

**Guide to**

**Master of Arts**

**in Teaching**

**(M.A.T.)**

**2021-22**

**Education Department**

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**Vision and Mission of the Educator Preparation Program**

**Vision Statement**

*The Educator Preparation Program at Furman University prepares educators who are scholars and leaders.*

**Mission of the Program and Furman University**

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. Specifically, educators who are scholars and leaders have in-depth knowledge and understanding of their discipline; use evidence-based practice for effective teaching and communication; and are caring and thoughtful individuals who respond sensitively to the needs and experiences of all students and others with whom they interact.

Furman is committed to a program of educator preparation that calls for collaborative, interdependent efforts throughout the academic community. Furman’s Educator Preparation 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.

**Program Standards**

Furman University prepares educators who exemplify proficiency in standards related to educator effectiveness. The program of teacher preparation aligns to the South Carolina Expanded ADEPT[[1]](#footnote-1) and PADEPP[[2]](#footnote-2) standards for educators and the defining characteristics of the *Profile of the South Carolina Graduate: world-class knowledge, world-class skills, and life and career characteristics.* Furman’s program aligns to national standards including InTASC[[3]](#footnote-3), ISTE[[4]](#footnote-4), NBTPS[[5]](#footnote-5), CAEP[[6]](#footnote-6) standards for accreditation, SPA standards for specialized programs, and Professional Standards for Educational Leaders, formerly ISLLC[[7]](#footnote-7). Furman’s program of teacher preparation is nationally recognized by NCATE[[8]](#footnote-8), now CAEP.

Candidates develop mastery of the InTASC core teaching standards as they progress through the program:

* *The Learner and Learning*
	+ Learner Development
	+ Learning Differences
	+ Learning Environments
* *Content Knowledge*
	+ Content Knowledge
	+ Application of Content
* *Instructional Practice*
	+ Assessment
	+ Planning for Instruction
	+ Instructional Strategies
* *Professional Responsibility*
	+ Professional Learning and Ethical Practice
	+ Leadership and Collaboration

In addition, candidates are mentored to ensure they can respond effectively and sensitively to the needs and experiences of all students and others with whom they interact. Throughout their program of study, candidates are expected to demonstrate the following key dispositions:

* Timeliness/Time Management
* Attendance
* Appearance/Dress
* Confidentiality
* Honesty/Integrity
* Poise/Attitude/Self-Efficacy
* Caring/Rapport
* Communication
* Caring
* Sensitivity to Individual Differences
* Sensitivity to Cultural Differences
* Reflectiveness/Responsiveness
* Initiative/Leadership
* Active Learner

**Program’s Commitment to Technology and Diversity**

*Technology*

In preparing educators as scholars and leaders, Furman's Educator Preparation Program acknowledges the crucial role of technology as a means to locate information, transmit knowledge, gain conceptual understanding, and achieve occupational ambitions. School leaders, 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 effectively. This objective is all the more urgent in light of the explosive growth of digital media, as well as the impact of emerging technologies. Furman’s program aligns to ISTE standards and candidates are assessed on the ability to use technology for learning.

*Diversity*

Furman's Educator Preparation Program is committed to preparing educators who, as scholars and leaders, understand and appreciate the diverse nature of learners and their cultures.  Furman recognizes the continuing role that schools, teachers, and school leaders play in fostering acceptance and celebration of diversity, both individually and collectively.  As a result, we are committed to diversifying our own pool of teacher candidates, as well as their field placements.  Candidate dispositions, including *Caring, Sensitivity to Individual Differences,* and *Sensitivity to Cultural Differences,* are assessed at program transition points.

**The Initial Preparation of Teachers**

This guide to the M.A.T. teacher preparation program at Furman University will assist you in understanding the teacher certification requirements. It is to be used as a supplement to the *Furman Catalog* (<https://catalog.furman.edu/>)

The Education Department offers a Master of Arts in Teaching (M.A.T.) in secondary certification for grades 9-12 in biology, chemistry, English, mathematics, physics, and social studies; and certification for grades PK-12 in French and Spanish. The Educator Preparation Program is accredited by the National Council for Accreditation of Teacher Education (NCATE; now known as the [Council for the Accreditation of Educator Preparation](http://www.caepnet.org/), or CAEP) and the South Carolina Department of Education. Additionally, the Department of Education is a member of the American Association of Colleges of Teacher Education (AACTE).

Data collection, as outlined in the assessment system, helps determine the extent to which the teacher preparation program and candidate performance reflect the development of scholarship, leadership, and evolving mastery of the South Carolina Expanded ADEPT (Assisting, Developing, and Evaluating Professional Teaching) standards, as well as national standards including InTASC (Interstate Teacher Assessment and Support Consortium), SPA (specialty professional association), and CAEP (Council for the Accreditation of Educator Preparation) standards that govern each certification program and the Educator Preparation Program as a whole.

Faculty within Furman’s Department of Education and mathematics and languages faculty have responsibility for teacher preparation program courses. Clinical and adjunct faculty teach one or more courses a year, depending on their area of expertise. Faculty and adjunct faculty also serve as university supervisors to supervise practicum and internship candidates. Within the Department of Education, a Department Chair serves as Director of Teacher Education. The Executive Director of Graduate Studies oversees all graduate programs at Furman University.

**Program Transition Points and the Assessment System**

The Educator Preparation Program of Furman University has a professional responsibility to ensure that its programs offer candidates the highest quality of preparation. The Educator Preparation Program must also assure that its graduates have demonstrated proficiency in all areas, including a positive impact on student learning. For purposes of gauging the entrance level and continued growth of candidates toward proficiency in content knowledge, pedagogical skills, and dispositions, periodic program transition points including common assessments and other performance measures are used. Each transition point includes assessments and performance measures that are aligned to the multiple state and national standards identified above. The transition points for the M.A.T. include the following:

Transition Point #1: Program Admission

Transition Point #2: Entry to Practicum

Transition Point #3: Entry to Internship (Student Teaching)

Transition Point #4: Program Completion/Certification Recommendation

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; passing Praxis scores (or OPI/WPT for languages); and satisfactory performance on Expanded ADEPT, SPA, dispositions assessments and other CAEP common assessments. These knowledge, skills, and dispositions performance-based assessments are completed by Education unit faculty, cooperating teachers, and university supervisors (e.g. evaluations of field experience performance, recommendations of faculty, reflective journal entries, unit work samples, unit or lesson plans, video clips, and self-assessments). These data are aggregated and analyzed by the Department’s Program Assessment and Review Committee (PARC), and other program committees and groups per the Quality Assurance Assessment System, for confirmation of candidate proficiency and indications of trends that may result in a need for program improvements. Table 1 provides an overview of the program’s performance assessment and transition points. Candidates are expected to demonstrate the required level of mastery at each transition point.

Specific to candidate dispositions, the Educator Preparation Program has identified attitudes and behaviors that embody professional teaching. As with knowledge and skills assessments, if a candidate receives any unsatisfactory scores on any of the dispositions, an Event/Concern Report and/or delay in program transition may result.

Furman’s M.A.T. program admits candidates who have above average academic records, strong content knowledge and skills, and dispositions/attitudes/behaviors that will facilitate successful entry into the classroom (Transition Point #1). Requirements include a bachelor’s degree and 30 credit hours in the content area with minimum 2.75 GPA as per state requirements (3.0 preferred) from Furman or another accredited college or university; Praxis II; writing sample; transcript evaluation to assess content preparation (for those applicants who do not hold a Furman degree in order to insure a minimum of 30 credits in the content area); recommendations; background check; interview; and 10-minute demonstration lesson. Specifically addressing the state requirements, candidates must meet Furman’s graduate school requirement of a bachelor’s degree and a 2.75 GPA (3.0 preferred) and must complete a statement of disclosure concerning all prior convictions to include felonies and misdemeanors. Background checks have to be completed as soon as possible following admission to the M.A.T. program but no later than June 15.

The M.A.T. will require that candidates meet the state minimum of 75 hours of observations and field experiences prior to clinical practice and other requirements as detailed in the sections below. Degree candidates will meet similar field-based requirements as current undergraduate students seeking initial certification. Without requiring additional content courses, the activities will include traditional courses in pedagogy blended with field-based observations, a 15-week practicum (2 full days per week in the field totaling 195 hours) with a minimum of 3 weeks of full-time experience, and an internship of 12 weeks (approximately 450 hours) with 6-8 weeks of full-time teaching. While the state does not require a minimum of full-time teaching in the practicum prior to internship (student teaching), Furman believes that this requirement, also a requirement of the undergraduate program, is a strength and factor in high teacher retention rates. Students must demonstrate competency in this experience before they are recommended for the teaching internship in the following semester (Transition Point #3). Therefore, Furman believes that maintaining the field/clinical requirement of the current undergraduate program will strengthen the M.A.T. and provide candidates with more depth and breadth in practice prior to the Internship. As stated above, this model presents a unique component of Furman’s highly successful Teacher to Teacher Residency program.

**Event/Concern Reports**

Event/Concern Reports (E/CR) are generated on an as-needed basis to document concerns by advisors, faculty, cooperating teachers/mentors, and/or university supervisors. It is anticipated that a candidate will not receive any E/CRs during candidate preparation as a prospective teacher; however, if s/he does, the candidate will meet with the Department Chair, Executive Director of Graduate Studies, and the faculty member(s) who generated the report to discuss the event/concern and to formulate an action plan to address the identified concern(s). A follow-up meeting will be scheduled to determine whether the issues cited in the E/CR are resolved and if the candidate can move to the next program transition point. Completed E/CRs are submitted to the Office of Graduate Studies for placement in the candidate’s record.

**Table 1. M.A.T. Education Program Transition Points**

|  |  |  |
| --- | --- | --- |
| **Transition Point** | **Year/ Semester** | **Requirements and Assessments (Key Assessments in purple text) for Transition Point**  |
| **Point #1. Program Admission** | Admissions decisions spring of year; program begins summer of same year | * Completed Graduate Studies application
* Undergraduate degree, with minimum 30 credit hours in required content area
* Minimum 2.75 grade point average; 3.0 preferred
* Passing Praxis Subject exam scores
* M.A.T. faculty review and recommendation
 |
| **Point #2. Entry to Practicum**  | Fall term year 1  | * Successful completion of Early Experience
* Maintained minimum 3.0 grade point average
* Satisfactory performance and demonstration of growth in knowledge, pedagogical skills, and dispositions in methods coursework; Any unsatisfactory performance during methods courses may result in delay in program continuation
* Resolution of any new or existing Event/Concern Reports1
 |
| **Point #3. Entry to Internship** | Spring term year 1 | * Scores on Praxis pedagogy exam (PLT: Grades 7-12) available by mid-December
* Maintained grades of “C” or above in all courses required for certification completed since admission
* Maintained minimum 3.0 grade point average
* Demonstration of growth in content knowledge, pedagogical skills, and professionalism evaluated by both the cooperating teacher and the university supervisor, demonstrating proficiency on SCTS 4.0 indicators
* Satisfactory Dispositions Assessment evaluation (Any unsatisfactory scores are considered in the recommendation for the Internship)
* Successful completion of Practicum and other requirements as specified in program guides and handbooks; Successful progress on Unit Work Sample
* Any “Unsatisfactory” or “Unacceptable” evaluation performance scores may result in an Event/Concern Report1 and/or delay program continuation
 |
| **Point #4. Program Completion/ Certification Recom-mendation** | End of Internship and program  | * Earned grade of C or above in Internship
* Satisfactory demonstration of content knowledge, pedagogical skills, and professionalism evaluated by both the cooperating teacher and the university supervisor, including meeting the minimum passing total score on SCTS 4.0 final evaluation
* Satisfactory Dispositions Assessment and Candidate Use of Technology (Any unsatisfactory scores are considered in the completion of Internship and the recommendation for certification); Successful completion of ION Assignment & Unit Work Sample
* Successful completion of all Internship requirements
* Any Event/Concern Report1 resolved
* OPI passing scores for foreign language candidates
 |

**1 Event/ConcernReport:** See the *Event/Concern Report* form on Department website.

**Field and Clinical Experiences**

The M.A.T. – like all of our undergraduate teacher residency programs – includes extensive clinical experience and mentorship. Major and unique components of the program are the extended single classroom experience and mentorship by the classroom teacher of record for an entire school year, the Early Experience, the full-time teaching in the Practicum, and the additional mentors that provide support and growth to each candidate in the Internship.

**Table 2. Courses with Field/Clinical Experiences Requirements**

|  |  |  |
| --- | --- | --- |
| **Type(s) of Experience** | **Course** | **Days/Weeks/Hours** |
| **Foundations**  |
| **Class observations, Individual student observations, Tutoring, Small group instruction, After-school program** | EDFD 620 Child & Adolescent Growth & Development | 15 hours (summer) |
| **Class observations, Individual student observations, Tutoring, Small group instruction** | EDEX 621 Education of Students with Exceptionalities  | 15 hours (fall) |
|  | **Total Hours** | **30 hours**  |
| **Methods** |
| **Class observations, Individual student observations, Tutoring, Small group instruction** | *One of the following METHODS course (specific to the content area of certification)*EDMT 650: Teaching Foreign Languages (pk-12) EDMT 652: Teaching English in grades 9-12EDMT 653: Teaching social studies in grades 9-12EDMT 654: Teaching science in grades 9-12EDMT 655: Teaching mathematics in grades 9-12 | 20 hours (fall) |
|  | **Total Hours** | **20 hours overlap with Practicum** |
| **Clinical Practice (Practicum & Internship)** |
| **Practicum** | Early Experience ANDEDMT 972 Practicum | Full days 2 weeks=75 hours (fall)2 days week 10 weeks=150 hours (fall) |
| **Internship (Student teaching)**  | EDEP 670 Teaching Internship | Full days 12 weeks/full-time teaching 6-8 weeks full-time teaching (minimum 6 weeks/30 days) = 480 hours (spring) |
|  | **Total Hours** | **735 hours** |

**Partnership with School Districts**

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

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

Clinical practices experiences provide for candidates’ intensive and continuous involvement in a public school setting. In cooperation with the designated school district administrator, the Coordinator of the Teacher to Teacher Residency Program approves the placement of M.A.T. candidates in high-quality practicum and teaching internship sites. The Coordinator of the M.A.T. program serves as a liaison to partnerships between Furman University and the school districts and meets with district personnel, principals, cooperating teachers, and candidates regularly. The Coordinator of Assessment and Accreditation conducts regular evaluations and assists with accreditation standards, standards training and programming with district personnel, principals, cooperating teachers, and teacher candidates.

Furman University students are not permitted to contact schools to arrange their own field placements, including internships. Also, field experiences, including internships, are not allowed at a high school attended by the candidate or in any school in which there is a family member employed. Secondary certifiers must complete the Practicum and Internship in a high school setting in order to be recommended for grades 9-12 certification.

**Cooperating Teachers**

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

Professional Qualifications

Cooperating teachers should have:

* a professional teaching license
* a minimum of three years of successful teaching experience in the field(s) of certification
* completed Expanded ADEPT South Carolina Teaching Standards (SCTS 4.0) training conducted by the state, School District, or Furman University prior to the Senior Practicum or Teaching Internship
* a demonstrated impact on student academic growth
* recommendation by the principal for assuming the addedresponsibility of mentoring a teacher candidate
* willingness to participate in the Early Experience, Senior Practicum or 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
* demonstrated application of the belief that all children can learn
* demonstration of open-mindedness and the willingness to listen
* willingness to share ideas, materials, and student data, as appropriate, with the teacher candidate
* ability to communicate effectively and articulate candidate expectations for the teacher candidate
* understanding and practice of effective principles of teaching, learning, and classroom management
* understanding and demonstration of appropriate use of technology, digital environments, tools and resources for teaching and learning
* willingness to share the candidate’s strengths and weaknesses with the university supervisor
* ability to critique the teacher candidate’s knowledge, skills, and dispositions, and provide useful comments (oral and written) on the teacher candidate’s performance, including midterm and final evaluations, weekly evaluations, and formal lesson evaluations

**University Supervisors**

University supervisors serve as links between the cooperating teachers, school and district officials, and the university. They are involved in the orientation, supervision, and evaluation of candidates during all upper-level school placements. All supervisors are trained by Furman University to communicate and discuss assignments and use evaluation forms and scoring rubrics. They meet regularly to assist in the design of the experiences required of candidates and to plan ways in which they will support the growth and development of candidates. University supervisors are expected to:

* become acquainted with the educational programs and personnel of the placement schools;
* prepare candidates for their placements and assist in the orientations for the candidates and cooperating teachers;
* help the cooperating teacher and/or district mentor and the candidate to develop a cooperative relationship;
* serve as resource persons for the cooperating teacher, district mentor, and the candidate; and
* visit and observe/evaluate the candidate during
* Early Experience (protocol visits)
* Practicum (4-5 visits throughout the term with an Expanded ADEPT/SCTS formal lesson observations and an Expanded ADEPT/SCTS and Dispositions Assessment evaluation); and
* Teaching Internship (minimum of six visits, but weekly visits recommended when

possible/necessary, with Expanded ADEPT/SCTS formal lesson observations and Expanded ADEPT/SCTS midterm and final and Dispositions Assessment evaluation).

Professional Qualifications

University supervisors should:

* demonstrate content expertise in the area of their candidate's subject matter;
* demonstrate relevant P-12 teaching experience in the candidate's subject matter and grade level;
* have sufficient time to assume responsibility for supervising one or more candidates;
* possess previous successful experience in supervising candidates **or** have been mentored in supervising candidates by an experienced member of the department;
* complete Furman training on teacher education evaluation requirements, be able to assess candidate knowledge, skills and dispositions, and participate in regularly scheduled university supervisor/faculty meetings;
* pass the SCTS 4.0 credentials test following Expanded ADEPT SCTS 4.0 rubric training;
* understand Furman Teacher Education Program’s vision, mission and model dispositions articulated by the vision and mission;
* have the ability to communicate and collaborate directly, effectively, and regularly with the candidate and cooperating teachers(s); visit and observe regularly and evaluate in a timely manner following Furman’s guidelines;
* demonstrate open-mindedness and the willingness to listen;
* understand effective principles of teaching, learning, and classroom management;
* understand and demonstrate appropriate use of technology, digital environments, tools, and resources for teaching and learning;
* have the ability to critique the teacher candidate’s knowledge, skills, and dispositions and provide useful feedback;
* support developmentally appropriate research-based instructional practices.

**Early Experience**

Like all of our EPP candidates, M.A.T. candidates will work with a public school classroom teacher in a site-based interaction known as Early Experience. This interaction occurs before Furman’s regular fall semester classes resume, usually during the first 1-2 weeks of the K-12 school year. Early Experience (at least 75 hours of fieldwork) will provide M.A.T. candidates with an orientation to the community, district, school, and classroom placement that they will use as their applied teaching site during the remainder of the fall term methods courses and fall Practicum, and the spring 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. Each candidate will work with a cooperating teacher in all instructional and non-instructional areas of responsibility (including specially assigned duties, team and/or faculty meetings, parent conferences, etc.). In addition, during this period, M.A.T. candidates will participate in some after-school seminars and colloquia hosted by university faculty on issues such as conduct and ethics, bullying, and professionalism. Teacher candidates will be notified of the appropriate time to report on the first day of Early Experience. Upon arriving at their assigned school, candidates should proceed to the office and ask for instructions on reporting to their cooperating teacher or the principal.

During Early Experience, candidates 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, 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;
* attend Furman orientations and seminars; and
* turn in all assignments on time.

Classroom routines and procedures are provided in Appendix 2.

*Attendance*

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

**Practicum**

Following the Early Experience, candidates will return to their placement schools during the regular fall term for a full-time, long-term practicum (at least 150 hours of fieldwork). M.A.T. candidates will visit the practicum placement for two full days each week (Tuesdays/Thursdays) for ten weeks while enrolling in methods courses and other preparation courses on Monday, Wednesday, and Fridays on campus. Late in the semester, students will spend three weeks full-time in the classroom assuming some of the teaching and administrative responsibilities of the cooperating teacher. Additionally, during the fall semester, candidates will continue to work with their cooperating teacher in all instructional and non-instructional areas of responsibility.

During the Practicum, teacher candidates will have one university supervisor who is primarily responsible for support and supervision. Cooperating teachers are strongly encouraged to contact the university supervisor in a timely manner if any problems arise. Typically, the university supervisor will confer with the cooperating teacher during most visits. Additionally, other university faculty and supervisors will visit periodically to evaluate specific aspects of the teacher candidate’s performance (e.g., teaching dispositions, assessment strategies, integration of technology, classroom management). Candidates must successfully complete the Practicum in order to be endorsed for an internship.

Appendix 3 provides a breakdown of teacher candidate, cooperating teacher, and university supervisor responsibilities.

*Formal Assessments during Practicum*

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

University supervisors will observe a minimum of three lessons. One of the lessons observed will include a pre- and post-conference using the Expanded ADEPT SCTS model. A three-way conference -- based on Expanded ADEPT SCTS 4.0 rubric and Dispositions Assessment (DA) scores -- will occur at the end of the term. This evaluation will determine whether a candidate is/is not recommended for an internship placement. The minimum requirements on the final summative evaluation for continuing to Program Transition Point #3 Entry to Internship include the following:

* SCTS 4.0 rubric evaluation.
* Dispositions Assessment evaluation. Any scores of “*Unsatisfactory/Unacceptable*” may result in an Event/ Concern Report and are considered on a case by case basis for continuation to Program Transition Point #3 Entry to Internship.
* Evaluations, templates, guides, and other resource documents can be found on the Department of Education website.

*Attendance*

Candidates must contact the cooperating teacher and university supervisor in case of an emergency that delays or prevents them from attending their placement school. Failure to contact appropriate school and university supervisors may result in a lower grade in the practicum. *Candidates who miss more than two consecutive days in the placement school without notifying the cooperating teacher and university supervisor risk failing the practicum course that constitutes part of the Practicum.* After-school seminars are scheduled for candidates during the Practicum. Attending all seminars (either face-to-face or virtual) is required unless absences are pre-approved by the university supervisor. Appropriate medical documentation is required in cases of illness. All assignments during the Practicum must be turned in on time. Additional information is provided in the syllabus and at orientation and seminar sessions.

*Scheduling Outside Commitments*

Candidates are advised to limit their involvement in extra-curricular activities during this period. They should consult with their university supervisors regarding participation in activities that could interfere with or jeopardize their performance in the Practicum.

*Possible Challenges for Teacher Candidates*

Novice teachers, even those working in a cooperating teacher’s classroom, can face a variety of challenges. Cooperating teachers and university supervisors should keep the following points in mind when working with teacher candidates:

* ANXIETY. It is a new situation and the teacher candidate 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 teacher candidate will know all that you know.
* TIME MANAGEMENT. Teacher candidates 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 teacher candidate 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 the teacher candidate.
* GIVING INSTRUCTIONS. Help your teacher candidate give detailed, step-by-step instructions to students. Also help them know when to give instructions.
* AWARENESS OF THE WHOLE CLASS. Teacher candidates 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. Teacher candidates 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.

**Teaching Internship**

Candidates advance to the spring Teaching Internship only after they meet all program transition point requirements, including resolution of any pending Event/Concern Report(s).

If possible, they will work with the same cooperating teacher who supervised the Early Experience/Fall Practicum and gradually transition to a more independent instructional role. Candidates will spend full days for 12 weeks and teach full time six to eight weeks, minimum of six weeks (30 days), under the support and supervision of the classroom cooperating teacher and a university supervisor. Candidates will also participate in a faculty-led course on critical issues in education to include technology integration in the classroom, as well as classroom management. In the Internship, candidates will be required to adhere to the daily schedule of the cooperating teacher and candidate activities as is defined in the field and clinical practice handbook.

Teaching interns will be provided with sustained and classroom-focused professional development with trained supervisors who are Expanded ADEPT SCTS 4.0 trained. University supervisors are required to have preparation and experience in the teaching area of the candidate. They work with new teachers to share curriculum ideas, demonstrate lessons, and provide close supervision, guidance, and regular feedback about teaching performance. They are well-trained, experienced, and enthusiastic educators who work regularly with teaching interns at Furman. The same faculty, staff, and adjuncts who oversee and support spring Practicum and fall Internship in the undergraduate program will oversee and support the fall Practicum and spring Internship in the graduate M.A.T. program.

*Teacher Intern Responsibilities*

Among other duties and responsibilities, teacher candidates will

* assess the instructional needs of students and implement long-range units and daily lesson plans that are appropriate for diverse learners and students of different ability levels within the classroom;
* plan and create classroom environments (both physical and social) that facilitate learning and promote cooperation, respect for all students, and responsibility for learning;
* design short-range instructional units that are sequenced logically; are appropriate for the age and abilities of students; set high expectations for learners; and present a variety of intellectual, social, and cultural perspectives;
* implement a variety of instructional procedures that are logical and responsive to individual differences;
* plan, develop, and use a variety of appropriate assessment procedures to improve instruction for all learners and create in students a sense of responsibility for their own participation and performance;
* observe and develop strategies for communicating with families and for incorporating parents (and the community) into the educational program;
* develop strategies for managing student behavior, facilitating classroom routines and transitions, and monitoring student learning;
* become involved in the total school program; demonstrate effective interpersonal and team relations; work with teachers, administrators, school staff, and other school officials; examine personal strengths and areas for improvement;
* review and analyze professional development plans and outline ways in which personal teaching skills may be enhanced;
* demonstrate effective oral and written communication skills; and
* analyze, evaluate, and reflect on teaching practices and experiences in order to improve teaching and further clarify philosophical beliefs about teaching, learning, and effective classroom management.

*Attendance*

Candidates must successfully complete the Teaching Internship in order to be endorsed for certification by the Teacher Education Program. Daily attendance at the placement school is a professional expectation of the internship. Candidates must contact the relevant school official (usually the principal or assistant principal), the cooperating teacher, and the university supervisor in case of an emergency that delays or prevents him/her from attending school. Failure to contact appropriate school and university supervisors may result in a lower grade in the internship. 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 Executive Director of Graduate Studies. Appropriate medical documentation is required in cases of illness. Furthermore, after-school 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 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.

*Formal Assessments During the Teaching Internship*

A Summary of Internship Responsibilities is provided in Appendix 4. Candidates successfully complete the Teaching Internship only when they have met all program requirements for the last program transition point, including resolution of any pending Event/Concern Report. Candidates are formally assessed at several different points during the Teaching Internship. An overview of these assessments is provided below. All assessments are linked to the South Carolina ADEPT/SCTS 4.0 standards rubric, and Furman’s Dispositions Assessment (DA) and Candidate Use of Technology for Learning assessment rubric.

Candidates in the Internship will receive multiple formative and summative Expanded ADEPT SCTS 4.0 evaluations. Internship candidates’ formal evaluations will be completed by both the cooperating teacher and the university supervisor. Cooperating teachers will complete weekly evaluations and two formal lesson observations, and the university supervisor will complete four formal lesson observations. A midterm and final summative evaluation and conference will be conducted by both the university supervisor and the cooperating teacher.

A midterm evaluation is completed. At this midpoint, any SCTS 4.0 domain scores less than the minimum required for program completion/certification recommendation or dispositional concerns may need to a candidate Event/Concern Report. Successful completion of the Teaching Internship includes, but is not limited to, satisfactory performance on the SCTS 4.0 rubric, and the DA and Candidate Use of Technology rubric. A candidate receiving a final internship grade below a C will not receive a recommendation for a South Carolina teaching license. Also, the minimum requirements on the final summative evaluation for program completion and certification recommendation include the following:

* SCTS minimum scores as indicated on the SCTS 4.0 rubric evaluation form are required.
* Dispositions Assessment scores of “*Approaching/Developing*” or “*Accomplished/Target*” are required.
* Candidate Use of Technology rubric scores of “*Emerging/Developing*” or “*Accomplished*” are required.

*Note: For program completion/certification recommendation an earned grade of C or above is*

*required.* *Regardless of grades recorded/earned throughout the semester, if a candidate does not meet the minimum score required to pass each ADEPT/SCTS 4.0 domain by the time of the final summative conference, he/she will not be recommended for certification.*

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. Furman recommends candidates consider taking the OPI during the fall term. 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 candidate language skills. The candidate will need to repeat OPI at the completion of the remediation.

*Other Individuals Who Support the Teaching Internship*

The principal creates a supportive climate focusing on student learning that integrates the teacher candidate into the school culture. Most principals have developed a procedure that insures the appropriate assimilation of the teacher candidate. 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 teacher candidate, the university recognizes the principal’s prerogative to notify the Coordinator of the M.A.T. program, the Director of Teacher Education, and/or the Executive Director of Graduate Studies. 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 Practicum 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 teacher candidate in their respective districts.

*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, candidates must follow the guidelines listed below:

* 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 and in social activities not sponsored by the school. This includes activities that might occur after school and while the candidate remains in the program for initial certification.
* Candidates must exhibit integrity and character consistent with the [*“*Standards of Conduct for South Carolina Educators”](https://ed.sc.gov/educators/teaching-in-south-carolina/professional-practices/conduct-standards/) as set forth by the South Carolina Department of Education.
* Candidates 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 or suspicion 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; and
* 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.”

**Eligibility for Initial Certification**

Candidates who complete the plan of study, advance through the program transition points including satisfactory performance on assessments, and complete other requirements and paperwork satisfactorily will be recommended for certification by the Education Department. Candidates will have completed the minimum of 30 hours in the content area of certification as an M.A.T. admission requirement. (All additional content coursework must be completed and relevant transcripts submitted before beginning Early Experience) Candidates will be made aware that a prior criminal record could prevent certification at the time of application to the program. The application will require disclosure of convictions of felonies and misdemeanors.

**Application and Recommendation for Certification**

Candidates are required to undergo a state and federal background check during the summer prior to the fall practicum. The Education Analyst notifies candidates of the time frame for completion of the “Application for Student Teaching Clearance” application (hereinafter referred to as “Application”) and digital fingerprinting.  After the candidate completes the online application on the South Carolina Department of Education website and schedules a fingerprinting session with an IdentoGO center, the candidate is responsible for notifying the Education Analyst that they have completed the Application and fee payment, and the digital fingerprinting process.  Additionally, near the end of the teaching internship, the Coordinator for Secondary Education will ask candidates to complete the online Academic Application with the South Carolina Department of Education and request their official transcripts from Furman University, as well as their undergraduate degree institution (if the candidate earned their degree from an institution other than Furman), be sent to the South Carolina Department of Education.  The Office of Graduate Studies submits the Verification of Educator Preparation Recommendation for program completers.

**Appeals**

A candidate who wishes to make an appeal for an exception to an Educator Preparation Program policy and/or transition point progression may write a formal letter to the Education Department Chair and Executive Director of Graduate Studies. Appeals for exceptions to program policies set by the Teacher Education Committee will be brought to the attention of the Department by the Department Chair. A formal letter of response will be provided to the candidate with the appeal and placed in the candidate’s record.

**Appendix 1: Glossary of Terms**

Candidate: A Furman student who is seeking certification.

Teacher candidate: Furman candidate participating in the Early Experience, Practicum, and Internship

Internship: Teaching Internship (student teaching). This occurs during the spring term following the Practicum.

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

Early Experience: Period of 1-2 weeks prior to the fall term during which the teacher candidate assumes certain responsibilities in a PK-12 classroom.

Practicum: A field experience that occurs during the fall term. This is not the same as, or equivalent to, the Teaching Internship. Rather, it serves as an opportunity for candidates to demonstrate their readiness to proceed to the Teaching Internship.

University Supervisor: Furman faculty member assessing a candidate’s performance in a PK-12 setting.

**Appendix 2: Classroom Routines and Procedures**

**During the first few weeks of school, identify how the following classroom procedures and routines are implemented. An item or two *might* not pertain to your classroom: write NA if that is case.**

|  |
| --- |
| **Lesson Plans** |
| 1. **How is planning conducted? (department, individual, by subject, etc.) When?**
 |  |
| 1. **How do the plans indicate relationship to the SC Curriculum Standards? Other Standards (AP, IB, etc.)**
 |  |
| 1. **What is the lesson plan format required by the principal? *(can submit as an attachment if there is a lesson plan template)* When are they due?**
 |  |
| 1. **Where are resources housed to support the implementation of plans?**
 |  |
| **Daily Routines:** |
| 1. **What are students expected to do when they first arrive in the classroom?**
 |  |
| 1. **How is attendance taken? What is done if a student is tardy? What about for remote learners?**
 |  |
| 1. **What are the procedures for students going to the restroom, having food and drinks, etc.?**
 |  |
| 1. **What policies are in place for Chromebooks? What about the use of other mobile devices?**
 |  |
| 1. **What other routines are in place because of COVID-19?**
 |  |
| **Classroom Organization** |
| 1. **Describe the arrangement of the classroom (attach picture if desired) How does it reflect COVID safety recommendations?**
 |  |
| 1. **Is the teacher able to see all students at all times?**
 |  |
| 1. **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.) If not, what impacts this?**
 |  |
| 1. **What are the expectations/ procedures for keeping the room organized and needed materials readily available?**
 |  |
| 1. **How is wall space utilized? Does it support instruction and learning?**
 |  |
| **Student Assignments** |
| 1. **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?**
 |  |
| 1. **Where/ how do students turn in assignments?**
 |  |
| 1. **How are assignments returned to students? Are all returned with constructive feedback? Some? How does the teacher make this determination?**
 |  |
| 1. **What types of assessments and grading are used? Note different methods, and describe types of rubrics used. How is different work weighted? (tests, quizzes, daily work)?**
 |  |
| 1. **If a student misses assignments due to absence, how is this handled? Is there a plan for absences around COVID-19?**
 |  |
| **Management Procedures** |
| 1. **What are the expectations of student behavior during whole group instruction? Individual seatwork or testing?**
 |  |
| 1. **How does the teacher address disruptive behavior?**
 |  |
| 1. **Is there a specific management plan in use? If so, please describe. Is anything different from prior years’ management plans due to COVID?**
 |  |
| 1. **How often is parent contact made? How is this done (phone, email, etc.)?**
 |  |
| 1. **Are there any management plans in place for labs or other potentially hazardous activities? (science probably the only one)**
 |  |

1. ADEPT – Assisting, Developing, and Evaluating Professional Training [↑](#footnote-ref-1)
2. PADEPP – Program for Assisting, Developing, and Evaluating Principal Performance [↑](#footnote-ref-2)
3. InTASC – Interstate Teacher Assessment and Support Consortium [↑](#footnote-ref-3)
4. ISTE – International Society for Technology in Education [↑](#footnote-ref-4)
5. NBPTS – National Board for Professional Teaching Standards [↑](#footnote-ref-5)
6. CAEP – Council for the Accreditation of Educator Preparation [↑](#footnote-ref-6)
7. ISLLC – Interstate School Leaders Licensure Consortium [↑](#footnote-ref-7)
8. NCATE - National Council for Accreditation of Teacher Education [↑](#footnote-ref-8)