexts, and adjust practice based on students’ experiences, interests, and relationships;
   h) analyze individual student, classroom, and school performance data, making data-driven decisions about strategies for teaching and learning;
   i) create, nurture, and maintain a classroom environment that promotes learning;
   j) use effective and appropriate classroom management strategies;
   k) demonstrate respectful and productive communications with diverse families and care-givers;
   l) communicate effectively and professionally in writing, orally, and through various electronic media;
   m) reflect on curricula, the nature of learning and teaching, and their own practice for professional self-renewal;
   n) demonstrate initiative to extend responsibilities beyond the classroom and into the school and community;
   o) engage in collaborative work with colleagues, other professionals, and community members.

3. Educators who are scholars and leaders are caring and thoughtful individuals who respond sensitively to the needs and experiences of all students and others with whom they interact. (DISPOSITIONS) They:

   a) are aware of, and sensitive to, community and cultural diversity;
   b) are timely, respectful, and responsible in meeting professional expectations;
c) acknowledge and accept feedback, responding appropriately to improve practice;
d) reflect thoughtfully and frequently on their own attitudes and actions;
e) exemplify passionate commitment to teaching, continuous learning, and professional involvement;
f) model appropriate professional conduct;
g) use sound judgment and display confidence in practice;
h) are advocates for the well being of all students;
i) treat all students fairly and equitably;
j) exhibit cooperative and productive work relationships with students and colleagues;
k) value civil engagement in decision making with students, colleagues, and community members.

(Based on InTASC, 2011; NBPTS [date depending on certification area]; and ADEPT, 2006 standards)

Complete bibliographic citations are listed on the Conceptual Framework link on the Education Department's website.