# Table of Contents

- Conceptual Framework of the Teacher Education Program 3
- Undergraduate Program for the Initial Preparation of Teachers 10
- Faculty and Administration of the Teacher Education Program 10
- Performance Assessment System 11
- Feedback on Candidate Performance on Assessments of CF Proficiencies 11
- Event/Concern Reports 13
- Assessments of Dispositions 13
- Field and Clinical Experiences 13
- Conduct for Candidates Engaged in Field Experiences and Internships 14
- Knowledge or Suspicion of Child Abuse or Neglect 14
- Teaching Internship 16
- Fall-Only Option for Completing the Student Teaching Internship 16
- The Teacher to Teacher Program and the Induction Year Option for Completing the Student Teaching Internship 17
- Interviewing/Accepting an Induction Year Position after a Fall-Only Internship has Begun 18
- Application and Recommendation for Certification 18
- Appeals 18
- Complaints 19
- Education Curriculum Center 19
- Student Education Organizations 19
- Graduate Program for the Continuing Preparation of Teachers and Other School Personnel 21
- Enrollment in Graduate Courses Prior to the Teaching Internship 21

APPENDIX 1: ADEPT Performance Standards and Key Elements 22
Conceptual Framework of the Teacher Education Program
CONCEPTUAL FRAMEWORK

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;
   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.
Teacher Education Program: Undergraduate Level
Undergraduate Program for the Initial Preparation of Teachers

Welcome to the Teacher Education Program of Furman University. This guide will assist you in understanding the teacher certification requirements that are part of the education major or the major in another academic department. This guide is to be used as a supplement to the Furman Catalog and the university information and regulations published in the Helmsman.

The 1897-98 Furman Catalog included a program of Pedagogics (the word “pedagogy” refers to the study of teaching). Education, which first appeared as a Furman department in 1919-20, was a program of study consisting of four courses. In 1936, through a collaborative effort among Furman, the School District of Greenville County, and the Greenville Woman’s College, the program expanded to become the present Education Department. Furman started offering master’s degrees in 1852; the Master of Arts degree in education has been offered since 1938.

The Education Department offers a major in education (elementary certification, grades 2-6) and secondary certification for grades 9-12 in biology, chemistry, English, mathematics, physics, social studies (through completion of a major in history) and for grades K-12 in French, Latin, Spanish, and music.

The Teacher Education Program of Furman University is accredited by the National Council for Accreditation of Teacher Education (NCATE). Additionally, the program is a member of the American Association of Colleges of Teacher Education (AACTE), the National Network for Educational Renewal (NNER), and the South Carolina Network for Educational Renewal (SCNER).

The Teacher Education Program prepares educators who are scholars and leaders. Our Conceptual Framework is constructed to address that preparation by cultivating relevant content knowledge, pedagogical skills, and dispositions in certification candidates. Likewise, our assessment system collects data determining the extent to which the Teacher Education Program and candidate performance reflect development of scholarship, leadership, and evolving mastery of the South Carolina ADEPT (Assisting, Developing, and Evaluating Professional Teaching) and national SPA (specialty professional association) standards that govern each certification program.

Faculty and Administration of the Teacher Education Program

Ten full-time faculty, two faculty administrators (Department Chair and Assistant Academic Dean for Advising), and two staff administrators (Director and Assistant Director of Graduate Studies) are assigned to the Teacher Education Program and are members of the Education Department. Eight full-time arts, sciences, and humanities faculty have part-time responsibilities in the Teacher Education Program; they teach general education courses and art, creative dramatics, mathematics, and music methods courses. Additionally, 17 adjuncts teach one course a year depending on their area of expertise. Within the unit, the Department Chair serves as
Director of Teacher Education. There is one part-time Coordinator of the Teacher to Teacher Program who is shared between Furman and Spartanburg District Six (description following). The Coordinator of the Teacher to Teacher Program is responsible for school/university partnership arrangements for the Teacher to Teacher Program.

**Performance Assessment System**

The Teacher Education Program of Furman University has a professional responsibility to ensure that its programs offer candidates the highest quality of preparation as educators who are scholars and leaders. The Teacher Education Program must also assure that its graduates have demonstrated high-level performance in all areas and have had a positive impact on student learning. For purposes of gauging the entrance level and continued growth of candidates towards proficiency in the content knowledge, pedagogical skills and dispositions espoused by the Teacher Education Program, as well as the SPA (Specialty Professional Association) standards of each certification program and the South Carolina ADEPT (Assisting, Developing, and Evaluating Professional Teaching) assessment system, periodic performance evaluations are used. The transition points for all initial undergraduate and extended programs include:

Transition Point #1: Program Admission
Transition Point #2: Transition to Early Experience
Transition Point #3: Transition to Clinical Experience (Internship)
Transition Point #4: Transition to Program Completion (Recommendation for Certification)

At each transition point, multiple sources of evidence are required. Quantitative data include: a minimum grade point average; minimum grade requirements in professional education courses and in the major; dispositions assessments; passing Praxis I scores (or approved minimum scores on the SAT or ACT); passing Praxis II and PLT test scores; passing scores on ADEPT/SPA/CF evaluations completed by cooperating teachers and university supervisors; and passing scores on professional portfolios. Additionally, selected conventional and performance-based assessments are utilized (e.g. evaluations of field experience performance, recommendations of faculty, reflective journal entries, work samples of students, unit or lesson plans, video clips, and self-assessments). These data are analyzed by the Teacher Education Program Review Committee for indications of trends that may result in a need for program modifications.

**Feedback on Candidate Performance on Assessments of CF Proficiencies**

Regular and thorough feedback is given to candidates in regard to their progress in mastering CF proficiencies. Candidates are expected to use this feedback in order to improve their knowledge, skills, and dispositions. At the top of the following page is a table that indicates the general feedback loops that have been established in order to optimize candidate improvement.
## Feedback Protocols for Candidate Performance on CF Proficiencies

<table>
<thead>
<tr>
<th>Unit CF Proficiency</th>
<th>Candidate Transition Point (TP)</th>
<th>Feedback Given</th>
<th>Failure to “meet” Standard Protocol</th>
<th>Follow-Up Protocol</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1-6</td>
<td>#1</td>
<td>Assessment returned to/viewed by candidate with evaluation/critique</td>
<td>Conference or Event/Concern Report with candidate</td>
<td>Must resolve Event/Concern Report for Program Admission OR Additional conference of Event/Concern Report if failure to “meet” standard at next TP</td>
</tr>
<tr>
<td></td>
<td>#2</td>
<td>Assessment returned to/viewed by candidate with evaluation/critique</td>
<td>Conference or Event/Concern Report with candidate</td>
<td>Additional conference of Event/Concern Report if failure to “meet” standard at next TP</td>
</tr>
<tr>
<td></td>
<td>#3</td>
<td>Assessment returned to/viewed by candidate with evaluation/critique</td>
<td>Conference or Event/Concern Report with candidate</td>
<td>Additional conference of Event/Concern Report if failure to “meet” standard at next TP</td>
</tr>
<tr>
<td></td>
<td>#4</td>
<td>Assessment returned to/viewed by candidate (and, in some instances, the cooperating teacher or district mentor) with evaluation/critique</td>
<td>Conference or Event/Concern Report with candidate</td>
<td>Discussed with candidate during the Final ADEPT Evaluation OR Extension of Clinical Practice; candidate cannot be endorsed for licensure until “met” standard is attained</td>
</tr>
</tbody>
</table>
Event/Concern Reports

Event/Concern Reports (E/CR) are generated on an as-needed basis to document incidents that trigger concerns by advisors, faculty, or supervisors about teacher candidates. It is anticipated that a candidate will not receive any E/CRs during his/her preparation as a prospective teacher; however, if they do, the candidate will meet with the Department Chair, his/her advisor, and the faculty member who generated the report to discuss the event/concern and to formulate an action plan to address that concern(s). A follow-up meeting will be scheduled to discuss whether the action plan was a success. Completed E/CRs are submitted to the Education Analyst for placement in the candidate’s record. A copy should also be forwarded to the candidate’s academic advisor. Concerns raised in reports must be resolved prior to the candidate’s advancing to the next transition point in the program.

Assessments of Dispositions

Elementary and Secondary/Foreign Language candidates’ dispositions related to teaching are assessed at three points during their progress through the Teacher Education Program (the dispositions of music candidates are assessed at two points). If a candidate receives a “not met” on any of the dispositions, the “not met” must be resolved prior to the candidate’s advancing to the next transition point in the program. For administrative purposes, the “not met(s)” may be addressed through the submission of an E/CR (Event/Concern Report—see below). Note: In cases where the cooperating teacher or district mentor and the university supervisor disagree over a candidate’s Dispositions Assessment at the end of the Teaching Internship, the two parties will meet with the Department Chairperson prior to the Final ADEPT Evaluation for documented resolution of the matter. Candidates must receive “met” on all dispositions in order for successful completion of the teaching internship.

Field and Clinical Experiences

Elementary candidates and secondary/foreign languages candidates must complete approximately 616 and 396 hours, respectively, of incremental field experiences that are fully integrated into course work and the Senior Block. Prior to the Senior Block, teacher candidates have an Early Experience in a local school at the beginning of the senior year, prior to the opening of fall term at Furman University; that same placement is used throughout the other courses/practica during the senior year.

Music candidates complete a minimum of 100 hours of field experiences integrated with professional education courses prior to the Teaching Internship. The Teaching Internship begins with an Early Experience at the beginning of the senior year, prior to the opening of fall term at Furman University, and is continued during the spring term of that year for approximately 12 weeks.

Note: Furman University students are not permitted to contact schools to arrange their own field placements, including internships. Also, field experiences, including internships, are not
made at a high school attended by the candidate or in any school in which there is a family member employed.

**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.”

**Upper-Level Methods Courses**

1. Candidates must take and pass PRAXIS-Core by the beginning of their junior year in order to enroll in upper-level methods courses.

2. Candidates cannot enroll in upper-level methods courses (with the exception of EDU-305) if their cumulative grade point average is below the minimum required for admission into the Teacher Education Program (TEP). If a candidate’s GPA is below the minimum for admission into the TEP, he/she has the option to submit an appeal to enroll in MTH-301 in the spring term of the sophomore year IF—with the inclusion of spring term grades—his/her cumulative GPA could potentially meet the minimum GPA for admission into the TEP.
3. Students who are not licensure candidates or non-teaching majors cannot enroll in upper-level methods courses except by appeal.

**Teaching Internship**

Initial elementary and secondary/foreign language certifiers complete their program of preparation on the post-baccalaureate level (i.e., after graduation) by pursuing one of two Teaching Internship options:

1. Candidates participate in a fall-only internship with a cooperating teacher (with additional supervision and guidance provided by a university supervisor).

2. Candidates participate in a fall-term internship as *part of their first year (i.e., “induction year”) of teaching in a local school district*. In this option, teacher candidates serve as the teacher of record in their classrooms (i.e., they receive partial compensation and full benefits), with supervision and assistance provided by a school district mentor and a university supervisor. This is part of the Teacher to Teacher Program (see below for more information).

*Internships for elementary and secondary/foreign language candidates are scheduled in the fall term only.* The internship, a state-mandated requirement for certification, is offered 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; and (c) facilitate coordination between partnership school districts and Furman University so that staff and resources can be used effectively and efficiently. In scheduling the internship immediately following the spring practicum, student expenses are reduced; it also permits students to be recommended for certification, and potentially employed, earlier.

Initial music certifiers complete their program of preparation on the undergraduate level by participating in the Teaching Internship with a cooperating teacher *only during the spring term of their senior year*.

**Fall-Only Option for Completing the Student Teaching Internship**

Some candidates choose a fall-only internship for personal reasons; others do fall-only internships because there is a consensus among all concerned parties that the candidate is not yet ready to undertake the responsibilities of an induction teacher. Still other candidates are placed in a fall-only internship because they have been unable to secure an induction year contract approximately four weeks prior to the start of the school year. In the fall-only internship, students are assigned a cooperating teacher and a university supervisor in one of Furman’s partner schools. Fall-only is an ideal choice for candidates who may wish to pursue graduate programs or teaching positions in other locations. The requirements for completing the internship are the same for all candidates. Fall-only candidates also have the option of completing a master’s degree at Furman.
Teacher to Teacher Program and Induction for Completing the Student Teaching Internship

The Teacher to Teacher Program is a part of Furman’s Teacher Education Program that involves partnerships between Furman and local (South Carolina) school districts.

Teacher to Teacher Program participants may be given the opportunity of becoming induction year teachers at the start of the K-12 academic year following graduation from Furman. (An “induction year” refers to an individual’s first year as an official teacher in a South Carolina public school.)

All elementary and secondary/foreign language candidates are eligible to participate in the Teacher to Teacher Program if they meet the ongoing criteria to remain in the Teacher Education Program (i.e., candidates do not have to officially apply to the Teacher to Teacher program). In order for a candidate to be offered an induction year contract, a local school district must have a vacancy (and funding for the vacancy) in the candidate’s certification area; the candidate must receive passing scores on PRAXIS II exams; and Furman and school district officials must endorse the candidate as eligible for an induction year contract. 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.

Note: 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.

Instead of completing their Teaching Internship with a cooperating teacher, candidates who sign induction contracts 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).

During the Teaching Internship, candidates earn six hours of graduate credit for EDEP-670 (“Teaching Internship”). Candidates with induction contracts earn three additional hours for EDEP-640 (“Best Practices for Beginning Teachers”).

Until successful completion of the Teaching Internship (which usually occurs in early December), Furman candidates serving as induction teachers are compensated by a local school district at approximately 75 percent of the salary of fully-certified first-year teachers. School districts also usually reimburse candidates for the graduate tuition associated with the Teaching Internship.

To be an induction teacher in a K-12 public school classroom (and to be deemed “highly qualified” under the No Child Left Behind legislation), 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 and all other Teacher Education Program requirements, the induction teacher receives Furman’s endorsement for an Initial South Carolina Teaching Certificate.

**Interviewing/Accepting an Induction Year Position after a Fall-Only Internship has Begun**

As noted above, candidates who do not secure an induction year contract will be 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.

**Application and Recommendation for Certification**

Candidates are required to undergo a state and federal background check one year prior to student teaching. The Education Analyst in the Education Department notifies candidates of the time frame for completion of the online application for the Initial Teaching Certificate and digital fingerprinting. The Education Analyst notifies music candidates during the spring of the junior year, and during the fall of the senior year for elementary, secondary, and languages candidates. After the candidate has completed the online application for certification on the South Carolina Department of Education website and scheduled a fingerprinting session with Integrated Biometric Technology (IBT), he/she is responsible for providing the Education Analyst with: 1) a cashier’s check for the appropriate amount for the online certification application made payable to the “Office of Educator Certification” if the fee was not paid with a credit card online; 2) their fingerprinting receipt provided by IBT at the scheduled fingerprinting session; and 3) a photocopy of their Social Security card, which is required as part of the application for certification. Additionally, near the end of the Teaching Internship, the Education Analyst will request candidates to complete request(s) for official transcripts from Furman University and a “Request/Change Action form” to be included with the candidate’s South Carolina “Verification of College Preparation Recommendation for the Teacher Certificate.”

**Appeals**

A candidate who wishes to make an appeal for an exception to a Teacher Education Program policy shall do so through the Department Chair. Each candidate’s appeal shall be in writing, using the TEP (Teacher Education Program) Appeal Form, which should be submitted to the Department Chair, who will present the appeal to the entire department to be acted upon. The burden of proof is always upon the appealing student to show what exception to a program policy is desired and the reasons why it is believed that such an exception should be made. Appeals for exceptions to program policies set by the Teacher Education Committee will be brought to the attention of that committee by the Department Chair.
Complaints

Candidates have several options for expressing concerns about Furman’s Teacher Education Program, including (but not limited to) surveys of student opinion (administered at the end of each course) and exit surveys/evaluations at various points during a candidate’s progression through the program. *Ideally, candidates should discuss their complaints directly with a faculty or staff member. These complaints should be resolved through informal means whenever possible.* When this is not possible, candidates also have the option of registering a complaint by submitting a Teacher Education Program (TEP) Complaint Form to the Department Chair, who will handle the matter directly with the student or, if appropriate, present the complaint to the entire department to be acted upon. If the complaint involves the Department Chair, then the candidate has the right to select a faculty member to act in the Chair’s place. If the resolution of the complaint proves to be unsatisfactory to the candidate, he/she may take the matter to the appropriate university authorities (see the grievance process outlined in *The Helsman*).

Education Curriculum Center

Located on the lower level of the James B. Duke Library, the Education Curriculum Center houses professional education resources including texts, juvenile literature, and curriculum materials that support the preparation of initial and continuing educators. In addition, an open classroom and workroom are located adjacent to the curriculum collection for occasional use by faculty and students. The curriculum collection is overseen by library staff who work collaboratively with the Education Department to acquire and maintain resources that are current and reflect best instructional practices.

Student Education Organizations

*Kappa Delta Pi*  
Kappa Delta Pi is an honor society that recognizes outstanding scholarship, leadership, and service in education. The Xi Epsilon chapter was founded at Furman in 1977. Junior, senior, and graduate candidates who meet grade point average and disposition qualifications—and who demonstrate potential for making significant contributions to the field of education—are invited by the Teacher Education Program to consider membership. An annual ceremony of initiation into the society occurs in conjunction with Alumni weekend. Teacher Education Program faculty serve in the capacities of counselor and treasurer to the organization.

*Student Leadership Team*  
Students (approx. 4-6) appointed by Teacher Education Program faculty form the Student Leadership Team. This group serves as an advisory council to the Teacher Education Program. It meets at least twice per year with the Chairperson of the Education Department to discuss program issues and concerns, and to make recommendations.
Teacher Education Program: Graduate Level
Graduate Program for the Continuing Preparation of Teachers and Other Professional School Personnel

Another component of Furman’s Teacher Education Program are the graduate degree options that exist as a service program to teachers and other professional school personnel in Upstate South Carolina. These programs contribute significantly to the improvement of education in the larger community of which Furman is a part.

Within the Master of Arts program in Education, there are two degree concentrations that are advanced programs: Literacy and School Leadership. Degree concentrations that are initial programs include Special Education (emotional/behavioral disorders or learning disabilities), TESOL, Early Childhood Education, and Curriculum & Instruction.

Candidates in the Teacher to Teacher Program may elect to enter either the Early Childhood or one of the Special Education programs to add an additional area of certification and to graduate with the M.A. degree within approximately 15 months after receiving the BA degree. Alternatively, candidates may elect to enter the Literacy, Early Childhood, TESOL, Curriculum & Instruction, or a Special Education program and extend the course work and experiences over more than the 15 months.

Note: In the Teacher to Teacher Program, candidates earn between nine and twelve graduate hours during their induction year that may apply to the M.A. degree at Furman University.

The advanced program of study in School Leadership requires a minimum of one year of teaching prior to entering the program.

Furman also offers an Education Specialist degree, but admission to that program requires that an applicant already possess an M.A. degree in school leadership.

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.
ADEPT Performance Standards and Key Elements

DOMAIN 1: Planning

APS1: Long-Range Planning
1.A Obtaining and analyzing student information and using this information to guide instructional planning
1.B Establishing appropriate learning and developmental goals for all students
1.C Identifying and sequencing appropriate instructional units
1.D Developing appropriate processes for evaluating and recording students’ progress and achievement
1.E Planning appropriate procedures for managing the classroom

APS 2: Short-Range Planning of Instruction
2.A Developing unit objectives
2.B Developing unit plans (content, strategies, materials, resources)
2.C Using student performance data to guide instructional planning

APS 3: Planning Assessments and Using Data
3.A Developing/selecting and administering appropriate assessments
3.B Gathering, analyzing, and using assessment data
3.C Using assessment data to reflect student progress and achievement

DOMAIN 2: Instruction

APS 4: Establishing and Maintaining High Expectations for Learners
4.A Establishing, communicating, and maintaining high expectations for student achievement
4.B Establishing, communicating, and maintaining high expectations for student participation
4.C Helping students assume responsibility for their own participation and learning

APS 5: Using Instructional Strategies to Facilitate Learning
5.A Using appropriate instructional strategies
5.B Using a variety of instructional strategies
5.C Using instructional strategies effectively

APS 6: Providing Content for Learners
6.A Demonstrating a thorough command of the subject matter
6.B Providing appropriate content
6.C Structuring the content to promote meaningful learning

APS 7: Monitoring, Assessing, and Enhancing Learning
7.A Monitoring student learning during instruction
7.B Enhancing student learning during instruction
7.C Providing appropriate instructional feedback to all students
DOMAIN 3: Environment

APS 8: Maintaining an Environment That Promotes Learning
8.A Creating a safe physical environment that is conducive to learning
8.B Creating and maintaining a positive classroom climate
8.C Creating and maintaining a classroom culture of learning

APS 9: Managing the Classroom
9.A Managing student behavior appropriately
9.B Making maximum use of instructional time
9.C Managing non-instructional routines effectively

DOMAIN 4: Professionalism

APS 10: Fulfilling Professional Responsibilities
10.A Advocating for the students
10.B Working to achieve organizational goals
10.C Communicating effectively
10.D Exhibiting professional demeanor and behavior
10.E Becoming an active, lifelong learner
## Feedback on Candidate Performance on Assessments of CF Proficiencies

<table>
<thead>
<tr>
<th>Unit CF Proficiency</th>
<th>Candidate Transition Point (TP)</th>
<th>Feedback Given</th>
<th>Failure to “meet” Standard Protocol</th>
<th>Follow-Up Protocol</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1-6</td>
<td>#1</td>
<td>Assessment returned to/viewed by candidate with evaluation/critique</td>
<td>Conference or Event/Concern Report with candidate</td>
<td>Must resolve Event/Concern Report for Program Admission OR Additional conference of Event/Concern Report if failure to “meet” standard at next TP</td>
</tr>
<tr>
<td>#2</td>
<td>Assessment returned to/viewed by candidate with evaluation/critique</td>
<td>Conference or Event/Concern Report with candidate</td>
<td>Additional conference of Event/Concern Report if failure to “meet” standard at next TP</td>
<td></td>
</tr>
<tr>
<td>#3</td>
<td>Assessment returned to/viewed by candidate with evaluation/critique</td>
<td>Conference or Event/Concern Report with candidate</td>
<td>Additional conference of Event/Concern Report if failure to “meet” standard at next TP</td>
<td></td>
</tr>
<tr>
<td>#4</td>
<td>Assessment returned to/viewed by candidate (and, in some instances, the cooperating teacher or district mentor) with evaluation/critique</td>
<td>Conference or Event/Concern Report with candidate</td>
<td>Discussed with candidate during the Final ADEPT Evaluation OR Extension of Clinical Practice; candidate cannot be endorsed for licensure until “met” standard is attained</td>
<td></td>
</tr>
</tbody>
</table>